CAROLINA UNDERGRADUATE BULLETIN

2010–2011 RECORD

The University of North Carolina at Chapel Hill

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

UNDERGRADUATE BULLETIN

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Record of the University of North Carolina at Chapel Hill

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The University of North Carolina at Chapel Hill is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number [404] 679-4501) to award bachelor's, master's, doctoral, and professional degrees.

Statement on Equal Educational Opportunity
The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

Nondiscrimination Statement
The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied (see www.unc.edu/campus/policies/nondiscrim.html). A copy of the University's EPA and SPA Equal Opportunity Plans is available on the University's Web site at www.unc.edu/depts/eooada. Any inquiries regarding the University's nondiscrimination policies should be brought to the attention of one of the following administrators, as noted:

Discrimination in employment and educational programs and activities	University EEO/ADA Officer CB# 9160, 100 Pettigrew Hall Chapel Hill, NC 27599-9160 (919) 966-3576
Discrimination involving students	Dean of Students CB# 5100, Suite 1106 Student Academic Services Building 450 Ridge Road Chapel Hill, NC 27599-5100 (919) 966-4042
Sex discrimination in educational programs and activities	University Title IX Officer CB# 9160, 100 Pettigrew Hall Chapel Hill, NC 27599-9160 (919) 966-3576
Discrimination in employment	Associate Vice Chancellor for Human Resources CB# 1000, 300 South Building Chapel Hill, NC 27599-3000 (919) 962-1554

The University's policy prohibiting discrimination on the basis of sexual orientation does not apply to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers.

The Honor Code
The Honor System forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

Student Right-to-Know Act
Pursuant to the federal Student Right-to-Know Act, we report that, in 2009–2010, the completion or graduation rate for undergraduates who entered the University of North Carolina at Chapel Hill in 2003 on a full-time basis was 87.3 percent.

Cover photo: Richard Cox

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The University of North Carolina at Chapel Hill: *An Introduction*

Visiting Campus

Visitors are always welcome at the University of North Carolina at Chapel Hill.

If you are a prospective student and want information about admission to the University, contact the Undergraduate Admissions Office at (919) 966-3621 or go to www.admissions.unc.edu.

The UNC–Chapel Hill Visitors' Center offers tours, maps, and information about UNC and the Carolina community. Its interactive touchscreen can direct visitors to anywhere they need to go on campus. Located inside the Morehead Planetarium Building at 250 East Franklin Street, the center is open Monday through Friday, 9:00 a.m. to 5:00 p.m.

Campus visitors can learn about the University's stories, legends, and realities on a walking tour that highlights the past, present, and future of Carolina. This is an informative, 55-minute stroll through the heart of the historic campus, down the tree-lined brick pathways of the nation's oldest state university and one of its premier institutions in teaching, research, and public service. Specialized tours for prospective graduate students and school groups are also offered, led by enthusiastic students with a wealth of knowledge about UNC–Chapel Hill. Call the Visitors' Center at (919) 962-1630 for tour times.

Parking information and a campus map are available at the Visitors' Center or on the Web at www.unc.edu/visitors.

Overnight accommodations are usually available (except on football weekends, Commencement weekend, and other special occasions) at the Carolina Inn, near the center of the University. Call the Carolina Inn at (919) 933-2001 for overnight reservations. Persons planning to visit campus should seek reservations well in advance. Numerous other hotels are located in the Chapel Hill vicinity. Contact the UNC–Chapel Hill Visitors' Center at (919) 962-1630 or visit the Chapel Hill/Orange County Visitors' Bureau at www.visitchapelhill.org.

Using the *Undergraduate Bulletin*

The *Undergraduate Bulletin* is a valuable tool that prospective and enrolled students can use throughout their days at the University of North Carolina at Chapel Hill. The *Bulletin* supplies general information about the University to prospective students and their parents. It includes information about application procedures and about orientation and matriculation for students who have been accepted.

Academic regulations, University facilities and college life also are described. Departmental degree requirements and course offerings are included, but students in some specialized curricula will be referred to other publications for additional information. Enrolled students are encouraged to use the *Bulletin* in addition to talking with faculty advisors.

This bulletin is concerned primarily with prospective students and with undergraduates enrolled in the General College, the College of Arts and Sciences, and the schools of Business, Dentistry, Education, Information and Library Science, Journalism and Mass Communication, Medicine, Nursing, Pharmacy, and Public Health, as well as Summer School.

The following catalogs and admissions brochures are published by the University of North Carolina at Chapel Hill, in print form and/or on the Web: Kenan–Flagler Business School, School of Dentistry, School of Education, School of Government, the Graduate School, School of Information and Library Science, School of Journalism and Mass Communication, School of Law, School of Medicine, School of Nursing, Gillings School of Global Public Health, School of Social Work, and Summer School. Part-Time Classroom Studies and Self-Paced Courses also publish course catalogs.

Carolina on the Web

To find out more about the University through the Web, visit the University's home page at www.unc.edu.

Corresponding with the University

Prospective students are welcome to contact the University's Office of Undergraduate Admissions for more information about the University and to schedule a campus tour. Campus visitors can find the office in Jackson Hall on Country Club Road. The mailing address is Undergraduate Admissions, Jackson Hall, CB# 2200, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200.

After being formally accepted, students may have questions about housing and accommodations. If so, students can contact the Department of Housing and Residential Education in the Student and Academic Services Building (SASB), 450 Ridge Rd., CB# 5500, or call (919) 962-5406 or (800) UNC-5502. The Housing Web site is located at housing.unc.edu.

Students with questions about their proposed program of study should establish contact with the academic dean in that area. The General College, telephone (919) 966-5116, is responsible for all first-year students, except those in Dental Hygiene, who should communicate directly with their department. The Office of Scholarships and Student Aid, 300 Vance Hall, CB# 2300, telephone (919) 962-8396, Web studentaid.unc.edu, has general charge of scholarships, grants, job opportunities, and loans.

Telephone calls to any office or person in the University system can be completed through the University operator in Chapel Hill when the caller does not know the direct number. The operator's number is (919) 962-2211.

A lost and found office is maintained on the third floor of the New Student Union, Room 3512, by Alpha Phi Omega service fraternity.

Campus Tours for Prospective Students

Tours for prospective students begin between 10:00 a.m. and 2:00 p.m. Monday through Friday year round, except during some holidays and semester breaks. Tours begin at the Office of Undergraduate Admissions and are led by Carolina students. To make reservations, call (919) 966-3621, visit www.admissions.unc.edu, e-mail unchelp@admissions.unc.edu, or write Undergraduate Admissions, CB# 2200, Jackson Hall, Chapel Hill, NC 27599-2200.

Obtaining an *Undergraduate Bulletin*

Admitted first-year students will be given the opportunity to obtain a free printed *Undergraduate Bulletin* during their CTOPS orientation visit to campus. Thereafter, students can refer to new printed editions of the *Bulletin* by purchasing one from Student Stores in person or via the Web. For information about purchasing the *Bulletin*, visit store.unc.edu and click on "School Bulletins."

Reference printed copies of the *Bulletin* are available at campus libraries and with each student's faculty advisor. The *Bulletin* is also available on the Web at www.unc.edu/ugradbulletin.

Reaching the Office of Undergraduate Admissions

The starting point for most prospective students is the University's Office of Undergraduate Admissions. Knowledgeable staff help prospective students understand the requirements and procedures of applying for admission to UNC–Chapel Hill. Admissions staff can be reached at Undergraduate Admissions, Jackson Hall, CB# 2200, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200, by telephone at (919) 966-3621, or at www.admissions.unc.edu.

The Mission Statement of the University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States, and the world through teaching, research, and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.

With *lux, libertas*—light and liberty—as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems.

(Approved by the Board of Governors, November 2009)

A Look at The University of North Carolina at Chapel Hill

The University of North Carolina was anticipated by a section of the first state constitution drawn up in 1776 directing the establishing of "one or more universities" in which "all useful learning shall be duly encouraged and promoted." State support, it directed, should be provided so that instruction might be available "at low prices." The American Revolution intervened, and it was not until 1789, the year that George Washington became president of the new nation, that the University was chartered by the General Assembly.

Despite constitutional instructions to the contrary, no state appropriations were made, and the trustees were left to secure land and money themselves. On October 12, 1793, the cornerstone was laid for a brick building on a hilltop near the center of the state amidst the colorful fall foliage of dogwood, oak, and tulip trees.

The site, lying at the crossing of north–south and east–west roads, was marked only by a small Anglican chapel that soon shared part of its name—New Hope Chapel Hill—with the community that developed there. Legislator and trustee William R. Davie, who had been instrumental in securing passage of the charter, took the lead in organizing the University. Davie presided over the Masonic ritual of the laying of the cornerstone. In time he came to be called "the Father of the University." Many years later a large poplar or tulip tree, first mentioned in 1818 and still standing near the center of the old campus, was called Davie Poplar in his honor.

The first building and, indeed, the only building for two years, was a two-story brick structure that came to be called Old East. It is now a National Historic Landmark, the oldest state university building in America. Opened to students on January 15, 1795, the University of North Carolina received its first student, Hinton James of New Hanover County, on February 12. By March there were two professors and 41 students present.

The second state university did not begin classes until 1801, when a few students from nearby academies assembled under a large tree at Athens, Georgia, for instruction. By then four classes had already been graduated at Chapel Hill, and there were to be three more before the first diplomas were issued in Georgia. The next building on the Carolina campus was Person Hall, begun in 1796 and long used as the chapel. The cornerstone of Main or South Building was laid in 1798. All three are older than any other American state university building.

The Young University

During the early 19th century the trustees began a period of strong support in the development of the young University. Even though their proclaimed initial goal for the University had been to provide trained leadership for the state, the curriculum followed the customary classical trend. In 1815, however, the natural sciences were given equal place, and in the 1820s Professors Denison Olmstead and Elisha Mitchell prepared the nation's first geological survey. In 1831 the first astronomical observatory at a state university was built under the direction of President Joseph Caldwell. Student enrollment increased steadily, and by 1860 only Harvard, Yale, and the University of Virginia had more students.

Young men from many states came to Chapel Hill for their education, particularly those from families who had recently left North Carolina to settle elsewhere in the South. The University of North Carolina provided governors not only for North Carolina but also for many other states; countless professions and occupations were represented, including cabinet members, clergymen, diplomats, engineers, geologists, judges, legislators, surveyors, teachers, and a president and a vice president of the United States.

The General Assembly in 1931 consolidated the University with the Woman's College at Greensboro and North Carolina State College at Raleigh under a single board of trustees. As an economy measure during the Depression and as a means of eliminating duplication, the trustees allocated each unit specific roles in higher education for the state. The offices of the Consolidated University were established on the Chapel Hill campus and University President Frank Porter Graham became the Consolidated University's first president.

The period of the Depression in the 1930s saw a great deal of new construction on the campus as federal funds became available to create jobs for the unemployed. New dormitories, classroom buildings, a gymnasium, and other buildings and improvements were built in part from this source. World War II also resulted in some new construction and alterations on campus as the University's facilities were used to train military personnel.

Expansion continued throughout the 20th century, and today UNC–Chapel Hill ranks among the great institutions of higher education in the nation. Beginning with one building, 41 students, and two professors, the University has now grown to more than 300 buildings, nearly 29,000 students each year, and 3,500 faculty members.

Into the Future

The campus is currently undergoing an unprecedented physical transformation made possible in part by North Carolinians' overwhelming approval in November 2000 of a $3.1 billion bond referendum for higher education. Through 49 projects, the bonds have provided more than $515 million for renovations and new buildings so that Carolina students can learn in a 21st century environment.

Also guided by a visionary campus master plan for growth, the University is leveraging appropriations from the North Carolina General Assembly with investments from nonstate sources, including private gifts raised during the Carolina First Campaign and overhead receipts from faculty research grants, for other buildings essential to excellence. The resulting capital construction program is on track to exceed $2.3 billion and is among the largest at any major American university. More than 100 projects have been completed.

The W. Lowry and Susan S. Caudill Laboratories and Max C. Chapman Jr. Hall constitute the first phase of the Carolina Physical Science Complex. The $205 million complex is the largest construction project in the University's history. Another project, the FedEx Global Education Building, brings several key international activities under one roof. Funded by a generous gift from the FedEx Corporation, the building is creating a vibrant hub of

international studies, academic services, research, public service, and cultural exchange.

The Genetic Medicine Building is one of the largest facilities on campus. The building represents a cooperative effort between the schools of pharmacy and medicine to offer unique opportunities for interdisciplinary collaboration. Among these are projects to develop novel approaches to deliver gene therapy. The building contains five laboratory floors and houses researchers from pharmacy and three medical school departments: pharmacology, genetics, and biochemistry and biophysics.

Opened in fall 2009, the North Carolina Cancer Hospital ushered in a new era for cancer care and treatment for patients and their families. The hospital, part of the UNC Health Care System, is the clinical home of the UNC Lineberger Comprehensive Cancer Center. The hospital triples the previous patient care space and significantly increases the number of patients who can be served. The state's only public cancer hospital, the facility was funded by an $180 million authorization from the North Carolina General Assembly.

Designed mainly around the principle of enhancing the University's mission of teaching, research, and public service, the campus master plan shows where and how to place new buildings over the next several decades. While providing a blueprint for expansion in a modern era, its design also ensures that the most cherished physical features of the historic campus—including the sense of place—will remain in harmonious balance with the new growth.

Top Rankings

The University has been recognized for the quality of its graduate programs in every national survey conducted in the last third of the 20th century. *U.S. News and World Report*'s survey of American colleges and universities consistently ranks the University among the best colleges in the nation and among the top research universities.

These accolades reflect the quality of the curriculum and of the faculty, whose research orientation allows them to share with their students not only the thrill of discovery, but also the latest advancements and new knowledge. Another asset that contributes to this reputation is UNC–Chapel Hill's superb library system containing more than 6 million volumes. It is ranked among the top research libraries in the United States and Canada by the Association of Research Libraries.

The William and Ida Friday Center for Continuing Education provides continuing education on the Chapel Hill campus. The Friday Center incorporates instructional technology and other features to meet the needs of adult learners and combines meeting facilities, program planning services, and food service under one roof. Programs for part-time students seeking credit courses are offered on campus and through distance learning technologies.

The University's public radio station, WUNC-FM, is heard by more than 250,000 listeners each week at 91.5 on the FM band.

The Morehead Planetarium and Science Center, dedicated in 1949 as the first major planetarium on a university campus, was one of the training sites for America's early astronauts. From 1959 to 1975, astronauts from the Mercury, Gemini, Apollo, Skylab, Apollo-Soyuz, and some early Space Shuttle missions came to Chapel Hill for training in celestial navigation. Each year more than 140,000 people visit the planetarium, including more than 85,000 schoolchildren.

Art, drama, and music abound on campus. More than 45,000 visitors annually enjoy the Ackland Art Museum's outstanding collection of art. PlayMakers Repertory Company, a nonprofit full-season professional theatre company, draws up to 50,000 patrons annually to the Paul Green Theatre. Memorial Hall, renovated in 2005, is the setting for a variety of spectacular performances by both local and world-renowned artists. The Hall is the focal point for the Arts Common, which will extend southward from Franklin Street to Historic Playmakers Theatre, the oldest building on campus dedicated to the arts. The Arts Common will ultimately include the recently restored Historic Playmakers Theatre and Gerrard Hall, an expanded Ackland Art Museum, and new music facilities, including the recently completed Kenan Music Building.

For music lovers, the Department of Music offers approximately 120 concerts and related events a year, many with free admission. The department also offers Music on the Hill, a subset of the Carolina Performing Arts Series.

Research

Internationally recognized, cutting-edge research is conducted across the campus. Research initiatives include efforts to tackle challenges such as genome sciences, which is unraveling the mysteries of DNA and the human genome. Another initiative, the Institute for Global Health and Infectious Diseases, aims to extend and enhance ongoing research efforts to improve the lives of people around the world. The institute, based in the School of Medicine, builds on Carolina's current global health presence in about 50 countries. The Institute for Pharmacogenomics and Individualized Therapy, based in the School of Pharmacy, brings together researchers and clinicians across campus to create therapies and treatments for patients suffering from a wide variety of conditions. The institute aims to make drugs safer and more effective and speed laboratory discoveries by translating genetic discoveries into new ways of diagnosing and treating diseases. The Renaissance Computing Institute (RENCI) addresses problems spanning the sciences and engineering, the arts, the humanities, and commerce. RENCI brings together technologies and communities to respond to disasters—from storm surges, hurricanes, and floods in eastern North Carolina to landslides in the mountains—that require responses no one organization can address alone.

At UNC–Chapel Hill research is not limited to faculty and graduate students. Through the Office of Undergraduate Research in the College of Arts and Sciences, first-year students through seniors have opportunities to work one-on-one with faculty mentors to design and carry out a research project to help them find new answers to complex questions. Undergraduate research can be conducted through course work, internships, creative performances, and mentored independent study at home and abroad.

Public Service

As the first public university in the nation, the University of North Carolina at Chapel Hill has a long and proud history of engagement. The University's public service and engagement

activities extend to every region of North Carolina, helping communities promote public health, improve their schools, deliver better medical services, stimulate economic development, understand their heritage, and enrich the quality of life.

In 2003 the Carolina Center for Public Service launched the innovative Public Service Scholars program. Open to all undergraduates, this program provides a framework for students who want to explore service opportunities and link their academic experience to making a difference in the community. Participants who complete the required service hours, service-learning class, training, and reflective exercises receive official University recognition on their transcripts for their efforts. Through the Public Service Scholars program more than 2,800 students have logged more than 400,000 hours of service. For more information about this and other programs sponsored by the Carolina Center for Public Service, including summer service fellowships and student organization grants, go to www.unc.edu/cps.

The APPLES Service-Learning Program provides opportunities for undergraduate students to serve in community-based organizations through academic courses, internships, and social entrepreneur fellowships as well as undergraduate research opportunities. Students, faculty, and community partners can find out more about this innovative outreach program at www.unc.edu/apples.

Since its establishment in 1859 the Campus Y has been one of the most vibrant student organizations at the University of North Carolina at Chapel Hill. The Y is a leader in on-campus dialogue and off-campus service related to social justice and activism. To learn more, go to campus-y.unc.edu/index.php.

Students who want to stay informed about training as well as service and funding opportunities can consider signing up for the Carolina Center for Public Service's weekly "Public Service News." To subscribe to the listserv, go to www.unc.edu/cps/learn-more-listserv.php.

The North Carolina Area Health Education Centers (AHEC) Program helps meet the primary health care needs of the state by training and supplying health care professionals in local communities. The AHEC Program is administered by the School of Medicine.

School teachers across North Carolina benefit from the Learners' and Educators' Assistance and Resource Network of North Carolina (LEARN NC), a Web site offered free through the School of Education to the state's school systems. Teachers, curriculum or technology specialists, and others in all of the state's school systems have been trained on the site, which includes a database of exemplary lesson plans indexed by grade, subject, and the North Carolina Standard Course of Study, as set by the North Carolina Department of Public Instruction.

Dozens of UNC–Chapel Hill faculty members share their expertise on state commissions, licensing and regulatory boards, task forces, and committees to benefit North Carolinians. Many of the University's student organizations help nonprofit agencies throughout the year.

The University is the most comprehensive institution in North Carolina, both in the range of its programs at all levels and in the breadth of its specialized research and public service programs. Its 14 schools and the College of Arts and Sciences provide instruction in more than 100 fields, offering 70 bachelor's, 108 master's, 68 doctoral, and eight professional degrees, as well as 18 certificates, in academic areas critical to North Carolina's future: business, dentistry, education, information and library science, journalism and mass communication, government, law, medicine, nursing, pharmacy, public health, and social work, among others.

For more than 200 years since its doors first opened to students, the University has remained faithful to its founding fathers' charge to duly encourage and promote all useful learning for the betterment of humanity.

Adapted from an article by William S. Powell, Professor Emeritus, Department of History

Academic Calendar 2010–2011

University Registrar calendars can be obtained on the University Registrar's Web site: regweb.unc.edu. For more information on the Maymester, visit summer.unc.edu/maymester.

First Summer Session 2010

Summer advising begins according to school policy.	**Consult college or school**
Course listing available over the Web for courses offered during First and Second Summer Sessions.	**Friday, December 11, 2009**
Students registered for the 2010 Spring term will be ACTIVATED into the 2010 Summer and Fall terms in preparation for registration.	**Saturday, February 27, 2010**
Registration begins according to registration schedule.	**Thursday, March 25**
Maymester (MM) and Summer I (SSI) billing date. (Students who register by the billing date will receive a bill.)	**Monday, April 5**
Prepayment period begins. (Students who did not register before the end of the billing date must prepay or provide proof of financial aid prior to registering.)	**Tuesday, April 6**
Tuition and fees due. (Students who register before the billing date must pay or defer tuition and fees by this date.)	**Tuesday, April 27**
Residence halls open at 12 noon.	**Monday, May 10**
Classes begin for all students (MM and SSI). Late registration begins. $20 fee charged for late registration.	**Tuesday, May 11**
Last day to add a course in Maymester.	**Tuesday, May 11**
Last day for all students to add a SSI course or late register. This is also the last day for schools/departments to add students.	**Wednesday, May 12**
Last day to drop a MM course on the Web for tuition and fee credit.	**Thursday, May 13**
Last day to reduce SSI course load and have tuition adjusted. (Note: Dropping all courses requires processing a withdrawal of enrollment from the University and follows a different prorated refund policy. See withdrawal policy.)	**Monday, May 17**
Last day for all students to drop a SSI course using the Web registration system.	**Monday, May 17**
Official University Enrollment Reporting Date (census date).	**Monday, May 17**
Last day for undergraduate students to drop a MM course.	**Tuesday, May 18**
Verification class rolls distributed.	**Wednesday, May 19**
Last day for graduate students to drop a MM course.	**Tuesday, May 25**

Second Summer Session 2010

Summer advising begins according to school policy.	**Consult college or school**
Course listing available over the Web for courses offered during First and Second Summer Sessions.	**Friday, December 11, 2009**
Students registered for the 2010 Spring term will be ACTIVATED into the 2010 Summer and Fall terms in preparation for registration.	**Saturday, February 27, 2010**
Registration begins according to registration schedule.	**Thursday, March 25**
Summer II billing date. (Students who register by the billing date will receive a bill.)	**Monday, May 3**
Prepayment period begins for Summer II Students. (Students who did not register before the end of the billing date must prepay or provide proof of financial aid prior to registering.)	**Tuesday, May 4**
Tuition and fees due for Summer II. (Students who register before the billing date must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	**Tuesday, June 1**
Residence halls open at 12 noon.	**Wednesday, June 16**
Classes begin for all students. Late registration begins. $20 fee charged for late registration.	**Thursday, June 17**
Last day for all students to add a course or late register. This is also the last day for schools/departments to add students.	**Friday, June 18**
Last day to reduce course load and have tuition adjusted. (Note: Dropping all courses requires processing a withdrawal of enrollment from the University and follows a different prorated refund policy. See withdrawal policy.)	**Wednesday, June 23**
Last day for all students to drop a course using the Web registration system. This is also the last day for schools/departments to drop a course for students.	**Wednesday, June 23**
Official University Enrollment Reporting Date (census date).	**Wednesday, June 23**
Verification class rolls distributed.	**Friday, June 25**
Last day for undergraduate students to drop courses with no refund.	**Friday, July 2**
HOLIDAY (Independence Day).	**Monday, July 5**
Last day for graduate and undergraduate students to file a degree application with their dean's office for degree to be awarded in August.	**Tuesday, July 6**
Last day to withdraw from all SSII for credit on student's financial account.	**Tuesday, July 6**
Verification class rolls due to the University Registrar's office.	**Friday, July 9**
Last day for graduate students to drop courses.	**Tuesday, July 13**
Last day to withdraw without any tuition credit.	**Monday, July 19**
Second Summer Session classes end.	**Tuesday, July 20**
Absences (AB's) and Incompletes (IN's) from 2009 Second Summer Session change to F* for graduate students.	**Tuesday, July 20**
Official class rolls and grade reports distributed. (Official class rolls and grade reports are due to the University Registrar's office 72 hours after the exam is given.)	**Wednesday, July 21**
Final approved electronic dissertations and theses for August graduation candidates must be submitted to the Graduate School by 4 p.m.	**Thursday, July 22**
Second Summer Session examinations begin.	**Thursday, July 22**
Second Summer Session examinations end.	**Friday, July 23**
Residence halls close at 6 p.m.	**Friday, July 23**
Degree award date recorded for Summer degree recipients.	**Monday, August 9**

Fall Semester 2010

Deadline for submission of PRAC proposals.	**Monday, February 8, 2010**
Fall advising begins according to school policy.	**Consult college or school**
Course listing available over the Web for 2010 Fall term.	**Friday, February 26**
Students registered for the 2010 Spring term will be ACTIVATED in SIS into the 2010 Summer terms and in ConnectCarolina for Fall term in preparation for registration.	**Saturday, February 27**

Registration begins according to registration schedule.	**Tuesday, March 30**
Billing date for all students who have registered by this date. (See finance.unc.edu/university-controller/student-account-services/welcome.html.)	**Thursday, July 15**
Prepayment period begins. (Students who did not register before the billing date must prepay or provide proof of financial aid prior to registering. New first-year and transfer undergraduates who did not register by the billing date will be able to register during CTOPS/TSOPS without prepaying or providing proof of financial aid.)	**Friday, July 16**
Tuition and fees due for all students who have registered before the billing date. (Students who register by the billing date must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	**Tuesday, August 10**
Fall semester opens.	**Thursday, August 19**
Graduate orientation.	**Thursday, August 19**
Residence halls open for new graduates, first-year undergraduates, and transfer students at 9 a.m.	**Saturday, August 21**
New Student Convocation.	**Sunday, August 22**
Residence halls open for returning students at 9 a.m.	**Sunday, August 22**
Summer Reading Program.	**Monday, August 23**
Classes begin for all students. Late registration begins. $20 fee charged for late registration.	**Tuesday, August 24**
Last day for all students to add a course or late register. This is also the last day for schools/departments to add students.	**Monday, August 30**
HOLIDAY, Labor Day. (No classes held.)	**Monday, September 6**
Last day to reduce course load and have tuition adjusted. (Note: Dropping all courses requires processing a withdrawal of enrollment from the University and follows a different prorated refund policy. See withdrawal policy.)	**Tuesday, September 7**
Last day for all students to drop a course using the Web registration system. This is also the last day for schools/departments to drop a course for students.	**Tuesday, September 7**
Official University Enrollment Reporting Date (census date).	**Tuesday, September 7**
First-year undergraduates early warning rolls distributed to faculty.	**Monday, September 13**
First-year undergraduates early warning rolls due to the General College.	**Monday, September 27**
Undergraduates midterm grade rolls distributed.	**Monday, October 4**
Last day for graduates and undergraduates to file a degree application with their dean's office for degree to be awarded in December.	**Friday, October 8**
University Day. (Classes cancelled from 10 a.m. to 1 p.m.)	**Tuesday, October 12**
Last day for undergraduate students to drop courses.	**Monday, October 18**
Verification class rolls distributed.	**Monday, October 18**
Last day for graduates and undergraduates to submit Pass/Fail declarations.	**Monday, October 18**
Incompletes (IN's) from prior terms (2010 Spring and Summer) change to F* for undergraduate students.	**Monday, October 18**
FALL RECESS – Instruction ends 5 p.m.	**Wednesday, October 20**
Instruction resumes 8 a.m.	**Monday, October 25**
First-year undergraduate midterm grade rolls due.	**Monday, October 25**
Last day to withdraw for credit on student's financial account. (Prorated over nine weeks.)	**Tuesday, October 26**
Verification class rolls due to the University Registrar's office by 4 p.m.	**Monday, November 1**
Final approved electronic dissertations and theses for December graduation candidates must be submitted to the Graduate School by 4 p.m.	**Monday, November 22**
Last day for graduate students to drop courses.	**Tuesday, November 23**
Residence halls close at 10 a.m.	**Wednesday, November 24**
Thanksgiving Recess. (No classes held.)	**Wednesday, November 24**
Thanksgiving Holidays. (University closed.)	**Thursday, November 25 and Friday, November 26**
Residence halls open at 9 a.m.	**Sunday, November 28**
Classes resume at 8 a.m.	**Monday, November 29**
Fall semester classes end.	**Wednesday, December 8**
Absences (AB's) from prior terms (2010 Spring and Summer) change to F* for undergraduate students.	**Wednesday, December 8**
Absences (AB's) and Incompletes (IN's) from 2009 Fall semester change to F* for graduate students.	**Wednesday, December 8**
Reading days.	**Thursday, December 9 and Wednesday, December 15**
Official class rolls and grade reports distributed. (Official class rolls and grade reports are due to the University Registrar's office 72 hours after the exam is given.)	**Thursday, December 9**
Fall semester examination days.	**Friday, December 10** **Saturday, December 11** **Monday, December 13** **Tuesday, December 14** **Thursday, December 16** **Friday, December 17**
Residence halls close for nongraduating students at 10 a.m.	**Saturday, December 18**
Residence halls close for graduating students at 6 p.m.	**Sunday, December 19**
Mid-Year Commencement.	**Sunday, December 19**
Degree award date recorded for Fall degree recipients.	**Sunday, December 19**

The Fall semester includes 42 class periods of 50 minutes each on MWF and 29 class periods of 75 minutes each on TTH for a total of 71 days.

Days of Instruction

14 – Mondays	16 – Tuesdays
15 – Wednesdays	13 – Thursdays
13 – Fridays	
42	29
(2,100 minutes + 180 exam = 2,280)	*(2,175 minutes + 180 exam = 2,355)*

Spring Semester 2011

Deadline for PRAC proposals.	**September 20, 2010**
Spring advising begins according to school policy.	**Consult college or school**
Course listing available over the Web.	**Friday, September 17**
Students registered for the 2010 Fall term will be ACTIVATED into the 2010 Spring term in preparation for registration.	**Saturday, September 25**
Registration begins according to registration schedule.	**Tuesday, October 26**
Billing date for all students who have registered by this date. (See finance.unc.edu/university-controller/student-account-services/welcome.html.)	**Monday, November 15**
Prepayment period begins. (Students who did not register before the billing date must prepay or provide proof of financial aid prior to registering.)	**Tuesday, November 16**

Tuition and fees due for all students who have registered before the billing date. (Students who register by the billing date must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	**Friday, December 10**
Residence halls open for returning students at 9 a.m.	**Friday, January 7, 2011**
Classes begin for all students. Late registration begins. $20 fee charged for late registration.	**Monday, January 10**
Last day to add a course or late register. This is also the last day for schools/departments to add students.	**Friday, January 14**
HOLIDAY, Martin Luther King Jr. Day. (No classes.)	**Monday, January 17**
Last day to reduce course load and have tuition adjusted. (Note: Dropping all courses requires processing a withdrawal of enrollment from the University and follows a different prorated refund policy. See withdrawal policy.)	**Monday, January 24**
Last day for all students to drop a course using the Web registration system. This is also the last day for schools/departments to drop a course for students.	**Monday, January 24**
Official University Enrollment Reporting Date (census date).	**Monday, January 24**
First-year undergraduates early warning rolls distributed.	**Monday, February 7, 2011**
Last day for graduates and undergraduates to file a degree application with their dean's office for degree to be awarded in May.	**Friday , February 11**
First-year undergraduates early warning rolls are due to General College.	**Monday, February 21**
Residence halls close at 6 p.m.	**Friday, March 4**
SPRING RECESS – Instruction ends at 5 p.m.	**Friday, March 4**
Instruction resumes at 8 a.m.	**Monday, March 14**
Residence halls open at 9 a.m.	**Sunday, March 13**
Last day for undergraduate students to drop courses.	**Monday, March 14**
Last day for undergraduate students to submit Pass/Fail declarations.	**Monday, March 14**
Incompletes (IN's) from prior term (Fall 2010) change to F* for undergraduate students.	**Monday, March 14**
Last day to withdraw for credit on student's financial account. (Tuition and fees prorated over nine weeks.)	**Monday, March 14**
Verification class rolls distributed.	**Monday, March 14**
Verification class rolls due to Registrar's Office by 4 p.m.	**Monday, March 28**
HOLIDAY.	**Friday, April 22**
Last day for graduate students to drop courses.	**Monday, April 11**
Final approved electronic dissertations and theses for May graduation candidates must be submitted to the Graduate School by 4 p.m.	**Monday, April 11**
Spring semester classes end.	**Wednesday, April 27**
Absences (AB's) from prior term (Fall 2010) change to F* for undergraduate students.	**Wednesday, April 27**
Absences (AB's) and Incompletes (IN's) from Spring 2010 change to F* for graduate students.	**Wednesday, April 27**
Reading days.	**Thursday, April 28** **Wednesday, May 4**
Official class rolls and grade reports distributed. (Official class rolls and grade reports are due to the University Registrar's Office 72 hours after the exam is given.)	**Thursday, April 28**
Spring semester examination days.	**Friday, April 29** **Saturday, April 30** **Monday, May 2** **Tuesday, May 3** **Thursday, May 5** **Friday, May 6**
Doctoral Hooding Ceremony.	**Saturday, May 7**
Residence halls close for nongraduating students at 10 a.m.	**Saturday, May 7**
Residence halls close for graduating students at 6 p.m.	**Sunday, May 8**
Spring Commencement.	**Sunday, May 8**
Degree award date recorded for Spring degree recipients.	**Sunday, May 8**

The Spring semester includes 42 class periods of 50 minutes each on MWF and 29 class periods of 75 minutes each on TTH for a total of 70 days.

Days of Instruction

14 – Mondays	15 – Tuesdays
15 – Wednesdays	14 – Thursdays
13 – Fridays	
42	29
(2,100 minutes + 180 exam = 2,280)	*(2,175 minutes + 180 exam = 2,355)*

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Admissions

The University of North Carolina at Chapel Hill: Admissions Policy

I. All qualified persons are welcome to seek admission to the University of North Carolina at Chapel Hill, and all persons may apply for and accept admission confident that the policy and regular practice of the institution is not to discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. (See www.unc.edu/campus/policies/nondiscrim.html.)

II. Projections of the number of students to be admitted and enrolled in any year shall be determined a) by the capacity of the institution to meet the instructional and other needs of students in the colleges, schools, departments, curricula, or other programs to which applicants seek admission and b) by enrollment levels approved for budgetary or other appropriate purposes.

III. When at any time the number of qualified applicants for admission exceeds the number of persons who can be admitted and enrolled (as determined by the criteria specified in II above), those to be offered admission shall be selected on the basis of a) recognition of the institution's special responsibility to residents of North Carolina and b) the institution's judgment of the applicant's relative qualifications for satisfactory performance in the specific college, school, department, curriculum, or other program to which the applicant seeks admission.

Provided that the criteria set forth hereinafter are met, this policy of competitive admissions shall not prevent the admission of selected applicants a) who give evidence of possessing special talents for University programs requiring such special talents, b) whose admission is designed to help achieve variety within the total number of students admitted and enrolled, or c) who seek educational programs not readily available at other institutions.

In seeking variety within the total number of students admitted and enrolled, the University shall affirm its commitment to achieve excellence, to provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institutions of the state and nation, and to enrich the lives of all the people of North Carolina.

In the application of this policy of competitive admissions to nonresident students, preference for admission may be given to nonresident applicants who are children of alumni of the institution.

IV. Admission of persons to the specific colleges, schools, curricula, or other programs of the institution shall be governed by the provisions set forth below.

Undergraduate Admissions

Admission of undergraduate students to colleges or schools to pursue programs leading to a baccalaureate degree shall be the responsibility of the Office of Undergraduate Admissions. The Admissions Office shall apply policies and procedures that, not inconsistent with policies adopted by the Board of Trustees, are approved by the Advisory Committee on Undergraduate Admissions.

In the application of the provisions set forth in III above, preference for admission shall be given to qualified residents of North Carolina; however, in recognition of the educational and other values accruing to North Carolina students, to the institution, and to the state from participation of nonresident students in the programs of the institution, nonresidents may be admitted in the entering first-year class in numbers likely to result in no more than 18 percent nonresident enrollment in the entering first-year class.

Admission of undergraduates shall be to the first-year class, to other classes by transfer after satisfactory completion of one or more years of acceptable college-level work in some other institution(s) of higher education, or to Part-Time Classroom Studies. Among applicants seeking admission by transfer, normal administrative practice shall favor applicants for transfer to the junior class.

Admission and enrollment of persons who are candidates for financial aid for which athletic ability is a consideration shall be conditional upon compliance with applicable regulations of the Atlantic Coast Conference and the National Collegiate Athletic Association.

Admission to the First-Year Class

Admission to and enrollment in the first-year class shall be conditional upon graduation from secondary school with such units of secondary school academic course credit as may be specified by the Office of Undergraduate Admissions; however, if all other criteria are met, the Admissions Office may make exceptions to the secondary school graduation and course credit requirements in accordance with procedures approved by the Advisory Committee on Undergraduate Admissions.

Criteria employed for determination of each applicant's qualifications for admission shall include a) satisfactory evidence of scholastic promise based upon the applicant's previous academic record, recommendations from schools previously attended, scores on selected tests of scholastic aptitude or achievement, the applicant's written application for admission, and the applicant's predicted grade average for the first year as determined by procedures approved by the Advisory Committee on Undergraduate Admissions and b) satisfactory evidence of the applicant's capacity to cope with the demands of University life.

Admission by Transfer

Admission and enrollment by transfer from another institution shall be conditional upon a satisfactory academic record on work undertaken in all other institutions attended, satisfactory recommendations from institutions previously attended, and eligibility to return to all previously attended institutions of higher education.

Part-Time Classroom Studies Admissions

Eligibility for admission to Part-Time Classroom Studies shall normally be limited to adult individuals living within commuting distance of Chapel Hill.

Admission to Part-Time Classroom Studies of an applicant who does not hold a baccalaureate degree shall be the responsibility of the Office of Undergraduate Admissions. Such admissions shall be either:

- For full credit, applicable toward fulfillment of degree requirements, in which case the minimum requirements shall be the same as those for admission to degree programs and in which case the Office of Undergraduate Admissions shall review each applicant using the same admissions criteria as for comparable full-time, degree-seeking students applying to the University; or
- For personal benefit and enjoyment, in which case the applicant may be exempted from the qualitative requirements for admission to degree programs. Notwithstanding this exemption from qualitative requirements, the applicant must have graduated from an approved or accredited secondary school and must demonstrate the capacity to cope with the demands of University life.

Admission to Part-Time Classroom Studies of an applicant who is currently enrolled in high school shall be the responsibility of the Office of Undergraduate Admissions. Such admissions shall be considered only when an applicant a) seeks to enroll in a University course for which there is no comparable course at the student's secondary school and b) demonstrates adequate preparation for the course in which the student seeks to enroll.

Admission to Part-Time Classroom Studies of an applicant who holds a baccalaureate degree shall be the responsibility of the William and Ida Friday Center for Continuing Education. Such admissions shall be for personal benefit and enjoyment, for the satisfaction of prerequisite requirements for professional or graduate programs, or for transfer of credit to a postbaccalaureate degree program, in which case the applicant may be exempted from the qualitative requirements for admission to degree programs.

Graduate School Admissions

With recognition of the institution's special responsibility to residents of North Carolina but without restrictions based on residence status, admission to the Graduate School shall be a selective process with the objective of enrolling from the pool of applicants for each discipline those students who, in the judgment of the institution, are best qualified to pursue graduate degrees in their chosen academic fields. Admission of graduate students shall be the responsibility of the dean of the Graduate School with the advice and assistance of the Administrative Board of the Graduate School and of the graduate faculties of the departments, schools, and curricula authorized to offer graduate degree programs.

For admission to the Graduate School, the applicant must

- Hold a baccalaureate degree from an accredited college or university in the United States or its equivalent from an institution abroad
- Present a strong overall record of academic achievement
- Be in good standing in the last-attended institution where graduate work has been or is being taken, and
- Be admitted as a degree student unless there are exceptional circumstances justifying admission for nondegree study with the approval of the dean of the Graduate School.

The graduate student enrollment level for each school, department, or curriculum shall be determined for each academic year by the dean of the Graduate School following consultation with each of the schools, departments, and curricula concerned.

Professional School Admissions

Admission of students to the professional degree programs in schools other than the Graduate School and to nondegree programs in the schools of the Division of Health Affairs shall be, in each of these schools, the responsibility of its established committee on admissions, which shall apply policies, procedures, and requirements, not inconsistent with the provisions of this policy, adopted by the faculty of the school and approved by the chancellor or his delegate.

Summer Admissions

Admission of applicants to any summer session shall be the responsibility

- Of the Office of Undergraduate Admissions with respect to those who wish to begin in the summer an undergraduate program of study that will continue into the following academic year or that is intended to lead to a baccalaureate degree from the University of North Carolina at Chapel Hill, as well as those undergraduates already enrolled in this institution who wish to return for undergraduate work in the summer
- Of the Graduate School with respect to those who wish to begin a degree program of graduate study in the summer, as well as those graduate students already enrolled in this institution who wish to return for graduate study in the summer
- Of Part-Time Classroom Studies in the Friday Center for Continuing Education with respect to those who wish to begin in the summer on a part-time basis as a postbaccalaureate nondegree student, as well as those already enrolled in the University of North Carolina at Chapel Hill who wish to return for part-time study in the summer.

Admission to Summer School by the Office of Undergraduate Admissions, the Graduate School, and Part-Time Classroom Studies shall be in conformity with the provisions set forth in this policy for other undergraduate and graduate admissions.

Admission to Summer School by the dean of Summer School shall be in conformity with policies, procedures, and requirements adopted by the Administrative Board of Summer School. Each such admission shall terminate as of the last day of that summer term and shall include no commitment, stated or implied, for admission of the student to any subsequent semester or session of the University of North Carolina at Chapel Hill.

V. Appeals concerning individual admission, or admission rescission, decisions shall be governed by the admissions appeal procedure contained in Appendix A.

** This policy adopted by resolution of the Board of Trustees on September 3, 1976.*

** Amended by Board of Trustees, August 24, 1984.*

** Amended by Board of Governors, March 14, 1986.*

** Amended by Board of Trustees, May 27, 1994.*

** Amended by Board of Trustees, effective January 1, 2006.*

Appendix A

Admissions Appeal Procedure

This document sets forth the procedures to be followed with respect to the appeal of a negative admissions decision, including a decision to rescind an admission that has already been granted.

I. Appeal to Admissions Officer

Appeals concerning individual admission, or admission rescission, decisions may be had only if it is contended that a) a provision set forth in the University of North Carolina at Chapel Hill admissions policy ("admissions policy") has been violated or b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions process. Such an appeal shall be lodged by the applicant-appellant with the administrative officer (the director of undergraduate admissions, the dean of the Graduate School, the dean of the professional school concerned, or the dean of Summer School) whose office had responsibility for the admission in question (hereafter the "admissions officer") within 30 days after the appellant has received the letter communicating the University's decision. The appeal shall be in writing and shall set forth the grounds for the appeal.

Upon receipt of the appeal, the admissions officer shall review the applicant-appellant's file and appeal letter and shall communicate his or her decision to the appellant in writing.

II. Appeal to Provost

The decision of the admissions officer may be appealed to the provost only if it is contended that a) a provision set forth in the admissions policy has been violated or b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions, or appeal, process. Such an appeal shall be lodged with the provost by filing a letter of appeal specifying the grounds for the appeal within 15 days after the appellant has received the letter communicating the decision of the admissions officer.

The appeal shall be heard by the provost or the provost's designee, and the appellant, at his or her option, may appear in person or conduct the appeal by telephone. Following the hearing, the provost or designee will communicate the decision to the appellant in writing.

III. Appeal to the Board of Trustees

The decision of the provost or his or her designee may be appealed to the Board of Trustees only if it is contended that a) a provision set forth in the admissions policy has been violated or b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions, or appeal, process. The appellant shall file a letter of appeal specifying the grounds for the appeal and all supporting facts upon which the appellant bases his or her appeal within 15 days after receiving the letter communicating the decision of the provost. The appeal letter shall be sent to the Office of University Counsel for transmission to the Board of Trustees.

The Office of University Counsel shall review the appeal letter to determine if it states a valid ground for appeal. If the letter does not state a proper ground for appeal, the appeal will not go forward to the Board of Trustees, and the appellant will be notified to that effect. If the Office of University Counsel determines that the letter of appeal states a valid ground for appeal, it shall transmit the appeal to the Board of Trustees.

An appeal to the Board of Trustees shall be considered by a three-person panel of the Board of Trustees and shall be solely on the written record, unless the panel expressly requests the presence, in person or by phone, of both the appellant and the admissions officer or his or her designee. This three-person panel shall have full authority to act on behalf of the Board of Trustees, and the decision of the panel shall be deemed the decision of the Board of Trustees. The Board of Trustees panel shall consider the record presented to the provost and all documents and other writings submitted by the appellant and the admissions officer. The trustee panel may reverse the decision of the provost only upon a showing by the appellant of clear and material error on the part of the provost in his or her decision. Otherwise, the panel shall sustain the provost's decision. If the trustee panel reverses the provost's decision, the panel shall remand the case to the appropriate admissions office for reconsideration in light of any guidance the trustee panel chooses to provide. The panel's decision will be communicated to the appellant in writing. There is no appeal from the decision of the trustee panel.

Undergraduate Admissions

The Office of Undergraduate Admissions assists students interested in continuing their education at the University of North Carolina at Chapel Hill. Applications from all students are accepted and considered for admission. Eighty-two percent of the first-year class will be from North Carolina, with 18 percent coming from outside the state.

Admission Requirements

Admission to the University of North Carolina at Chapel Hill is competitive. A student's academic record (both the difficulty of the courses attempted and the performance in those courses) and test scores are important elements in admissions decisions, but other accomplishments and personal qualities are also relevant, since the University seeks a diverse body of students.

By their anticipated date of enrollment, candidates for admission should have reached the age of 16 and must have graduated from an approved or accredited secondary school. In addition, the University asks that candidates present evidence of the capacity to cope with the demands of University life.

Items Necessary for a Complete Application

First-Year Admission

The admission application is available at www.admissions.unc.edu. The completed application will include the following materials:

- Official transcript(s) from approved secondary schools and colleges or universities attended;
- Official SAT Reasoning or ACT Plus Writing test scores;
- Counselor statement and teacher recommendation (if the candidate is in his or her first year at a new school, an additional recommendation from the previous school is suggested);
- Essays as requested in the application;
- Application fee (nonrefundable) or fee waiver, as indicated in the application;
- Any further information that will enhance the University's understanding of the applicant's background and preparation for college (encouraged but not required);
- Any additional items or information requested in the application or by the Office of Undergraduate Admissions.

Current federal legislation allows students enrolling at the University access to their files. Students do not have access to their applications.

Transfer Admission

The admission application is available at www.admissions.unc.edu. The completed application will include the following materials:

- Official transcript from each college attended, including summer sessions and including any online or distance-education classes;
- Official high school transcript (grades nine through 12);
- Application fee (nonrefundable) or fee waiver, as indicated in the application;
- Official SAT Reasoning or ACT Plus Writing scores (sophomore transfers only);
- Essays as requested in the application form;
- Any additional items or information requested in the application or by the Office of Undergraduate Admissions;
- Community standards form or criminal background check (for all enrolling transfer students and for other candidates as requested by the Office of Undergraduate Admissions).

High School Course Requirements

The University suggests that a student present for admission a challenging high school curriculum. Such a curriculum will normally include no fewer than five courses in the core academic disciplines (English, mathematics, social science, laboratory science, and foreign language) each year, as well as the most rigorous courses available in these disciplines at the student's high school. The difficulty of the courses attempted by the student will be a factor in the admissions decision.

To be considered for first-year admission, all applicants graduating from high school after the summer of 2006 should present these minimum high school course requirements (including the ninth grade):

- Four units of English
- Four units of college preparatory mathematics (two algebra, one geometry, and a higher level mathematics course for which algebra II is a prerequisite)
- At least two units of a single foreign language
- Three units in science, including at least one unit in a life or biological science and at least one unit in a physical science, and including at least one laboratory course
- Two units of social science, including United States history, and
- Enough elective units in traditional academic areas (literature, mathematics, physical and biological sciences, social sciences, and foreign languages) for a total of 16 units

Admission to the University is competitive. Therefore, candidates should normally enroll in courses beyond these minimum requirements.

Since admitted students will take placement exams in foreign language, candidates should continue in advanced foreign language courses during their final year in high school even if they have already met the minimum requirements in these fields.

Placement in courses during students' first semester at the University will be based on their performance on placement tests. Although the student will take placement exams in some subjects at the University before the first semester begins, it is to the student's advantage to take placement tests in high school, especially those accepted by the University for placement purposes. For math placement, the Department of Mathematics very strongly recommends that enrolling students arrange to take the Math 2 SAT Subject Test; although this test is not required for admission, many majors at Carolina require a quantitative reasoning course for which a math placement score is necessary. Foreign language placement may be based on University placement exams, SAT Subject Tests, or College Board Advanced Placement tests. English placement is based on the College Board Advanced Placement tests, as well as on ACT scores and scores on the Writing section of the SAT Reasoning Test. Students also are encouraged to take standardized tests that are recognized for placement in other subject areas.

Dual Enrollment for High School Students

All courses attempted at UNC–Chapel Hill, including but not limited to summer session courses and dual-enrollment courses attempted while a student is still in secondary school, will be included in the grade point average.

College Board Placement Tests

The University recognizes, for placement and degree credit, satisfactory scores on the College Board Advanced Placement, International Baccalaureate, certain SAT Subject Tests, and certain tests of the College Board College-Level Examination Program (CLEP). For more information, please visit www.admissions.unc.edu.

Information about College Board tests and applications for specific tests may be obtained by visiting www.collegeboard.com; by writing the Educational Testing Service, Box 592, Princeton, NJ 08504, or Box 025, Berkeley, CA 94707; or by contacting a high school counselor. Applicants should apply to take a test six to eight weeks in advance of the actual test date.

Transfer Candidates

Transfer applicants who graduated from high school between 1988 and 2005 must present the following 16 academic units from high school to be eligible for admission consideration:

- Four years of English
- Three years of mathematics (algebra I, algebra II, and geometry)
- Three years of natural science (one biological, one physical, and at least one laboratory course)
- Two years of social science (one must be United States history)
- Two years of the same foreign language
- Two additional years of academic electives

Transfer applicants who graduated from high school in 2006 or later must present all of the high school courses listed above plus one approved mathematics course beyond algebra II.

Transfer applicants deficient in any of the minimum course requirements will be eligible for transfer consideration only if one of the following conditions is met:

A. The applicant has 30 transferable semester hours in the following areas: six semester hours of acceptable college level English (not to include remedial courses); six semester hours of acceptable college level mathematics (not to include remedial courses; college algebra is considered remedial at UNC–Chapel Hill); six semester hours of acceptable college level social science; six semester hours of acceptable college level natural sciences; six semester hours of an acceptable college level foreign language;
   OR
B. The applicant holds an associate of arts, associate of fine arts, or associate of science degree from a regionally accredited institution earned before enrollment at UNC–Chapel Hill;
   OR
C. The applicant is at least 24 years old.

To be considered for transfer admission, students must present at least a C average (2.0 on a 4.0 scale) in all courses attempted at other accredited colleges and universities. However, a much higher average is required to be competitive.

Except as otherwise noted, transfer students must satisfy the minimum course requirements of the University of North Carolina system, even if these requirements differ from the minimum requirements of their previous institutions.

Students also must be eligible to return to all institutions previously attended. Students who have less than a C average and who are, therefore, academically ineligible for consideration as transfer students may complete courses through the Self-Paced Courses or Carolina Courses Online programs in order to raise their grade point average to the point where they may be considered for transfer admission to the University. However, courses completed in the University of North Carolina at Chapel Hill Summer School cannot be used to establish eligibility for transfer admission. Because spaces are limited, admission is competitive, and the University usually cannot admit all of the students who meet minimum requirements.

The Office of Undergraduate Admissions evaluates candidates based on both their high school and college records. We value strong performance in a challenging curriculum, including courses in English, mathematics, laboratory science, social science, and foreign language. All established academic records, as well as personal qualities and accomplishments, will be considered in the selection of the transfer class.

Once an applicant is admitted as a transfer student, any course credits taken at UNC–Chapel Hill in a prior summer session become part of the student's official transcript, and grades received are included in the grade point average.

A transfer student's class standing upon admission is based on credit hours accepted by UNC–Chapel Hill for transfer, not on the number of semesters enrolled at other colleges. Because students are allowed only eight undergraduate semesters to complete their degrees at the University, the number of semesters that a student completes before enrolling at Carolina determines the number of semesters available after enrolling. Because at least 15 credit hours are required to complete a semester, a student's class standing upon enrollment at UNC–Chapel Hill may differ from his or her class standing at the college or university previously attended. Students must earn at least 45 academic credit hours at UNC–Chapel Hill to earn a UNC–Chapel Hill degree.

Transfer students with fewer than 15 hours of transfer credit accepted by UNC–Chapel Hill will have class standing as first-year students upon admission to the University.

To enroll with sophomore class standing, a transfer student must have at least 15 (and fewer than 51) credit hours accepted for transfer by UNC–Chapel Hill. Summer enrollment immediately prior to the first semester of UNC–Chapel Hill enrollment will not be counted in the hours needed to qualify as a sophomore.

To enroll with junior class standing, a transfer student must have at least 51 credit hours accepted for transfer by UNC–Chapel Hill. Summer enrollment immediately prior to the first semester of UNC–Chapel Hill enrollment will not be counted in the hours needed to qualify as a junior.

More specifically:

- A student with fewer than 15.0 transferable credit hours will be regarded as having completed no semesters and will have first-year standing upon enrollment at UNC–Chapel Hill.
- A student having between 15.0 and 29.9 transferable credit hours will be regarded as having completed one semester and will have sophomore standing upon enrollment at UNC–Chapel Hill.
- A student having between 30.0 and 44.9 transferable credit hours will be regarded as having completed two semesters and will have sophomore standing upon enrollment at UNC–Chapel Hill.

- A student having between 45.0 and 50.9 transferable credit hours will be regarded as having completed three semesters and will have sophomore standing upon enrollment at UNC–Chapel Hill.
- A student having between 51.0 and 59.9 transferable credit hours will be regarded as having completed three semesters and will have junior standing upon enrollment at UNC–Chapel Hill.
- A student having between 60.0 and 74.9 transferable credit hours will be regarded as having completed four semesters and will have junior standing upon enrollment at UNC–Chapel Hill.
- A student having 75.0 transferable credit hours will be regarded as having completed five semesters and will have junior standing upon enrollment at UNC–Chapel Hill.

Offers of admission typically are extended before an applicant's transfer credit can be fully evaluated. As a result, while transfer students are advised of their likely classification at the point of admission, this classification is provisional until confirmed by notification of transfer credits earned.

Transfer of Credit

The University will award credit hours for courses from other accredited institutions when the student has made a satisfactory grade (usually a C or its equivalent) and when a similar course is offered by the University. If a passing grade of D or lower is earned, the University will not grant course credit hours; however, the appropriate University department will determine if the course(s) may be applied towards requirements for the degree.

Students should expect difficulty in transferring professional courses and courses from nonaccredited institutions (including foreign institutions). In these cases, the courses must be approved through the appropriate departments at this University, and the departments will determine if the course(s) may be applied toward requirements for the degree.

The University honors the official Comprehensive Articulation Agreement with the North Carolina Community College System.

The University will consult two publications when settling questions that arise concerning the transfer of credit: *Transfer Credit Practices*, published by the American Association of Collegiate Registrars and Admissions Officers, and *Accredited Institutions of Post-Secondary Education*, published by the American Council on Education.

A student may challenge any University course credit evaluation directly through the appropriate academic department. The academic department will determine how many, if any, credits can be awarded.

Students seeking transfer to the University may wish to plan their courses at their current institution in a way that will ensure the transfer of those courses. The University encourages such prior planning, and the Office of Undergraduate Admissions will assist prospective transfer students with it.

The University will award a maximum of 75 semester hours of transfer credit for courses taken at other institutions. Students may transfer credit hours from a two-year institution only while they are earning their first 64 hours of college credit. For example, if a student has transferred fewer than 64 credit hours from two-year institutions but has earned 64 or more total credit hours (including hours from UNC–Chapel Hill or other four-year institutions), the student cannot transfer any additional credit hours from a two-year institution.

If a student enrolls in a course at a two-year institution concurrently with enrollment in courses at a four-year institution (including UNC–Chapel Hill), transfer credit hours will not be awarded for the course taken at the two-year institution if the hours from the concurrent courses at the four-year institution bring the total earned hours to 64 or more.

For the calculations described herein, credit hours are tallied according to the chronological order in which the courses are taken, not according to the sequence in which documentations of the credits are submitted to the Office of Undergraduate Admissions.

When to Apply for First-Year Admission

First-year applicants may choose to apply by the first deadline of November 1 or by the final deadline of January 15. Neither deadline is binding. All materials except first-term grades must be postmarked by this date or the student will be considered a late applicant and will be considered on a space-available basis.

When to Apply for Transfer Admission

The transfer application deadline for sophomore and junior admission to the College of Arts and Sciences and the School of Journalism and Mass Communication is March 1. The deadlines for junior transfer applicants to the professional schools with programs in dental hygiene, clinical laboratory science, health policy management, nursing, radiologic science, biostatistics, and education vary by department. Please contact the specific department for additional information.

The University does not admit or enroll a first-year or transfer class for the spring semester.

Notification

For first-year applicants: If the application is submitted by November 1, students will be notified by the end of January. If the application is submitted by January 15, students will be notified by the end of March.

For transfer applicants: If the application is submitted to the Office of Undergraduate Admissions by March 1, decisions will be mailed in late April for applicants to the College of Arts and Sciences, including the General College and the School of Journalism and Mass Communication. The notification dates for the professional schools with programs in dental hygiene, clinical laboratory science, health policy management, nursing, radiologic science, biostatistics, and education vary by department. Please contact the specific department for additional information.

Deadlines and notification dates for first-year and transfer applicants are subject to change. Please consult a current application or the Office of Undergraduate Admissions for confirmation of these dates.

Appeals of Admissions Decisions

For information on appealing an admissions decision, refer to the "Admissions Appeal Procedure" in the "Admissions" section of this bulletin.

Programs with Limited Admissions

Prospective transfer students are advised that only a small number of transfer students will be admitted to the professional schools offering majors in journalism and mass communication, education, and the allied health and public health programs.

Junior transfer students planning to major in business administration, environmental health science, nutrition, computer science, or information and library science must enroll in the College of Arts and Sciences and complete at least one semester before applying for admission to the professional schools offering these degree programs. Students interested in one of these fields may wish to consider another major as a second choice; however, even if admitted to an alternate program, students cannot be guaranteed subsequent admission to their first choice of major. In addition, notification of acceptance to these programs is generally later than for other programs.

Health Program Majors

Early applications for these programs are encouraged. After completion of the fall semester, a transcript of that semester's work should be submitted. Applicants should also contact the specific department for additional application materials and specific program requirements.

Junior transfer applicants for the pharmacy program must apply directly to the School of Pharmacy. Junior transfer applicants must also provide Pharmacy College Admission Test scores as part of the application. Sophomore students must apply directly to the Office of Undergraduate Admissions.

Education Majors

Transfer students should take the SAT Reasoning, ACT Plus Writing, or PRAXIS I basic reading, writing, and math examinations to be considered for admission to teacher education programs. PRAXIS scores must be sent directly to the School of Education at UNC–Chapel Hill by the testing service before students apply for admission. SAT or ACT scores must be sent directly to the Office of Undergraduate Admissions. For more about testing requirements, please visit the School of Education Web site at soe.unc.edu/services/apply/ug/test_req.php.

Music or Dramatic Art Majors

First-year and transfer students applying as music majors should contact the director of undergraduate studies in music at 101 Hill Hall to arrange an audition. Please indicate whether you wish to study voice or an instrument; if an instrument, please indicate which one. Students applying to major in the dramatic arts should contact the director of undergraduate studies in dramatic arts at 222 Center for Dramatic Art.

Fall/Winter Grades for Transfer Applicants

The fall and winter grades should be submitted to the Office of Undergraduate Admissions as soon as they become available. An application will be considered incomplete without them and will not be reviewed until they arrive.

Confirmation of Acceptance

The University requires a nonrefundable enrollment deposit, due by May 1 for first-year admission or within two weeks of receipt of the admission decision for students admitted after the deadline.

Degree candidates starting in Summer School who intend to continue in the fall must pay their summer fees, as well as the fall term deposits, to reserve a space for the fall term.

Admission of International Students

International students are considered for admission on the same basis as other candidates. They must, however, provide a bank statement and complete and submit a financial certificate. The appropriate forms are available at www.admissions.unc.edu.

International students should present results from the SAT Reasoning or ACT with writing examination, as well as transcripts from schools previously attended. International students should also submit results on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in support of their application if English is not their native language.

United States immigration law requires proof of financial support for the student's entire program of study. Before admission, applicants must provide documentation that they have sufficient funds in a bank to cover the first year of tuition and living expenses. See the section "Finances and Financial Aid" in this bulletin for information on expenses. The University will issue the necessary visa documentation to those students who are formally admitted to the University. International students should not leave their native country intending to enroll at the University until they have received a formal letter of acceptance and appropriate visa documents.

Questions concerning international student life on the UNC–Chapel Hill campus should be referred to the Foreign Student Advisor, Room 2004 FedEx Global Education Center, 301 Pittsboro Street, CB# 5240, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-5240.

Readmission

Any student who withdraws or for any other reason fails to complete a semester must apply for readmission through the Office of Undergraduate Admissions. Students applying in this manner must submit a nonrefundable application fee or fee waiver, as indicated in the application. Application for readmission should be made as early as possible and in no case later than two weeks before the opening of the semester. The online readmission application is available at www.admissions.unc.edu. The readmission application may also be downloaded from www.admissions.unc.edu/pdf/readmissionapp.pdf.

A student leaving the University with an academic deficiency must restore his or her eligibility in order to be readmitted as a regular student. Restoration of eligibility can be accomplished only by enrolling in summer sessions or through correspondence instruction from the University (see below).

Students who have enrolled in courses at another college or university since their last enrollment at the University of North Carolina at Chapel Hill must submit transcripts of these courses and must have maintained a C average for all such courses attempted in order to be eligible for readmission. The grade point average (GPA) required for readmission is based on all courses attempted on all campuses. (By contrast, a student's UNC–Chapel Hill grade point average is based on UNC–Chapel Hill courses only.)

Students leaving the University for medical or disciplinary reasons must be cleared by the appropriate office before being readmitted.

Because the University must adhere to enrollment projections, readmission cannot be guaranteed even if the student is academically eligible.

Admission as a Summer School Visitor

Any student who has not been regularly enrolled or has not been admitted for a fall semester in any school in the University should send an application for admission as a visiting summer student to Dean of Summer School, CB# 3340, 134 E. Franklin St. By contrast, those students who are in residence at the University will register for a summer session through their academic dean or advisor and need not make a separate application to the dean of Summer School. A student who plans to restore academic eligibility through work done in a summer session must apply for readmission through the Office of Undergraduate Admissions, CB# 2200, Jackson Hall.

Admissions Confidentiality

The University of North Carolina at Chapel Hill will protect the privacy of all students seeking admission through the Office of Undergraduate Admissions by soliciting and receiving all academic and nonacademic records obtained for the purpose of admission on the condition that they be held in confidence by the University. No information obtained through the admissions process will be shared with individuals, internal or external to the University, other than the chancellor, the provost, and members of the Advisory Committee on Undergraduate Admissions and its subcommittees.

Exceptions to this policy will be made only at the direction of the chancellor or the provost.

Further Information

For additional information and services related to the admission of first-year and transfer students, please contact the Associate Provost and Director of Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200.

Intra-University Transfer

Transfer from one school or college within the University is possible with the approval of both academic deans concerned.

Other Credit Programs

Carolina Courses Online

Carolina Courses Online is a distance education program that offers UNC–Chapel Hill courses over the Internet. Class sessions are not required, but courses follow the semester schedule. Access to the World Wide Web and e-mail are required in order to enroll. The courses are administered through the Friday Center for Continuing Education, (919) 962-1134. Undergraduate students in the College of Arts and Sciences are limited to six courses toward a degree at UNC–Chapel Hill through Carolina Courses Online.

See the section in the bulletin under "Distance-Learning Courses via the Friday Center for Continuing Education" for additional information.

Self-Paced Courses

Many undergraduate distance-education opportunities are available through Self-Paced Courses, including online and print-based correspondence courses. Students can enroll at any time, work at their own pace, and take up to nine months to complete a course. Undergraduate students in the College of Arts and Sciences are not allowed to take Self-Paced Courses except in unusual circumstances; written consent of the dean is required in order to enroll.

Students found academically ineligible to continue in resident study at the University should consider enrolling in Carolina Courses Online and/or Summer School. If extraordinary circumstances exist, a student may contact his or her dean to discuss using Self-Paced Courses to restore eligibility.

Application for Self-Paced Courses is made to the Friday Center for Continuing Education, CB# 1020, (919) 962-1134. Application forms and a complete catalog of course listings may be obtained from the same office.

Admission to Part-Time Classroom Studies

Part-Time Classroom Studies is the academic unit in the Friday Center for Continuing Education through which area adults (customarily students aged 24 and older) enroll in University courses part time. Both undergraduate and postbaccalaureate students are admitted without respect to race, color, national origin, religion, sex, age, or handicap.

Part-Time Classroom Studies students may register for a maximum course load of eight credit hours per semester. A small selection of courses is scheduled for the evening hours; the University's daytime courses are also open to Part-Time Classroom Studies students if space permits.

Undergraduates or high school students desiring to enroll through Part-Time Classroom Studies should file an admission application and nonrefundable application fee with the Office of Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200, or at www.admissions.unc.edu. The Part-Time Classroom Studies application is available online at www.fridaycenter.unc.edu.

Admission is limited for both prospective degree candidates and for those seeking to take courses for personal benefit and enjoyment. To be eligible, students must have been away from a traditional school setting for at least 12 consecutive months and must have graduated from an approved or accredited secondary school. Admission is available to UNC–Chapel Hill faculty/staff employees. Traditional students who have been denied full-time admission to the University are not immediately eligible for enrollment through Part-Time Classroom Studies. All students admitted as prospective degree candidates must meet minimum University requirements for admission; in considering prospective degree candidates for admission, the Office of Undergraduate Admissions shall use the same admissions criteria that it uses to evaluate comparable full-time, degree-seeking students applying to the University. For information about those criteria, please see the sections on first-year and transfer admission above. Students who have a baccalaureate degree may apply online at www.fridaycenter.unc.edu.

Admission to Part-Time Classroom Studies does not constitute admission to a degree program at the University. Undergraduates wishing to pursue a degree must be accepted for transfer into one

of the degree-granting schools or colleges of the University. For a bachelor's degree a minimum of 45 academic credit hours must be earned from UNC–Chapel Hill, and at least 24 of the last 30 academic credits must be earned from UNC–Chapel Hill courses. Beyond these minimum course requirements, students attempting to transfer from Part-Time Classroom Studies into one of the degree-seeking schools or colleges of the University must present evidence that they are prepared to make satisfactory progress towards the degree. Postbaccalaureate students must apply and be accepted to a graduate degree program.

Undergraduate students enrolled through Part-Time Classroom Studies for personal benefit and enjoyment may apply to convert to degree-seeking status. Such applications will be reviewed in light of the criteria for admission to Part-Time Classroom Studies for degree-seeking status.

Orientation and New Student Registration

Summer orientation offers a wide range of programs intended to introduce new students and their parents to the University; to acquaint them with the academic opportunities available to undergraduates; to aid them in their adjustment to campus living; to offer other information, discussion, and academic advice; and to begin the process of becoming an active member of the Carolina community. New student orientation continues when students arrive in the fall with a variety of activities during the Week of Welcome.

All new first-year students are required to attend orientation in the summer prior to their first semester. During the two-day summer orientation program, students meet and interact with faculty and staff, as well as many other first-year students. They attend a formal welcome, complete a foreign language placement exam, learn about the undergraduate curriculum, register for courses using the Web registration system, and learn about the services and educational opportunities available to them.

Transfer Student Orientation

All new undergraduate students admitted as sophomore or junior transfers are encouraged to attend one of the summer orientation programs designed specifically for transfer students to learn about college life at Carolina.

During this one-day transfer orientation program (TSOP), new transfer students meet and interact with faculty, staff, and other new transfer students. Students attend a formal welcome, learn about academic advising, learn about the services and educational opportunities, and, if applicable, complete a foreign language placement exam.

To help ensure the availability of preferred courses, transfer students should register for fall classes prior to summer orientation. Transfer students can use the Web registration system to register as soon as their deposit is paid and the personal identification number (PIN number) is generated.

Course Abbreviations

Abbreviation	Full Name	Administrative Home
AERO	Aerospace Studies	Department of Aerospace Studies
AFAM	Afro-American Studies	Department of African and Afro-American Studies
AFRI	African Studies	Department of African and Afro-American Studies
AHSC	Allied Health Sciences	Department of Allied Health Sciences, UNC School of Medicine
AMST	American Studies	Department of American Studies
ANTH	Anthropology	Department of Anthropology
APPL	Applied and Materials Sciences	Curriculum in Applied Sciences and Engineering
ARAB	Arabic	Department of Asian Studies
ARCH	Archaeology	Curriculum in Archaeology
ARMY	Military Science	Department of Military Science
ART	Art	Department of Art
ASIA	Asian Studies	Department of Asian Studies
ASTR	Astronomy	Department of Physics and Astronomy
BENG	Bengali	Department of Asian Studies
BIOC	Biochemistry	Department of Biochemistry and Biophysics
BIOL	Biology	Department of Biology
BIOS	Biostatistics	Gillings School of Global Public Health
BMME	Biomedical Engineering	Department of Biomedical Engineering
BULG	Bulgarian	Department of Slavic Languages and Literatures
BUSA	Business	Kenan–Flagler Business School
BUSG	Business	Kenan–Flagler Business School
BUSI	Business	Kenan–Flagler Business School
CATA	Catalan	Department of Romance Languages and Literatures
CBIO	Cell and Developmental Biology	Department of Cell and Developmental Biology
CHEM	Chemistry	Department of Chemistry
CHER	Cherokee	Department of American Studies
CHIN	Chinese	Department of Asian Studies
CHWA	Chichewa	Department of African and Afro-American Studies
CLAR	Classical Archeology	Department of Classics
CLAS	Classics	Department of Classics
CMPL	Comparative Literature	Department of English and Comparative Literature
COMM	Communication Studies	Department of Communication Studies
COMP	Computer Science	Department of Computer Science
CLSC	Clinical Laboratory Science	Division of Clinical Laboratory Science, UNC School of Medicine
CZCH	Czech	Department of Slavic Languages and Literatures
DHYG	Dental Hygiene	School of Dentistry
DPOP	Pharmaceutical Outcomes and Policy	Eshelman School of Pharmacy
DRAM	Dramatic Art	Department of Dramatic Art
DTCH	Dutch	Department of Germanic Languages and Literatures
ECOL	Ecology	Curriculum in Ecology
ECON	Economics	Department of Economics
EDUC	Education	School of Education
ENGL	English	Department of English and Comparative Literature
ENST	Environmental Science and Studies	Curriculum for the Environment and Ecology
ENVR	Environmental Sciences and Engineering	Gillings School of Global Public Health
EPID	Epidemiology	Gillings School of Global Public Health
EURO	European Studies	Curriculum in Contemporary European Studies
EXSS	Exercise and Sport Science	Department of Exercise and Sport Science
FOLK	Folklore	Department of American Studies
FREN	French and Francophone Studies	Department of Romance Languages and Literatures

Abbreviation	Full Name	Administrative Home
GEOG	Geography	Department of Geography
GEOL	Geology	Department of Geology
GERM	German	Department of Germanic Languages and Literatures
GNET	Genetics	Department of Genetics, UNC School of Medicine
GREK	Greek	Department of Classics
HBHE	Health Behavior and Health Education	Gillings School of Global Public Health
HEBR	Hebrew	Department of Asian Studies
HIST	History	Department of History
HNRS	Honors	Honors Program
HNUR	Hindi-Urdu	Department of Asian Studies
HPM	Health Policy and Management	Gillings School of Global Public Health
HUNG	Hungarian	Department of Slavic Languages and Literatures
IDST	Interdisciplinary Studies	Office of Undergraduate Curricula
INLS	Information and Library Science	School of Information and Library Science
INTS	International Studies	Curriculum in Global Studies
ITAL	Italian	Department of Romance Languages and Literatures
JAPN	Japanese	Department of Asian Studies
JOMC	Journalism and Mass Communication	School of Journalism and Mass Communication
JWST	Jewish Studies	Department of Religious Studies
KOR	Korean	Department of Asian Studies
LATN	Latin	Department of Classics
LAW	Law	School of Law
LFIT	Lifetime Fitness	Department of Exercise and Sport Science
LGLA	Lingala	Department of African and Afro-American Studies
LING	Linguistics	Department of Linguistics
LTAM	Latin American Studies	Curriculum in Latin American Studies
MACD	Macedonian	Department of Slavic Languages and Literatures
MASC	Marine Sciences	Department of Marine Sciences
MATH	Mathematics	Department of Mathematics
MAYA	Maya	Department of Linguistics
MCRO	Microbiology and Immunology	Department of Microbiology and Immunology
MNGT	Management and Society	Department of Sociology
MTSC	Materials Science	Curriculum in Applied Sciences and Engineering
MUSC	Music	Department of Music
NAVS	Naval Science	Department of Naval Science
NBIO	Neurobiology	Curriculum in Neurobiology, UNC School of Medicine
NORW	Norwegian	Department of Germanic Languages and Literatures
NURS	Nursing	School of Nursing
NUTR	Nutrition	Gillings School of Global Public Health
PATH	Pathology and Laboratory Medicine	Department of Pathology and Laboratory Medicine
PHCO	Pharmacology	Department of Pharmacology, UNC School of Medicine
PHCY	Pharmacy	Eshelman School of Pharmacy
PHIL	Philosophy	Department of Philosophy
PHYA	Physical Activity	Department of Exercise and Sport Science
PHYI	Cell and Molecular Physiology	Department of Cell and Molecular Physiology
PHYS	Physics	Department of Physics and Astronomy
PLAN	City and Regional Planning	Department of City and Regional Planning
PLCY	Public Policy	Department of Public Policy
PLSH	Polish	Department of Slavic Languages and Literatures
POLI	Political Science	Department of Political Science

Abbreviation	Full Name	Administrative Home
PORT	Portuguese	Department of Romance Languages and Literatures
PRSN	Persian	Department of Asian Studies
PSYC	Psychology	Department of Psychology
PUBH	Public Health	Gillings School of Global Public Health
PWAD	Peace, War, and Defense	Curriculum in Peace, War, and Defense
RADI	Radiologic Science	Division of Radiologic Science, UNC School of Medicine
RECR	Recreation Administration	Department of Exercise and Sport Science
RELI	Religious Studies	Department of Religious Studies
ROML	Romance Languages and Literatures	Department of Romance Languages and Literatures
RUSS	Russian	Department of Slavic Languages and Literatures
SECR	Serbian and Croatian	Department of Slavic Languages and Literatures
SLAV	Slavic Languages	Department of Slavic Languages and Literatures
SOCI	Sociology	Department of Sociology
SOWO	Social Work	School of Social Work
SPAN	Spanish	Department of Romance Languages and Literatures
SPCL	Special Studies	Office of Undergraduate Curricula
SPHS	Speech and Hearing Sciences	Division of Speech and Hearing Sciences, UNC School of Medicine
STOR	Statistics and Operations Research	Department of Statistics and Operations Research
SWAH	Kiswahili	Department of African and Afro-American Studies
TAML	Tamil	Department of Asian Studies
TOXC	Toxicology	Curriculum in Toxicology, UNC School of Medicine
TURK	Turkish	Department of Asian Studies
VIET	Vietnamese	Department of Asian Studies
WMST	Women's Studies	Department of Women's Studies
WOLO	Wolof	Department of African and Afro-American Studies

Academic Organization and Undergraduate Requirements: *General Education Requirements*

Office of Undergraduate Curricula

ERIKA LINDEMANN, *Associate Dean*
NICK SIEDENTOP, *Curriculum Coordinator*

According to the policy that has been in effect since 1980, the Office of Undergraduate Curricula has primary responsibility for monitoring all curricular changes in the General College and the College of Arts and Sciences. This office receives and reviews all requests for new courses, course revisions, changes to degree programs, and proposals for new minors, majors, and curricula. The office also reviews all student petitions concerning the satisfaction of General Education requirements. Students can find the most current information regarding General Education requirements at the Office of Undergraduate Curricula Web site at www.unc.edu/depts/uc.

"Making Connections": The General Education Curriculum

The requirements of the "Making Connections" curriculum apply only to students beginning undergraduate study in or after the fall semester of 2006. Students who entered the University, or completed substantial college course work elsewhere, before that date should consult the Undergraduate Bulletin published during their first year of college or University course work in order to find the General Education requirements that apply to them.

Undergraduates at the University fulfill General Education requirements in addition to the more specialized requirements of their own major fields. The General Education curriculum implemented in the fall of 2006 was the product of a long process of curriculum review that brought about a major revision of the existing General Education requirements, last revised in the early 1980s. The structure of the General Education requirements reflects not only the cyclical updating of curricular expectations—a process that takes place with each new generation—but also the faculty's intent to make the entire General Education experience more integrated and meaningful for the University's undergraduates. The University of North Carolina at Chapel Hill strives to cultivate the range of skills, knowledge, values, and habits that will allow graduates to lead personally enriching and socially responsible lives as effective citizens of rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities.

To this end the curriculum seeks to provide for all students 1) the fundamental skills that will facilitate future learning, 2) broad experience with the methods and results of the most widely employed approaches to knowledge, 3) a sense of how one might integrate these approaches to knowledge in ways that cross traditional disciplinary and spatial boundaries, and 4) a thorough grounding in one particular subject. The undergraduate major is dedicated to the last of these curricular objectives; the others fall under the purview of the General Education curriculum.

The "Making Connections" curriculum is divided into four broad categories that can be described as follows:

1. The faculty believes that General Education rests on certain foundational skills and knowledge, including the ability to communicate effectively both in English and another language and to apply quantitative reasoning skills in context. Consequently, the Foundations component of the curriculum includes courses in English composition and rhetoric, at least one foreign language, and quantitative reasoning. It also includes a physical education course in lifetime fitness that encourages the lifelong health of graduates. In most cases, students should be able to fulfill the Foundations requirements by taking no more than 17 credit hours. They must maintain continuous enrollment, beginning in the first semester, in Foundations foreign language and composition and rhetoric courses until the requirement is satisfied.
2. Students also become acquainted with six distinctive Approaches to knowledge, as represented by courses in the physical and life sciences, the social and behavioral sciences, historical analysis, philosophical and moral reasoning, literary arts, and the visual and performing arts. Students meet these requirements by taking courses worth a total of 25 credit hours.
3. The General Education curriculum also builds on previously acquired knowledge (notably in its Foundational Connections courses) and establishes links between discrete forms of knowledge, both by encouraging interdisciplinary contact and conversation and by inviting students to develop and apply their academic expertise in environments beyond the University classroom. In addition to building directly on the Foundations, through communication intensive and quantitative intensive course—and, ultimately, a foreign language enhancement requirement to be implemented at a future date—the Connections requirements integrate courses in global issues, U.S. diversity, the world before 1750, the North Atlantic world, and beyond the North Atlantic world. The Connections category also incorporates a requirement in experiential education, one that can be satisfied either within the framework of a conventional academic course or in the form of some other credit-earning learning experience. Because Connections courses may meet multiple requirements at once (including Approaches requirements), most students should be able to fulfill the eight Connections requirements without taking credit hours in addition to those needed to fulfill Foundations, Approaches, and major/minor requirements.
4. Students who pursue a bachelor of arts degree (or a bachelor of science with a major in psychology) also must satisfy Supplemental General Education requirements. These requirements, which take either a "distributive" or an "integrative" form, are described fully under the heading "Supplemental Education."

Course Numbering System

In general, the system of course numbering works as follows:

- 50–099 First-year seminars and other courses reserved for special purposes
- 100–199 Introductory undergraduate courses

- 200–399 Undergraduate courses considered to be above the introductory level.
- 400–699 Courses open to undergraduate and graduate students
- 700–999 Graduate courses

With the exception of the important distinction between introductory and nonintroductory courses, students generally should not assume that courses have been arranged in ascending order of difficulty or specialization (i.e., ENGL 420 is not "harder" than ENGL 340). The logic behind any departmental numbering scheme will be specific to that department. Students should check the prerequisites and corequisites for any course prior to enrolling. Prerequisites represent courses that must be completed before enrolling in a particular course; corequisites are courses that must be taken in the same semester. Pre- and corequisites are indicated in the course descriptions under each academic department or school.

Honors courses fulfill the same General Education requirements as the nonhonors version of that course as listed below. For example, PHIL 155H satisfies the same General Education requirement as PHIL 155.

Be advised that the list of courses included under each of the following General Education categories in this section of the *Undergraduate Bulletin* is not necessarily exhaustive. Courses may have been added to the lists after the present edition of the *Undergraduate Bulletin* went to press.

Foundations

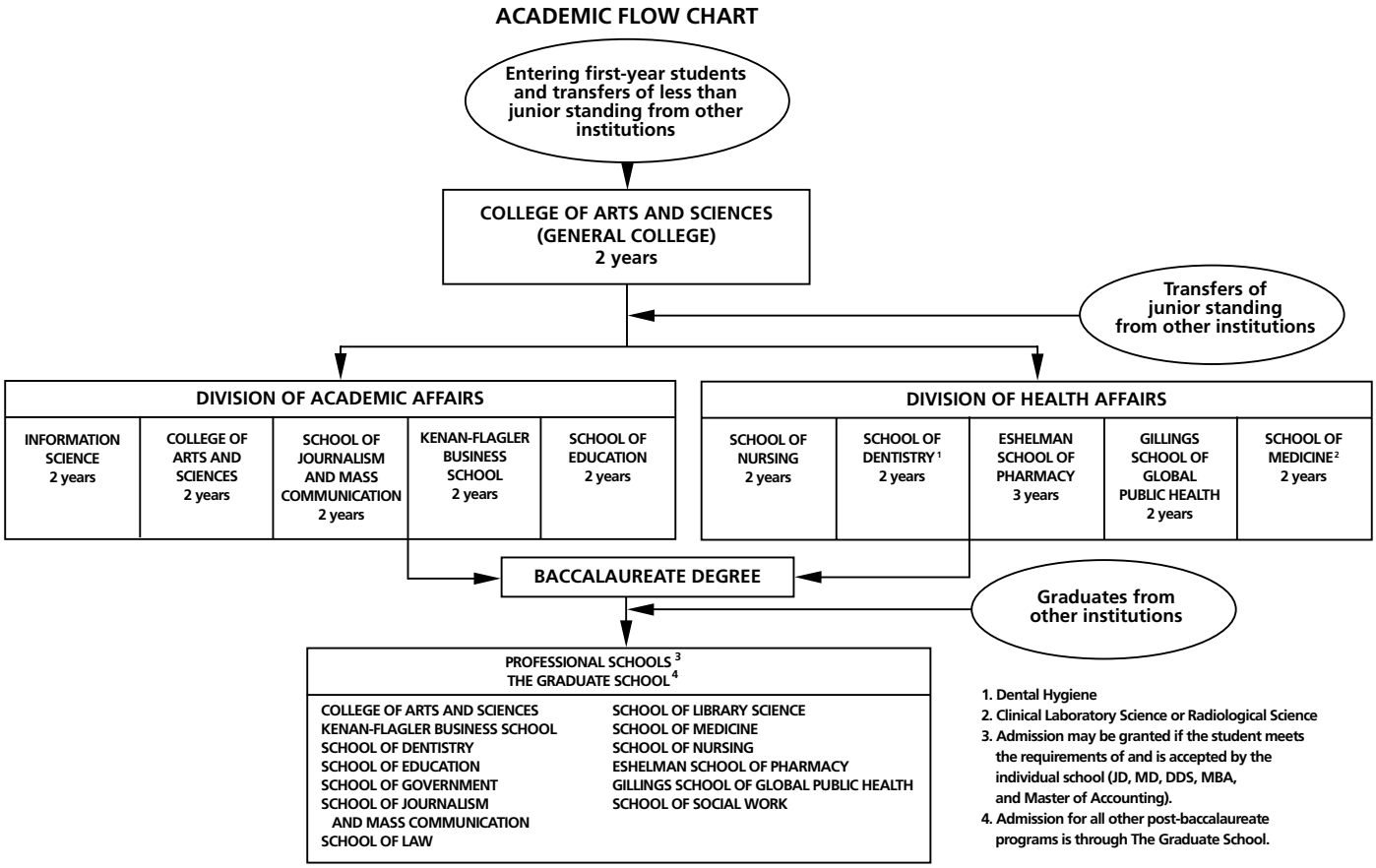
Note on the Importance of Communication Skills

The faculty of the General College and the College of Arts and Sciences expects students to write and speak effectively. Instructors should help students realize that there is a direct relationship between thinking clearly, writing clearly, and speaking clearly. Faculty members in all disciplines and professions should therefore develop the writing and speaking skills of their students. Students should expect to be graded on spelling, grammar, and style, as well as on the content and organization of their written work; in addition, students should expect to be graded on presentation, style, poise, and diction, as well as on the content and organization of their oral presentations.

Students who wish to improve their writing can make appointments with a tutor in the Writing Center. This free, noncredit service is available to any member of the University community.

English Composition and Rhetoric (CR)

All students at the University must pass or gain exemption from ENGL 101 and 102. These courses develop the skills of writing, reasoning, and argumentation, which are necessary to the entire educational endeavor. Students may prepare for these courses



** For an explanation of course abbreviations, see page 24 in this bulletin.*

while in high school by taking courses in English composition and speech communication beyond the four years of English required for admission to the University. Students who have had such preparation usually perform better in their classes than those who have not.

Placement in English composition is determined by the student's highest score on the Writing section of the SAT, the English section of the ACT, or the Advanced Placement Test in English Language and Composition. Those who believe that their test scores do not accurately reflect their writing and speaking abilities may submit a portfolio of written work that will be evaluated by instructors in the Department of English and Comparative Literature; for additional information see englishcomplit.unc.edu/writing/portfolio. If placement scores or the portfolio indicates a need for instruction and practice in preparation for ENGL 101, students will be required to pass ENGL 100 before taking 101.

Regardless of placement, continuous enrollment beginning in the first semester is required until the series of English composition and rhetoric courses is completed. Any student whose native language is not English will be required, as all students are, to pass ENGL 101 and 102. However, that student may be permitted to waive, without credit, the foreign language requirement up to or through level 4. An authorized representative of the appropriate University department must confirm the student's proficiency in the language up to that level for the waiver to be granted.

The courses listed below satisfy the English composition and rhetoric requirement:*

ENGL 101

ENGL 102

ENGL 102I

Foreign Languages (FL)

The study of a foreign language enables students to see more clearly the nature and structure of their native language while gaining an understanding of a foreign culture. Students are required to complete courses or demonstrate proficiency in the study of a foreign language through level 3, in most cases. Certain majors may require additional levels of foreign language study.

Students should improve their language preparation by continuing their foreign language study through the senior year of high school. It is preferable that they complete four years of one high school language rather than, for example, taking two years each of two different languages.

Placement in a foreign language is determined by the student's score on a College Board SAT Subject Test, the Advanced Placement Test in a foreign language (taken at the completion of language study in high school), or the appropriate placement test as determined by the UNC–Chapel Hill academic department offering foreign language instruction. Regardless of placement, continuous enrollment, beginning in the first semester, is required until the Foundations foreign language requirement is completed.

In the following paragraphs, "high school foreign language" refers to the foreign language in which students received the equivalent of at least two years of instruction in grades nine through 12.

Students whose placement in their high school foreign language is below level 4 and who wish to continue in this language are required to take the number of courses that are needed to reach level 3 of that language. That number varies depending on the level into which a student places. Credit hours toward the 120-academic-hour graduation requirement are not awarded for level 1 of a student's high school foreign language (with the exceptions of Japanese and Modern Hebrew), even if students place by exam into level 1. Grades earned in level 1 courses, however, are computed in the students' grade point average and are used in all academic eligibility and academic load considerations.

Students who enroll in a foreign language that they have not formally studied before are required to complete through level 3. In this case, credit hours toward the 120-academic-credit-hour graduation requirement are awarded for successful completion of level 1.

Students who place into level 4 of their high school foreign language and who wish to continue in that language must take level 4 in order to fulfill the foreign language requirement. Placement credit is awarded for level 3 upon successful completion of level 4. Students who place beyond level 4 of their high school language have fulfilled the foreign language requirement and are awarded placement credit for levels 3 and 4.

Some undergraduate degree programs require the completion of foreign language courses beyond those needed to fulfill General Education requirements. Students should study the program requirements for their chosen course of study, and they are encouraged to meet with their academic advisors regularly to discuss the specific requirements of their programs.

Native speakers of languages other than English may use English 101 and 102, or their transfer equivalents, to satisfy the General Education foreign language requirement. For academic purposes, a native speaker is a student raised in a country outside the United States and formally educated through all or most of high school in a language other than English. Native speakers may not be awarded credit for levels 1 through 4 of their native language(s). They may, upon recommendation of the appropriate language department, receive credit for courses taken at UNC–Chapel Hill beyond level 4 if those courses are heavily content based.

Students who have learned a language offered at UNC–Chapel Hill by experience (i.e., by having grown up speaking another language or by having lived several years in another country) and who are proven to be conversant and literate in that language and in English, may take a placement test in that language for placement (PL) only and not for credit. If, in this case, the student places beyond level 4, the student can use that language to fulfill the foreign language requirement, but again, no credit hours will be awarded.

The courses listed below may be used to satisfy the foreign language (FL) requirements:*

ARAB 101, 102, 203, 204

BULG 401, 402, 403, 404

CHER 101, 102, 203, 204

CHIN 101, 102, 111, 203, 204, 212

CHWA 401, 402, 403

CZCH 401, 402, 403, 404

DTCH 402, 403, 404

FREN 101, 102, 105, 111, 203, 204, 212

GERM 101, 102, 105, 203, 204, 206

GREK 101, 102, 121, 122, 203, 204

HEBR 101, 102, 203, 204

HNUR 101, 102, 203, 204

HUNG 401, 402, 403, 404
ITAL 101, 102, 203, 204
JAPN 101, 102, 203, 204
JWST 101, 102, 203, 204
KOR 101, 102, 203, 204
LATN 101, 102, 111, 203, 204, 212
LGLA 401, 402, 403, 404
MACD 401, 402, 403, 404
PRSN 101, 102, 203, 204
PLSH 401, 402, 403, 404
PORT 101, 102, 111, 203, 204, 212
RELI 401, 402, 403, 404
RUSS 101, 102, 203, 204
SECR 401, 402, 403, 404
SPAN 101, 102, 105, 111, 203, 204, 212
SWAH 112, 234, 401, 402, 403, 404
TAML 101, 102, 203, 204
TURK 101, 102, 203, 204
WOLO 401, 402, 403, 404

Quantitative Reasoning (QR)

Through the study of quantitative reasoning and methods, students acquire and reinforce the ability to use analytic and quantitative ideas in both theoretical and applied contexts. In today's world of fast-paced scientific and technological advances, the importance of such skills cannot be overstated.

Students should prepare by taking precalculus and/or calculus in high school and by continuing their mathematical studies up through their senior year of high school. Not doing so may put them at a disadvantage when they arrive at the University.

Students may satisfy the quantitative reasoning requirement either by taking or receiving advanced placement credit for one of the courses listed below. Note that several of the courses below—STOR 112, 113, 151, 155, and 215—have a prerequisite of MATH 110 (algebra) or a placement score beyond MATH 110 on the College Board SAT Subject Test in Mathematics, Level 1 or Level 2. Unless a particular major requires those specific courses, however, a student may fulfill the quantitative reasoning requirement with courses that do not require MATH 110 as a prerequisite. MATH 110 placement carries no credit hours, although students who place into MATH 110 and complete it successfully will earn credit hours towards graduation.

Students should be aware that some undergraduate degree programs require completion of specific mathematical sciences courses beyond those needed to fulfill General Education requirements. Students should study the program requirements for their chosen course of study, and they are encouraged to meet with their academic advisors regularly to discuss their progress toward graduation.

The courses listed below may be used to satisfy the quantitative reasoning requirement:*

COMP 050
COMP 066
COMP 070
COMP 110
COMP 116 (prerequisite, MATH 231)
COMP 121
COMP 401
COMP 416
LING 455
MATH 116
MATH 117
MATH 118
MATH 119
MATH 130 (prerequisite, MATH 110)
MATH 152 (prerequisite, MATH 110)
MATH 231 (prerequisite, MATH 130 or placement by department)
MATH 241 (prerequisite, MATH 130 or placement by department)
PHIL 155
PHIL 356
PHIL 455
STOR 112 (prerequisite, MATH 110)
STOR 113 (prerequisite, MATH 110)
STOR 151 (prerequisite, MATH 110)
STOR 155 (prerequisite, MATH 110)
STOR 215 (prerequisite, MATH 110)

Lifetime Fitness (LFIT)

Lifetime fitness (LFIT) courses combine the practice of a sport or physical activity that can be sustained in later life with broader instruction in lifelong health. These courses carry one hour of academic credit and may be taken on a Pass/Fail basis. No more than two lifetime fitness courses can be counted toward the 120 hours needed for graduation.

The courses listed below may be used to satisfy the lifetime fitness requirement:*

LFIT 102	LFIT 107	LFIT 112
LFIT 103	LFIT 108	LFIT 113
LFIT 104	LFIT 109	LFIT 190
LFIT 105	LFIT 110	
LFIT 106	LFIT 111	

Approaches

Physical and Life Sciences (PL, PX)

Students must take two courses, at least one of which has a required laboratory component. Science courses combining lecture and laboratory components normally constitute four hours of credit; some lecture courses may be taken singly for three credit hours or combined with an optional matching laboratory for one additional credit hour. All courses in this category emphasize a physical science, a life science, the scientific basis of technology, or a combination of these topics. Students who have exceeded minimum high school science requirements typically have an advantage in the University's science courses.

The courses listed below may be used to satisfy the physical and life sciences (PL) requirement:*

ANTH 143	ANTH 412	ASTR 063
ANTH 148	ANTH 414	ASTR 101
ANTH 315	ANTH 437	ASTR 102
ANTH 318	ASTR 061	ASTR 205

** For an explanation of course abbreviations, see page 24 in this bulletin.*

BIOL 053	GEOL 072	MATH 067
BIOL 055	GEOL 073	MCRO 050
BIOL 057	GEOL 074	MUSC 051
BIOL 061	GEOL 075	NBIO 400
BIOL 062	GEOL 076	NBIO 401
BIOL 065	GEOL 077	NBIO 402
BIOL 101	GEOL 078	PATH 128
BIOL 113	GEOL 101	PHIL 352
BIOL 159	GEOL 103	PHIL 451
BIOL 201	GEOL 105	PHYI 050
BIOL 202	GEOL 109	PHYS 051
BIOL 251	GEOL 110	PHYS 053
BIOL 262	GEOL 159	PHYS 054
BIOL 275	GEOL 202	PHYS 061
BIOL 276	GEOL 204	PHYS 063
BIOL 277	GEOL 450	PHYS 071
BIOL 278	GEOL 503	PHYS 100
BIOL 279	GEOL 506	PHYS 131
BIOL 290	GEOL 550	PHYS 133
BIOL 457	GEOL 563	PSYC 050
BIOL 462	HNRS 351	PSYC 051
BIOL 657	MASC 051	PSYC 052
CHEM 070	MASC 052	PSYC 053
CHEM 071	MASC 053	PSYC 061
CHEM 072	MASC 054	PSYC 101
CHEM 073	MASC 055	PSYC 220
CHEM 101	MASC 057	PSYC 222
CHEM 102	MASC 058	PSYC 225
CHEM 200	MASC 059	PSYC 230
COMP 065	MASC 060	PSYC 245
ENST 108	MASC 101	PSYC 320
ENST 222	MASC 220	PSYC 400
ENST 262	MASC 310	PSYC 401
ENST 450	MASC 440	PSYC 404
ENVR 415	MASC 442	PSYC 425
ENVR 505	MASC 443	PSYC 430
ENVR 520	MASC 450	PSYC 431
EXSS 175	MASC 470	PSYC 433
EXSS 276	MASC 472	PSYC 434
GEOG 050	MASC 503	PSYC 461
GEOG 053	MASC 504	PSYC 469
GEOG 054	MASC 505	PSYC 470
GEOG 110	MASC 506	PSYC 504
GEOG 111	MASC 550	PSYC 507
GEOG 112	MASC 552	PSYC 513
GEOG 269	MASC 561	PSYC 530
GEOL 070	MASC 562	PWAD 108
GEOL 071	MASC 563	

The courses listed below include a required laboratory that is part of the course registration and may be used to satisfy the physical and life sciences with laboratory (PX) requirement:*

BIOC 107	BIOL 478	PHYS 105
BIOC 108	ENST 111	PHYS 106
BIOL 252	ENST 202	PHYS 116
BIOL 271	GEOL 413	PHYS 117
BIOL 272	GEOL 478	PSYC 270
BIOL 273	PHYS 101	PSYC 402
BIOL 274	PHYS 104	PSYC 403

The courses listed below have an optional laboratory and may be used to satisfy the physical and life sciences with laboratory (PX) requirement:* *Note: The lecture is either a pre- or corequisite to the laboratory; see course description. The student must take both the lecture and the associated laboratory in order to receive credit for the physical and life sciences with laboratory (PX) requirement. Without the associated optional laboratory, the lecture course counts as a physical and life sciences (PL) class.*

ANTH 414 + ANTH 414L
BIOL 101 + BIOL 101L
BIOL 275 + BIOL 275L
BIOL 277 + BIOL 277L
CHEM 101 + CHEM 101L
GEOL 101 + GEOL 101L
GEOL 105 + GEOL 101L
GEOL 109 + GEOL 101L
GEOL 110 + GEOL 101L
PHYS 131 + PHYS 131L

Social and Behavioral Sciences (SS, HS)

Students must take three courses from at least two different departments; at least one of the three courses must be classified as a historical analysis (HS) course. Courses in social and behavioral sciences focus on the scientific study of individual or collective behavior, considering the various dimensions of individual behavior, the family, society, culture, politics, and the economy.

The courses listed below may be used to satisfy the social and behavioral sciences requirement:*

Social Sciences (SS)

AERO 446	AMST 057	ANTH 093
AFAM 050	AMST 275	ANTH 101
AFAM 266	AMST 285	ANTH 102
AFAM 278	AMST 375	ANTH 103
AFAM 342	AMST 385	ANTH 120
AFAM 422	AMST 394	ANTH 130
AFAM 530	ANTH 050	ANTH 142
AFRI 101	ANTH 051	ANTH 144
AFRI 261	ANTH 052	ANTH 147
AFRI 263	ANTH 053	ANTH 155
AFRI 265	ANTH 055	ANTH 202
AFRI 266	ANTH 056	ANTH 220
AFRI 368	ANTH 057	ANTH 230
AFRI 370	ANTH 058	ANTH 239
AFRI 416	ANTH 059	ANTH 248
AFRI 480	ANTH 061	ANTH 254
AFRI 521	ANTH 062	ANTH 259
AMST 051	ANTH 092	ANTH 262

ANTH 280
ANTH 297
ANTH 312
ANTH 317
ANTH 319
ANTH 320
ANTH 325
ANTH 330
ANTH 331
ANTH 340
ANTH 342
ANTH 344
ANTH 380
ANTH 411
ANTH 413
ANTH 415
ANTH 416
ANTH 417
ANTH 422
ANTH 428
ANTH 429
ANTH 435
ANTH 436
ANTH 439
ANTH 440
ANTH 441
ANTH 447
ANTH 459
ANTH 465
ANTH 466
ANTH 469
ANTH 470
ANTH 472
ANTH 473
ANTH 484
ANTH 499
ANTH 502
ANTH 525
ANTH 537
ANTH 539
ANTH 545
ANTH 559
ANTH 567
ANTH 574
ANTH 578
ANTH 585
ANTH 625
ANTH 626
ANTH 639
ANTH 660
ANTH 675
ANTH 682
ANTH 686
ANTH 688
ANTH 691H
ANTH 697
ARAB 350
ARMY 050
ASIA 050
ASIA 150
ASIA 155
ASIA 226
ASIA 243
ASIA 429
ASIA 440
ASIA 453
ASIA 455
ASIA 460
ASIA 461
ASIA 545
ASIA 574
ASIA 578
ASIA 682
BUSI 050
CHIN 253
CHIN 562
CMPL 435
COMM 050
COMM 051
COMM 053
COMM 074
COMM 082
COMM 350
COMM 436
ECON 050
ECON 051
ECON 052
ECON 053
ECON 054
ECON 056
ECON 057H
ECON 101
ECON 285
ECON 360
ECON 363
ECON 385
ECON 434
ECON 461
ECON 465
ECON 560
ECON 570
EDUC 532
EDUC 533
ENGL 202
ENGL 364
ENST 051
ENST 201
ENST 254
ENST 270
ENST 480
ENST 510
ENST 520
ENST 585
ENVR 585
EURO 239
EURO 442
EXSS 050
EXSS 260
FOLK 130
FOLK 135
FOLK 202
FOLK 230
FOLK 340
FOLK 342
FOLK 375
FOLK 428
FOLK 429
FOLK 435
FOLK 470
FOLK 473
FOLK 484
FOLK 525
FOLK 537
FOLK 675
FOLK 688
GEOG 055
GEOG 056
GEOG 057
GEOG 058
GEOG 060
GEOG 061
GEOG 120
GEOG 121
GEOG 123
GEOG 125
GEOG 130
GEOG 225
GEOG 228
GEOG 232
GEOG 259
GEOG 260
GEOG 266
GEOG 430
GEOG 470
GEOG 480
GEOG 481
HNRS 352
INLS 101
INLS 200
INTS 249
INTS 258
INTS 270
INTS 281
INTS 319
INTS 320
INTS 360
INTS 388
INTS 410
INTS 433
INTS 438
INTS 453
INTS 455
INTS 463
INTS 520
JAPN 381
JAPN 482
JAPN 563
JOMC 101
JOMC 442
JOMC 445
JWST 143
KOR 150
KOR 151
LING 050
LING 101
LING 333
LING 409
LING 484
LING 563
MUSC 053
MUSC 058
MUSC 061H
MUSC 258
PHIL 063
PHIL 154
PHIL 345
PHIL 353
PHIL 453
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PSYC 260
PSYC 463

** For an explanation of course abbreviations, see page 24 in this bulletin.*

PSYC 465
PSYC 467
PSYC 468
PSYC 500
PSYC 501
PSYC 502
PSYC 506
PSYC 509
PSYC 531
PSYC 560
PSYC 561
PSYC 563
PSYC 564
PSYC 565
PSYC 567
PSYC 693H
PSYC 694H
PWAD 101
PWAD 120
PWAD 150
PWAD 201
PWAD 220
PWAD 231
PWAD 250
PWAD 252
PWAD 253
PWAD 260
PWAD 280
PWAD 416
PWAD 443
PWAD 444
PWAD 446
PWAD 447
PWAD 450
PWAD 469
PWAD 481
RECR 310
RECR 311
RECR 440
RECR 470
RECR 475
RELI 060
RELI 067
RELI 069
RELI 070
RELI 101
RELI 121
RELI 143
RELI 225
RELI 232
RELI 242
RELI 342
RELI 428
RELI 429
RELI 481
RELI 574
RELI 688
ROML 050
ROML 051
ROML 052
ROML 053
SLAV 409
SOCI 050
SOCI 051
SOCI 052
SOCI 053
SOCI 054
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SOCI 465
SOCI 469
SPAN 390
WMST 051
WMST 101
WMST 111
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WMST 410
WMST 415
WMST 436
WMST 437
WMST 440
WMST 441
WMST 550
WMST 610
WMST 660

Historical Analysis (HS)

AERO 213
AFAM 053
AFAM 101
AFAM 102
AFAM 254
AFAM 258
AFAM 262
AFAM 267
AFAM 280
AFAM 293
AFAM 294
AFAM 371
AFAM 408
AFAM 412
AFAM 440
AFAM 474
AFAM 522
AFAM 560
AFAM 569
AFAM 580
AFAM 610
AFRI 424
AFRI 474
AFRI 520
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AMST 053
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AMST 101
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CLAR 075
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CLAS 062
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CLAS 391
CLAS 418
CMPL 270
COMM 249
DRAM 470
DRAM 475
ENGL 075
ENGL 314
ENST 460
EURO 159
FOLK 455
FOLK 560
FOLK 571
FOLK 610
FOLK 670
GERM 051
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HIST 625
HIST 670
HIST 671
HIST 674
HIST 692H
HIST 697
HNRS 353
INTS 282
INTS 514
ITAL 330
ITAL 331
ITAL 333
ITAL 335
ITAL 343
JOMC 242
JOMC 342
JWST 100
JWST 103
JWST 106
JWST 110
JWST 206
JWST 239
JWST 253
JWST 262
JWST 486
LATN 511
LING 558
MNGT 364
MNGT 365
MUSC 056
MUSC 059
MUSC 062H
MUSC 252
MUSC 253
PHIL 054
POLI 257
POLI 411
POLI 474
PORT 323
PSYC 060
PWAD 132
PWAD 134
PWAD 212
PWAD 213
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RELI 061
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RELI 583
RELI 662
ROML 059
SLAV 251
SOCI 257
WMST 237
WMST 242
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WMST 458
WMST 479
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WMST 568
WMST 569
WMST 576

Humanities and Fine Arts

The humanities and fine arts explore enduring issues of the human condition and develop and encourage the means of communicating, representing, and expressing the varieties of human experience. Students must take three courses, including one in philosophical and moral reasoning, one in literary arts, and one in the visual and performing arts.

The courses listed below may be used to satisfy the humanities and fine arts requirement:*

Philosophical and Moral Reasoning (PH)

AFAM 274
AFAM 428
AMST 055
AMST 291
ANTH 146
ASIA 055
CHIN 463
CLAS 052
COMM 052
COMM 071
COMM 170
COMM 374
COMM 375
COMM 450
COMM 470

** For an explanation of course abbreviations, see page 24 in this bulletin.*

COMP 380
COMP 381
ECON 234
ECON 384
ENGL 461
ENST 368
ENST 375
GEOG 062
GERM 245
GERM 246
GERM 280
GERM 370
HNRS 354
LING 145
LING 545
PHCY 432
PHIL 051
PHIL 052
PHIL 053
PHIL 055
PHIL 056
PHIL 057
PHIL 058
PHIL 066
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PHIL 474
PHIL 476
PHIL 480
PHIL 560
PLCY 340
PLCY 364
POLI 051
POLI 056
POLI 206
POLI 219
POLI 265
POLI 270
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POLI 384
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POLI 477
PWAD 272
RELI 064
RELI 066
RELI 068
RELI 071
RELI 074
RELI 075
RELI 122
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RELI 138
RELI 166
RELI 207
RELI 322
RELI 338
RELI 421
RELI 438
RELI 522
RELI 530
RELI 617
SOCI 114
SOCI 250
SOCI 273
WMST 219
WMST 265
WMST 275
WMST 477

Literary Arts (LA)

AFRI 262
AMST 052
AMST 201
AMST 211
AMST 246
AMST 256
AMST 257
AMST 258
AMST 266
AMST 286
AMST 290
AMST 335
AMST 338
AMST 360
AMST 393
AMST 440
AMST 685
ARAB 150
ARAB 151
ARAB 407
ARAB 408
ARAB 433
ARAB 434
ASIA 052
ASIA 056
ASIA 147
ASIA 151
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ASIA 161
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ASIA 333
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ASIA 451
ASIA 452
ASIA 481
ASIA 483
ASIA 486
ASIA 584
BULG 411
CHIN 252
CHIN 451
CHIN 452
CHIN 464
CHIN 551
CHIN 552
CHIN 563
CLAS 053
CLAS 054
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CLAS 409
CLAS 547
CMPL 120
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CMPL 558
CMPL 621
CMPL 624
CMPL 685
COMM 070
COMM 160
COMM 263
COMM 466
CZCH 280
CZCH 411
CZCH 470
DRAM 082
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DRAM 487
DTCH 405
ENGL 052
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ENGL 687
EURO 386
FOLK 487
FOLK 589
FOLK 684
FREN 250
FREN 260
FREN 275
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FREN 370
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FREN 451
GERM 050
GERM 054
GERM 061
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GERM 371
GERM 372
GERM 380
GERM 381
GERM 382
GERM 390
GREK 221
GREK 352
GREK 509
GREK 510
HNRS 250
HNRS 355
HNUR 306
HNUR 410
HNUR 592
HUNG 411
INTS 265
INTS 451
ITAL 240
ITAL 241
ITAL 242
ITAL 340
ITAL 345
ITAL 370
ITAL 371
ITAL 382
JAPN 160
JAPN 375
JAPN 376
JAPN 384
JAPN 409
JWST 289
JWST 360
JWST 412
JWST 464
JWST 465
JWST 469
LATN 221
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MUSC 052
MUSC 055H
MUSC 057
MUSC 060H
PLSH 411
PLSH 412
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PORT 270
PORT 275
PORT 382
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PWAD 080
PWAD 084
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RELI 073
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RUSS 560
SECR 411
SLAV 080
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WMST 064
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WMST 374
WMST 380
WMST 384
WMST 392
WMST 446
WMST 486
WMST 684

** For an explanation of course abbreviations, see page 24 in this bulletin.*

Visual and Performing Arts (VP)

AFAM 051
AFAM 259
AFAM 276
AFAM 285
AFAM 287
AFAM 340
AFAM 356
AFAM 387
AFRI 264
AFRI 353
AFRI 375
AFRI 453
AFRI 488
AMST 050
AMST 268
AMST 336
AMST 483
AMST 484
AMST 485
AMST 487
AMST 488
AMST 490
AMST 499
ANTH 077
ANTH 123
ANTH 334
ANTH 343
ANTH 477
ANTH 586
ARAB 453
ART 050
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ASIA 054
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ASIA 379
ASIA 435
ASIA 586
CHIN 354
CHIN 361
CHIN 544
CLAR 050
CLAR 246
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CLAR 268
CLAR 445
CLAR 448
CLAR 449
CLAR 465
CLAR 512
CLAR 561
CLAS 059
CLAS 064
CLAS 066
CMPL 055
CMPL 133
CMPL 143
CMPL 252
CMPL 254
CMPL 255
CMPL 272
CMPL 332H
CMPL 375
CMPL 379
COMM 061
COMM 062
COMM 063
COMM 131
COMM 140
COMM 162
COMM 251
COMM 262
COMM 272
COMM 275
COMM 437
COMM 452
COMM 561
COMM 656
COMM 658
DRAM 080
DRAM 081
DRAM 083
DRAM 084
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DRAM 086
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ENGL 665
ENGL 666
ENGL 680
EURO 332H
EXSS 193
FOLK 334
FOLK 488
FOLK 550
FOLK 587
FREN 332H
FREN 373
GERM 052
GERM 060
GERM 063
GERM 210
GERM 250
GERM 265
GERM 272
GERM 275
GERM 373
GERM 374
HEBR 142
HIST 077
HNRS 356
HUNG 280
INTS 252
JAPN 161
JAPN 162
JAPN 261
JAPN 378
JAPN 412
JWST 512
MUSC 054
MUSC 063
MUSC 064
MUSC 121
MUSC 131
MUSC 141
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MUSC 188
MUSC 251
MUSC 286
MUSC 289
MUSC 390H
PLSH 280
PORT 388
PWAD 289
RELI 235
RELI 236
RELI 512
ROML 695
RUSS 273
VIET 252
WMST 188
WMST 231
WMST 250
WMST 254
WMST 285
WMST 656
WMST 665
WMST 666

Connections

Courses that satisfy a Connections requirement may also satisfy one of the Approaches requirements, other Connections requirements, a requirement in the student's major and/or minor fields, or Supplemental Education requirements.

Foundational Connections

Communication Intensive (CI)

One course is required. Communication intensive courses integrate written work, oral presentation, and processes of revision into the course subject matter in substantive and important ways. They build on and enhance skills acquired in composition and rhetoric classes by preparing students to write and speak effectively in disciplinary areas.

The courses listed below may be used to satisfy the communication intensive (CI) requirement:*

AFAM 053
AFRI 050
AFRI 353
AFRI 453
AFRI 488
AMST 050
AMST 051
AMST 053
AMST 055
AMST 059
AMST 257
AMST 259
AMST 269
AMST 275
AMST 285
AMST 338
AMST 385
AMST 386
AMST 387
AMST 394
AMST 398
AMST 466
AMST 486
ANTH 059
ANTH 060
ANTH 278
ANTH 330
ANTH 331
ANTH 343
ANTH 428H
ANTH 439
ANTH 447
ANTH 462
ANTH 465
ANTH 567
ANTH 578
ANTH 675
ANTH 686
ART 051
ART 058
ART 064
ART 254
ART 275
ART 283
ART 353
ART 453
ART 488
ASIA 050
ASIA 058
ASIA 061
ASIA 285
ASIA 487
ASIA 488
ASIA 578
BIOL 081
BIOL 101L
BIOL 522
BIOL 524
BIOL 691H
BUSI 051
BUSI 401
CHEM 550L
CLAS 052
CLAS 061
CLAS 062
CLAS 074
CLSC 630
CMPL 250
CMPL 251
CMPL 500
COMM 063
COMM 082
COMM 085
COMM 113
COMM 131
COMM 224
COMM 318
COMM 350
COMM 374
COMM 375
COMM 432
COMM 452
COMM 561
COMP 051
COMP 080
COMP 102
COMP 380
COMP 381
COMP 523
DRAM 080
DRAM 081
DRAM 082
DRAM 084
DRAM 087
DRAM 120
DRAM 131
DRAM 231
DRAM 281
DRAM 282
DRAM 283
DRAM 285
DRAM 287
DRAM 288
DRAM 300
DRAM 450
DRAM 486
DRAM 488
DRAM 490
ECON 055
ECON 057H
ECON 285
ECON 385
ENGL 050
ENGL 052
ENGL 069
ENGL 075
ENGL 079
ENGL 080
ENGL 084
ENGL 085
ENGL 086
ENGL 121
ENGL 127
ENGL 132H
ENGL 133H
ENGL 150
ENGL 206
ENGL 207
ENGL 208
ENGL 209
ENGL 300
ENGL 300I
ENGL 301
ENGL 302
ENGL 303
ENGL 304
ENGL 305
ENGL 316
ENGL 361
ENGL 366
ENGL 371
ENGL 402
ENGL 406
ENGL 407
ENGL 680
ENST 375
FOLK 670
FOLK 675
GEOG 062
GEOL 550
GERM 050
GERM 055
GERM 056
GERM 058
GERM 064
HIST 070
HIST 072
HIST 391
HIST 392
HIST 393
HIST 394
HIST 395
HIST 397
HIST 670
HIST 692H
INTS 300I
JOMC 153
JWST 444
JWST 486
LING 306
LING 409
LTAM 697
MASC 550
MATH 067
MUSC 052
MUSC 054
MUSC 055H
MUSC 056
MUSC 057
MUSC 058
MUSC 059
MUSC 060H
MUSC 061H
MUSC 062H
MUSC 063
MUSC 064
MUSC 355
MUSC 390H
PHIL 055
PHIL 079
PHIL 397
PHIL 560
PHIL 691H
PLAN 053
PLCY 070
PLCY 691H
PLCY 692H
PLCY 698
POLI 050
POLI 061
POLI 062
POLI 064
POLI 197
POLI 230
POLI 265
POLI 271H
POLI 400
POLI 417
POLI 432
POLI 435H
POLI 450H
POLI 477
POLI 692H
PSYC 060
PSYC 061
PSYC 062
PSYC 063
PSYC 064
PSYC 530
PSYC 693H
PSYC 694H
PWAD 467
PWAD 475
RECR 430
RELI 060
RELI 073
RELI 285
RELI 444
RELI 487
RELI 488
RELI 697
ROML 060
RUSS 475
SLAV 248
SLAV 306
SLAV 409
SLAV 467
SOCI 067
SOCI 068
WMST 224
WMST 254
WMST 265
WMST 278
WMST 385
WMST 477
WMST 695

Quantitative Intensive (QI)

One course is required. Quantitative intensive courses focus especially on the ways that quantitative reasoning can be applied within particular fields. They involve modeling and problem solving, numerical reasoning, the collection and interpretation of quantitative data, mathematical analysis, the application of formal logic and proofs, or some combination of these. The requirement can be satisfied by taking one course from the list below or by taking a second quantitative reasoning course from the list of approved courses in that category.

The courses listed below may be used to satisfy the quantitative intensive (QI) requirement:*

ANTH 411
ASTR 063
ASTR 391
BIOL 201
BIOL 452
COMP 056
COMP 060
COMP 061
COMP 071

** For an explanation of course abbreviations, see page 24 in this bulletin.*

COMP 072
COMP 455
COMP 665
ECON 400
ECON 570
EDUC 307
ENST 222
EXSS 273
GEOL 509
GEOL 510
GEOL 512
GEOL 655
JOMC 279
LING 333
MASC 460
MASC 470
MASC 553
MASC 561
MASC 562
MATH 050
MATH 051
MATH 052
MATH 053
MATH 054
MATH 055
MATH 056
MATH 057
MATH 058
MATH 059
MATH 060
MATH 061
MATH 062
MATH 063
MATH 064
MATH 065
MATH 066
MATH 067
MATH 089
MATH 232
MATH 233
MATH 283
MATH 307
MATH 381
MATH 383
MATH 401
MATH 406
MATH 411
MATH 418
MATH 452
MATH 515
MATH 521
MATH 522
MATH 523
MATH 524
MATH 528
MATH 529
MATH 533
MATH 534
MATH 535
MATH 547
MATH 548
MATH 550
MATH 551
MATH 555
MATH 564
MATH 565
MATH 566
MATH 577
MATH 578
MATH 579
MATH 590
MATH 591
MATH 592
MUSC 131
PHIL 065
PHIL 157
PHIL 357
PHIL 456
PHYS 063
PHYS 071
PHYS 104
PHYS 105
PHYS 116
PHYS 117
PHYS 131
PLCY 460
POLI 181
POLI 209
PSYC 210
PSYC 215
PSYC 530
PSYC 531
STOR 052
STOR 053
STOR 056
STOR 058
STOR 060
STOR 061
STOR 062
STOR 063
STOR 064
STOR 066
STOR 068
STOR 072
STOR 074
STOR 305
STOR 372
STOR 435
STOR 582

Experiential Education (EE)

One course or credit-bearing activity is required. Experiential education courses connect academic inquiry with a structured, active learning experience in which students exercise initiative and apply academic knowledge in various real-world contexts (geographic, social, cultural, etc.). Students may satisfy the experiential education requirement in a number of ways. They may participate in specifically approved undergraduate research programs or approved APPLES service-learning courses, take an approved course with a substantial field work component, participate in a University-approved study abroad program, complete an approved internship or honors thesis administered through an academic unit, or participate in an approved community- or audience-oriented creative activity. Please see the Study Abroad Program Office for more experiential education opportunities.

The courses listed below may be used to satisfy the experiential education (EE) requirement:*

AERO 399
AFAM 395
AFAM 491
AFAM 560
AMST 051
AMST 057
AMST 275
AMST 285
AMST 350
AMST 385
AMST 394
AMST 394L
AMST 397
AMST 398
AMST 410
AMST 466
ANTH 092
ANTH 093
ANTH 248
ANTH 278
ANTH 393
ANTH 395
ANTH 451
ANTH 453
ANTH 539
ANTH 625
ANTH 688
APPL 395
APPL 698
ART 230
ART 233
ART 243
ART 397
ART 399
ART 551
ART 596
ASTR 111L
BIOL 274
BIOL 277L
BIOL 293
BIOL 294
BIOL 295
BIOL 395
BIOL 410
BIOL 463
BIOL 555
BIOL 564L
BIOL 661
BIOS 392
BIOS 664
BUSA 101
BUSA 102
BUSA 103
BUSG 101
BUSI 200
BUSI 514
BUSI 650
BUSI 651
CHEM 395
CHEM 410
CLAR 449
CLAR 650
CLAS 123
CLSC 540
CLSC 580
CMPL 558
CMPL 622
CMPL 691H
CMPL 692H
COMM 053
COMM 397
COMM 466
COMM 561
COMM 625
COMM 668
COMP 080
COMP 180
COMP 392
COMP 393
COMP 523
COMP 580
DHYG 404
DRAM 085
DRAM 191
DRAM 192
DRAM 193
DRAM 195
DRAM 260
DRAM 395
DRAM 490
DRAM 495
DRAM 691H
DRAM 692H
ECON 055
ECON 285
ECON 327
ECON 328
ECON 385
EDUC 405
EDUC 412
EDUC 415
EDUC 469
EDUC 501
EDUC 502
EDUC 518
EDUC 569
ENGL 050
ENGL 075
ENGL 271
ENGL 316
ENGL 583
ENGL 691H
ENGL 692H
ENGL 693H
ENGL 694H
ENST 205
ENST 207
ENST 259
ENST 395
ENST 479
ENST 698
ENVR 681
ENVR 691H
EXSS 207
EXSS 271
EXSS 323
EXSS 379
EXSS 694H
FOLK 688
FOLK 691H
FOLK 692H
GEOG 053
GEOG 419
GEOL 072
GEOL 221
GEOL 555
GERM 373
GERM 374
HIST 391
HIST 392
HIST 393
HIST 394
HIST 395
HIST 397
HIST 692H
HPM 301
IDST 691H
IDST 692H
ITAL 333
ITAL 335
JOMC 232
JOMC 394
LTAM 512
MASC 220
MASC 472
MATH 290
MATH 296
MATH 410
MUSC 269

MUSC 296
MUSC 300
MUSC 302
MUSC 303
MUSC 304
MUSC 305
MUSC 306
MUSC 471
MUSC 691H
NURS 590
NUTR 295
PHCY 470
PHIL 560
PHIL 691H
PHYS 395
PHYS 410
PHYS 482L
PLCY 295
PLCY 320
PLCY 325
PLCY 691H
PLCY 692H
PLCY 698
POLI 196
POLI 197
POLI 206
POLI 214
POLI 219
POLI 295
POLI 449
PSYC 270
PSYC 395
PSYC 403
PSYC 470
PSYC 502
PSYC 506
PSYC 509
PSYC 693H
PSYC 694H
PUBH 423
PWAD 395
RECR 420
RELI 688
ROML 060
SOCI 397
SOCI 416
SOCI 423
SPAN 293
STOR 358
WMST 219
WMST 278
WMST 385
WMST 391

U.S. Diversity (US)

One course is required. Courses in U.S. diversity help students develop a greater understanding of diverse peoples and cultures within the United States and thereby enhance their ability to fulfill the obligations of Unites States citizenship. These courses address in systematic fashion one or more aspects of diversity in the United States, whether arising from ethnic, generational, class, gender, sexual, regional, or religious differences.

The courses listed below may be used to satisfy the U.S. diversity (US) requirement:*

AFAM 050
AFAM 051
AFAM 101
AFAM 102
AFAM 252
AFAM 274
AFAM 280
AFAM 294
AFAM 610
AMST 050
AMST 052
AMST 054
AMST 055
AMST 056
AMST 060
AMST 110
AMST 201
AMST 203
AMST 210
AMST 211
AMST 231
AMST 234
AMST 246
AMST 255
AMST 258
AMST 259
AMST 266
AMST 269
AMST 335
AMST 336
AMST 338
AMST 360
AMST 375
AMST 384
AMST 394
AMST 486
ANTH 054
ANTH 062
ANTH 092
ANTH 093
ANTH 194
ANTH 234
ANTH 285
ANTH 340
ANTH 484
ANTH 539
ANTH 686
ASIA 237
ASIA 350
ASIA 445
CMPL 133
COMM 063
COMM 224
COMM 318
COMM 374
COMM 561
COMP 080
EDUC 533
ENGL 058
ENGL 063
ENGL 080
ENGL 088
ENGL 129
ENGL 139
ENGL 140
ENGL 246
ENGL 262
ENGL 265
ENGL 267
ENGL 270
ENGL 271
ENGL 315
ENGL 353
ENGL 361
ENGL 371
ENGL 382
ENGL 384
ENGL 665
ENGL 666
EXSS 050
FOLK 340
FOLK 375
FOLK 484
FOLK 560
FOLK 610
HIST 070
HIST 079
HIST 110
HIST 127
HIST 231
HIST 232
HIST 234
HIST 241
HIST 355
HIST 356
HIST 366
HIST 370
HIST 375
HIST 376
HIST 378
HIST 561
HIST 574
INTS 249
INTS 265
ITAL 340
JOMC 441
JWST 360
JWST 486
LING 484
MUSC 143
MUSC 144
MUSC 145
MUSC 280
PHIL 057
PHIL 274
PHIL 275
PHIL 473
PHIL 475
PLCY 349
PLCY 530
POLI 051
POLI 056
POLI 206
POLI 217
POLI 280
POLI 414
POLI 419H
PSYC 060
PSYC 064
RECR 475
RELI 060
RELI 140
RELI 245
RELI 423
RELI 445
SOCI 056
SOCI 067
SOCI 068
SOCI 122
WMST 101
WMST 111
WMST 140
WMST 217
WMST 224
WMST 231
WMST 275
WMST 297
WMST 368
WMST 375
WMST 475
WMST 665
WMST 666

North Atlantic World (NA)

One course is required. Courses that treat the North Atlantic world provide a grounding in the history, culture, geography, and social institutions of the region that is the place of origin and eventual home of most UNC–Chapel Hill students.

The courses listed below may be used to satisfy the North Atlantic world (NA) requirement:*

AFAM 287
AFAM 304
AFAM 342
AFAM 371
AFAM 387
AFAM 569
AFAM 580
AFRI 453
AMST 050
AMST 051
AMST 053
AMST 054
AMST 055
AMST 056
AMST 057
AMST 058
AMST 059
AMST 101
AMST 110
AMST 201
AMST 202
AMST 203
AMST 210
AMST 211
AMST 231
AMST 233
AMST 234
AMST 235
AMST 246
AMST 253
AMST 255
AMST 256
AMST 257
AMST 258
AMST 259
AMST 266
AMST 268
AMST 269
AMST 275
AMST 277
AMST 285
AMST 286
AMST 290
AMST 291
AMST 292
AMST 334
AMST 335
AMST 336
AMST 338
AMST 350
AMST 360
AMST 375
AMST 384
AMST 385
AMST 386
AMST 390
AMST 393
AMST 394
AMST 410
AMST 466

** For an explanation of course abbreviations, see page 24 in this bulletin.*

AMST 482
AMST 483
AMST 486
AMST 487
AMST 488
AMST 499
AMST 685
ANTH 054
ANTH 230
ANTH 234
ANTH 342
ANTH 377
ANTH 451
ANTH 585
ART 053
ART 054
ART 064
ART 066
ART 152
ART 254
ART 259
ART 262
ART 263
ART 264
ART 270
ART 271
ART 274
ART 275
ART 282
ART 283
ART 284
ART 285
ART 287
ART 288
ART 289
ART 370
ART 383
ART 387
ART 453
ART 464
ART 465
ART 473
ART 483
ART 485
ART 514
ART 551
ART 556
ART 588
ASIA 051
ASIA 350
ASIA 451
ASIA 452
ASIA 455
ASTR 061
CLAR 120
CLAR 243
CLAR 244
CLAR 245
CLAR 247
CLAR 262
CLAR 263
CLAR 268
CLAR 375
CLAR 464
CLAR 465
CLAR 470
CLAR 475
CLAR 490
CLAS 053
CLAS 055
CLAS 056
CLAS 057
CLAS 058
CLAS 059
CLAS 061
CLAS 121
CLAS 122
CLAS 123
CLAS 240
CLAS 241
CLAS 242
CLAS 257
CLAS 258
CLAS 259
CLAS 263
CLAS 269
CLAS 363
CLAS 364
CLAS 409
CLAS 450
CLAS 547
CMPL 120
CMPL 121
CMPL 122
CMPL 123
CMPL 124
CMPL 130
CMPL 134
CMPL 250
CMPL 251
CMPL 269
CMPL 270
CMPL 279
CMPL 321
CMPL 332H
CMPL 364
CMPL 365
CMPL 374
CMPL 375
CMPL 383
CMPL 385
CMPL 392
CMPL 393
CMPL 450
CMPL 452
CMPL 453
CMPL 454
CMPL 456
CMPL 458
CMPL 460
CMPL 462
CMPL 464
CMPL 466
CMPL 468
CMPL 470
CMPL 471
CMPL 472
CMPL 476
CMPL 485
CMPL 487
CMPL 492
CMPL 621
CMPL 624
CMPL 685
COMM 275
COMM 374
COMM 436
COMM 452
COMM 470
DRAM 081
DRAM 085
DRAM 087
DRAM 115
DRAM 120
DRAM 215
DRAM 281
DRAM 282
DRAM 283
DRAM 285
DRAM 450
DRAM 470
DRAM 480
DTCH 405
ECON 285
ECON 385
ENGL 053
ENGL 054
ENGL 058
ENGL 064
ENGL 066
ENGL 068
ENGL 070
ENGL 074
ENGL 084
ENGL 085
ENGL 120
ENGL 121
ENGL 122
ENGL 128
ENGL 129
ENGL 225
ENGL 226
ENGL 227
ENGL 228
ENGL 229
ENGL 230
ENGL 246
ENGL 261
ENGL 265
ENGL 278
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ENGL 319
ENGL 320
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ENGL 337
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ENGL 353
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ENGL 387
ENGL 388
ENGL 423
ENGL 424
ENGL 430
ENGL 436
ENGL 437
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ENGL 439
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ENGL 446
ENGL 465
ENGL 472
ENGL 475
ENGL 478
ENGL 479
ENGL 486
ENGL 487
ENGL 525
ENGL 578
ENGL 585
ENGL 587
ENGL 589
ENGL 619
ENGL 621
ENGL 627
ENGL 628
ENGL 629
ENGL 630
ENGL 631
ENGL 637
ENGL 639
ENGL 643
ENGL 644
ENGL 665
ENGL 666
ENGL 673
ENGL 685
ENGL 687
ENST 480
EURO 159
EURO 239
EURO 332H
EURO 386
FOLK 230
FOLK 342
FOLK 375
FOLK 487
FOLK 488
FOLK 560
FOLK 571
FOLK 585
FOLK 587
FOLK 589
FREN 250
FREN 275
FREN 277
FREN 280
FREN 285
FREN 332H
FREN 373
FREN 376
FREN 377
FREN 378
FREN 451
GEOG 260
GEOG 262
GEOG 430
GEOG 435
GEOG 464
GERM 050
GERM 053
GERM 054
GERM 056
GERM 065
GERM 210
GERM 216
GERM 220
GERM 225
GERM 245
GERM 246
GERM 250
GERM 255
GERM 257
GERM 265
GERM 270
GERM 275
GERM 279
GERM 280
GERM 290

GERM 291
GERM 292
GERM 301
GERM 302
GERM 303
GERM 304
GERM 305
GERM 310
GERM 311
GERM 325
GERM 330
GERM 349
GERM 350
GERM 370
GERM 371
GERM 372
GERM 373
GERM 374
GERM 380
GERM 381
GERM 382
GERM 390
GERM 391
GERM 392
HIST 053
HIST 054
HIST 055
HIST 056
HIST 057
HIST 058
HIST 066
HIST 068
HIST 070
HIST 071
HIST 072
HIST 073
HIST 079
HIST 084
HIST 106
HIST 107
HIST 110
HIST 125
HIST 127
HIST 128
HIST 151
HIST 152
HIST 156
HIST 157
HIST 158
HIST 159
HIST 177H
HIST 178H
HIST 179H
HIST 225
HIST 226
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HIST 254
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HIST 466
HIST 467
HIST 469
HIST 471
HIST 472
HIST 479
HIST 500
HIST 501
HIST 516
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HIST 561
HIST 563
HIST 564
HIST 566
HIST 568
HIST 569
HIST 571
HIST 574
HIST 576
HIST 577
HIST 579
HIST 580
HIST 581
HIST 582
HIST 586
HIST 589
HIST 625
HIST 671
HIST 674
INTS 249
INTS 265
INTS 433
INTS 438
INTS 451
INTS 455
INTS 464
INTS 514
ITAL 242
ITAL 330
ITAL 331
ITAL 333
ITAL 335
ITAL 340
ITAL 343
ITAL 345
ITAL 370
JWST 239
JWST 253
JWST 262
JWST 289
JWST 360
JWST 444
JWST 486
LATN 221
LATN 331
LATN 353
LATN 511
LATN 514
LATN 530
MNGT 364
MNGT 365
MUSC 064
MUSC 141
MUSC 142
MUSC 143
MUSC 144
MUSC 145
MUSC 188
MUSC 248
MUSC 252
MUSC 253
MUSC 280
MUSC 281
MUSC 282
MUSC 283
MUSC 284
MUSC 285
MUSC 287
MUSC 288
MUSC 289
PHIL 051
PHIL 054
PHIL 134
PHIL 215
PHIL 220
PHIL 224
PHIL 228
PHIL 229
PHIL 230
PHIL 272
PHIL 370
PHYS 061
PLAN 053
PLCY 070
PLCY 101
PLCY 201
PLCY 220
PLCY 349
PLCY 360
PLCY 361
PLCY 420
PLCY 480
PLCY 698
POLI 051
POLI 054
POLI 056
POLI 063
POLI 072
POLI 100
POLI 101
POLI 206
POLI 216
POLI 219
POLI 230
POLI 232
POLI 239
POLI 257
POLI 265
POLI 270
POLI 271
POLI 272
POLI 276
POLI 280
POLI 410
POLI 411
POLI 412
POLI 414
POLI 415
POLI 416
POLI 418
POLI 430
POLI 432
POLI 433
POLI 438
POLI 439
POLI 470
POLI 471
POLI 472
POLI 473
POLI 475
POLI 477
PSYC 060
PWAD 101
PWAD 201
PWAD 220
PWAD 254
PWAD 262
PWAD 263
PWAD 268
PWAD 272
PWAD 289
PWAD 352
PWAD 368
PWAD 369
PWAD 373
PWAD 416
PWAD 421
PWAD 422
PWAD 517
PWAD 564
PWAD 577
RELI 072
RELI 104
RELI 105
RELI 126
RELI 140
RELI 141
RELI 142
RELI 207
RELI 208
RELI 209
RELI 236
RELI 239
RELI 240
RELI 241
RELI 242
RELI 323
RELI 332
RELI 340
RELI 341
RELI 342
RELI 375
RELI 441
RELI 444
RELI 530
RELI 580
RELI 607
RELI 662
ROML 059
RUSS 473
SOCI 061
SOCI 066
SOCI 115
SOCI 257
SOCI 439
SPAN 280
SPAN 335
SPAN 340
SPAN 362
SPAN 375
WMST 064
WMST 111
WMST 188
WMST 219
WMST 220
WMST 240
WMST 241
WMST 242
WMST 243

** For an explanation of course abbreviations, see page 24 in this bulletin.*

WMST 248
WMST 250
WMST 253
WMST 254
WMST 258
WMST 259
WMST 265
WMST 269
WMST 293
WMST 368
WMST 373
WMST 374
WMST 375
WMST 385
WMST 392
WMST 437
WMST 446
WMST 477
WMST 479
WMST 568
WMST 569
WMST 576
WMST 665
WMST 666

Beyond the North Atlantic World (BN)

One course is required. Courses in this category introduce students to the history, culture, geography, and social institutions of one or more regions that lie beyond the North Atlantic—specifically, Asia, Africa, Eastern Europe, Latin America, the Middle East, and the Pacific.

The courses listed below may be used to satisfy the beyond the North Atlantic world (BN) requirement:*

AFAM 254
AFAM 293
AFRI 050
AFRI 101
AFRI 261
AFRI 262
AFRI 263
AFRI 264
AFRI 265
AFRI 266
AFRI 353
AFRI 368
AFRI 370
AFRI 375
AFRI 421
AFRI 480
AFRI 488
AFRI 520
AFRI 521
AFRI 522
AFRI 524
AFRI 535
AFRI 540
AMST 378
ANTH 060
ANTH 102
ANTH 121
ANTH 130
ANTH 142
ANTH 155
ANTH 231
ANTH 232
ANTH 330
ANTH 343
ANTH 375
ANTH 429
ANTH 450
ANTH 453
ANTH 545
ANTH 574
ANTH 578
ANTH 586
ANTH 626
ANTH 682
ARAB 150
ARAB 151
ARAB 350
ARAB 433
ARAB 434
ARAB 453
ART 153
ART 154
ART 155
ART 157
ART 158
ART 160
ART 251
ART 255
ART 258
ART 266
ART 273
ART 277
ART 352
ART 353
ART 363
ART 468
ART 488
ART 562
ASIA 050
ASIA 052
ASIA 054
ASIA 055
ASIA 056
ASIA 057
ASIA 058
ASIA 059
ASIA 060
ASIA 061
ASIA 131
ASIA 132
ASIA 133
ASIA 134
ASIA 135
ASIA 136
ASIA 138
ASIA 139
ASIA 147
ASIA 150
ASIA 151
ASIA 152
ASIA 153
ASIA 154
ASIA 155
ASIA 161
ASIA 162
ASIA 163
ASIA 164
ASIA 165
ASIA 180
ASIA 226
ASIA 232
ASIA 235
ASIA 240
ASIA 242
ASIA 243
ASIA 252
ASIA 253
ASIA 266
ASIA 267
ASIA 273
ASIA 276
ASIA 277
ASIA 281
ASIA 282
ASIA 285
ASIA 287
ASIA 288
ASIA 301
ASIA 302
ASIA 303
ASIA 331
ASIA 333
ASIA 344
ASIA 375
ASIA 429
ASIA 435
ASIA 440
ASIA 453
ASIA 457
ASIA 460
ASIA 461
ASIA 483
ASIA 487
ASIA 488
ASIA 537
ASIA 545
ASIA 574
ASIA 578
ASIA 582
ASIA 583
ASIA 586
ASIA 682
CHIN 150
CHIN 252
CHIN 253
CHIN 307
CHIN 354
CHIN 361
CHIN 407
CHIN 408
CHIN 451
CHIN 452
CHIN 462
CHIN 464
CHIN 544
CHIN 551
CHIN 552
CHIN 562
CHIN 563
CLAR 050
CLAR 075
CLAR 110
CLAR 241
CLAR 242
CLAR 489
CLAR 512
CLAR 561
CLAS 071
CLAS 072
CLAS 073
CLAS 245
CLAS 253
CLAS 362
CLAS 418
CMPL 151
CMPL 252
CMPL 271
CMPL 469
CMPL 483
COMM 658
CZCH 280
CZCH 470
DRAM 117
DRAM 475
DRAM 486
ENGL 240
ENGL 364
ENGL 663
FOLK 130
FOLK 429
FREN 375
GEOG 059
GEOG 259
GEOG 266
GEOG 267
GEOG269
GEOG 458
GERM 252
HEBR 142
HEBR 436
HIST 051
HIST 052
HIST 061
HIST 062
HIST 064
HIST 067
HIST 083
HIST 130
HIST 131
HIST 132
HIST 133
HIST 134
HIST 135
HIST 136
HIST 138
HIST 139
HIST 140
HIST 142
HIST 143
HIST 161
HIST 162
HIST 176H
HIST 240
HIST 242
HIST 260
HIST 264
HIST 276
HIST 277
HIST 278
HIST 279
HIST 280
HIST 281
HIST 282
HIST 284
HIST 285
HIST 286
HIST 287
HIST 288
HIST 301
HIST 477
HIST 478
HIST 480
HIST 481
HIST 482
HIST 528
HIST 529
HIST 533
HIST 534
HIST 535
HIST 537
HIST 540
HIST 541
HIST 542
HIST 543
HIST 550
HNUR 305
HNUR 306
HNUR 410
HNUR 592
HUNG 280
HUNG 411
INTS 252
INTS 282
INTS 388
INTS 410
INTS 453
INTS 457
JAPN 160
JAPN 161
JAPN 162

JAPN 261
JAPN 306
JAPN 375
JAPN 376
JAPN 378
JAPN 381
JAPN 384
JAPN 408
JAPN 409
JAPN 410
JAPN 411
JAPN 412
JAPN 482
JWST 103
JWST 106
JWST 110
JWST 206
JWST 412
JWST 464
JWST 465
JWST 512
KOR 150
KOR 151
LING 560
LTAM 101
LTAM 697
MUSC 146
MUSC 234
MUSC 240
MUSC 245
PHIL 213
PLSH 280
PLSH 405
PLSH 406
PLSH 411
PLSH 412
POLI 055
POLI 130
POLI 131
POLI 226
POLI 235
POLI 236
POLI 238
POLI 241
POLI 250
POLI 260
POLI 431
POLI 434
POLI 435
POLI 436
POLI 437
POLI 440
PORT 382
PORT 385
PORT 388
PWAD 132
PWAD 134
PWAD 250
PWAD 260
PWAD 277
PWAD 281
PWAD 465
PWAD 467
PWAD 475
PWAD 481
PWAD 520
RELI 064
RELI 073
RELI 075
RELI 103
RELI 106
RELI 109
RELI 110
RELI 117
RELI 180
RELI 285
RELI 286
RELI 287
RELI 288
RELI 345
RELI 413
RELI 463
RELI 480
RELI 481
RELI 487
RELI 488
RELI 489
RELI 512
RELI 574
RELI 582
RELI 583
RELI 585
RELI 592
ROML 695
RUSS 250
RUSS 270
RUSS 273
RUSS 274
RUSS 275
RUSS 281
RUSS 400
RUSS 431
RUSS 432
RUSS 441
RUSS 442
RUSS 463
RUSS 464
RUSS 465
RUSS 469
RUSS 471
RUSS 475
RUSS 479
RUSS 486
RUSS 493
RUSS 560
SECR 405
SECR 406
SECR 425
SLAV 101
SLAV 248
SLAV 273
SLAV 405
SLAV 425
SLAV 463
SLAV 464
SLAV 465
SLAV 467
SLAV 470
SLAV 490
SOCI 060
SOCI 260
SOCI 265
SOCI 418
SOCI 419
SOCI 450
SOCI 453
SPAN 344
SPAN 345
SPAN 387
VIET 252
WMST 237
WMST 245
WMST 261
WMST 264
WMST 280
WMST 289
WMST 381
WMST 384
WMST 388
WMST 410
WMST 486
WMST 537
WMST 610

World before 1750 (WB)

One course is required. Courses in this category introduce students to periods and places that differ significantly from the modern world, but whose histories influenced the shape of contemporary civilizations in ways both subtle and profound.

The courses listed below may be used to satisfy the world before 1750 (WB) requirement:*

AFAM 304
AMST 054
ANTH 054
ANTH 121
ANTH 145
ANTH 151
ANTH 231
ANTH 252
ANTH 359
ANTH 377
ANTH 411
ANTH 451
ANTH 452
ANTH 453
ANTH 458
ARAB 433
ART 151
ART 153
ART 154
ART 158
ART 160
ART 251
ART 258
ART 263
ART 266
ART 270
ART 271
ART 273
ART 274
ART 277
ART 351
ART 361
ART 362
ART 363
ART 365
ART 464
ART 465
ART 467
ART 470
ART 562
ASIA 131
ASIA 135
ASIA 138
ASIA 139
ASIA 152
ASIA 153
ASIA 154
ASIA 161
ASIA 180
ASIA 266
ASIA 273
ASIA 301
ASIA 333
ASIA 488
ASIA 582
ASIA 583
ASTR 061
ASTR 205
CHIN 252
CHIN 361
CLAR 050
CLAR 075
CLAR 110
CLAR 120
CLAR 241
CLAR 242
CLAR 243
CLAR 244
CLAR 245
CLAR 246
CLAR 247
CLAR 263
CLAR 268
CLAR 375
CLAR 445
CLAR 448
CLAR 464
CLAR 465
CLAR 470
CLAR 475
CLAR 489
CLAR 490
CLAR 512
CLAS 052
CLAS 053
CLAS 055
CLAS 056
CLAS 057
CLAS 058
CLAS 061
CLAS 062
CLAS 071
CLAS 072
CLAS 073
CLAS 074
CLAS 121
CLAS 122
CLAS 123
CLAS 240
CLAS 241
CLAS 242
CLAS 253
CLAS 257
CLAS 258
CLAS 259
CLAS 263
CLAS 362
CLAS 363
CLAS 364
CLAS 391
CLAS 409
CLAS 450
CLAS 547
CMPL 120
CMPL 121
CMPL 122
CMPL 123
CMPL 124
CMPL 268
CMPL 277
CMPL 321
CMPL 364
CMPL 365
CMPL 452
CMPL 453
CMPL 454
CMPL 470
CMPL 471
CMPL 473
CMPL 476
CMPL 487
CMPL 558
CMPL 621
CMPL 622
CMPL 624
DRAM 281
ENGL 074
ENGL 085

** For an explanation of course abbreviations, see page 24 in this bulletin.*

ENGL 120
ENGL 225
ENGL 226
ENGL 227
ENGL 228
ENGL 229
ENGL 230
ENGL 285
ENGL 314
ENGL 319
ENGL 320
ENGL 321
ENGL 322
ENGL 325
ENGL 326
ENGL 327
ENGL 328
ENGL 331
ENGL 332
ENGL 333
ENGL 377
ENGL 423
ENGL 424
ENGL 430
ENGL 525
ENGL 619
ENGL 621
ENGL 627
ENGL 628
ENGL 629
ENGL 630
ENGL 631
FREN 387
GERM 053
GERM 055
GERM 058
GERM 210
GERM 216
GERM 218
GERM 220
GERM 225
GERM 310
GERM 311
GERM 325
GREK 221
GREK 352
GREK 509
HIST 075
HIST 076
HIST 106
HIST 107
HIST 131
HIST 135
HIST 138
HIST 142
HIST 151
HIST 156
HIST 158
HIST 161
HIST 177H
HIST 225
HIST 226
HIST 227
HIST 228
HIST 254
HIST 255
HIST 258
HIST 286
HIST 420
HIST 421
HIST 422
HIST 423
HIST 424
HIST 425
HIST 427
HIST 428
HIST 431
HIST 432
HIST 433
HIST 435
HIST 436
HIST 452
HIST 453
HIST 459
HIST 460
HIST 461
HIST 467
HIST 472
HIST 561
HIST 574
ITAL 240
ITAL 241
ITAL 330
ITAL 370
JWST 103
JWST 106
JWST 110
JWST 206
JWST 512
LATN 205
LATN 221
LATN 332
LATN 353
LATN 511
LATN 530
MUSC 055H
MUSC 056
MUSC 057
MUSC 251
MUSC 282
PHIL 051
PHIL 210
PHIL 213
PHIL 215
PHIL 220
PHIL 412
PHYS 061
POLI 270
PWAD 254
PWAD 421
PWAD 422
RELI 063
RELI 065
RELI 103
RELI 104
RELI 105
RELI 106
RELI 108
RELI 109
RELI 110
RELI 117
RELI 180
RELI 207
RELI 208
RELI 209
RELI 217
RELI 218
RELI 286
RELI 375
RELI 413
RELI 450
RELI 463
RELI 488
RELI 512
RELI 565
RELI 582
RELI 583
RELI 607
RELI 617
SLAV 101
SLAV 463
WMST 220
WMST 240
WMST 241
WMST 242
WMST 258
WMST 294
WMST 458

Global Issues (GL)

One course is required. Courses in global issues provide knowledge and understanding of transnational connections and global forces. Those forces involve interrelationships among cultures, societies, nations, and other social units, and they include processes such as migration, urbanization, trade, diplomacy, cultural adaptation, and information flow.

The courses listed below may be used to satisfy the global issues (GL) requirement:*

AERO 213
AERO 446
AFAM 053
AFAM 254
AFAM 371
AFAM 422
AFAM 474
AFAM 530
AFAM 580
AFRI 101
AFRI 265
AFRI 424
AFRI 453
AFRI 474
AFRI 488
AFRI 540
AFRI 550
AMST 277
AMST 378
ANTH 059
ANTH 061
ANTH 101
ANTH 103
ANTH 130
ANTH 142
ANTH 144
ANTH 147
ANTH 210
ANTH 262
ANTH 280
ANTH 312
ANTH 319
ANTH 320
ANTH 344
ANTH 375
ANTH 380
ANTH 422
ANTH 429
ANTH 436
ANTH 439
ANTH 441
ANTH 447
ANTH 460
ANTH 462
ANTH 465
ANTH 466
ANTH 472
ANTH 502
ANTH 545
ANTH 567
ANTH 578
ANTH 585
ANTH 626
ART 453
ART 488
ASIA 147
ASIA 150
ASIA 162
ASIA 235
ASIA 240
ASIA 276
ASIA 281
ASIA 331
ASIA 375
ASIA 429
ASIA 435
ASIA 445
ASIA 451
ASIA 452
ASIA 453
ASIA 455
ASIA 457
ASIA 460
ASIA 461
ASIA 545
ASIA 570
ASIA 578
BIOL 062
BIOL 262
BUSI 610
BUSI 617
BUSI 622
BUSI 623
CLAR 120
CLAR 243
CLAR 475
CLAS 391
CMPL 131
CMPL 132
CMPL 143
CMPL 270
CMPL 272
COMM 082
COMM 272
COMM 350
COMM 625
ECON 056
ECON 360
ECON 363
ECON 461
ECON 465
ECON 560
ENGL 054
ENGL 056
ENGL 067
ENGL 079
ENGL 141
ENGL 143
ENGL 265
ENGL 282
ENGL 365
ENGL 463
ENGL 659
ENST 108
ENST 254
ENST 262
ENST 368
ENST 460
ENST 510
ENST 520
EURO 239
EURO 442
FOLK 130
FOLK 429
FREN 378
FREN 383
FREN 451
GEOG 056
GEOG 112
GEOG 120
GEOG 121
GEOG 130
GEOG 210
GEOG 266
GEOG 434

GEOG 445
GEOG 450
GEOG 453
GEOG 470
GEOG 480
GEOG 481
GERM 051
GERM 059
GERM 218
GERM 251
GERM 255
GERM 270
GERM 272
HIST 061
HIST 066
HIST 130
HIST 140
HIST 142
HIST 152
HIST 203
HIST 210
HIST 212
HIST 213
HIST 215
HIST 242
HIST 268
HIST 276
HIST 278
HIST 281
HIST 351
HIST 371
HIST 373
HIST 379
HIST 534
HIST 540
HIST 542
HIST 570
HIST 577
INTS 210
INTS 265
INTS 281
INTS 319
INTS 320
INTS 360
INTS 388
INTS 410
INTS 433
INTS 451
INTS 453
INTS 455
INTS 457
INTS 463
INTS 520
INTS 560
JOMC 446
JWST 100
JWST 143
JWST 239
JWST 465
JWST 469
LING 306
LTAM 101
MASC 054
MATH 067
MUSC 147
MUSC 188
MUSC 240
PHIL 272
PHIL 368
PLAN 058
PLCY 050
PLCY 455
PLCY 510
PLCY 520
POLI 058
POLI 060
POLI 061
POLI 130
POLI 150
POLI 210
POLI 239
POLI 252
POLI 253
POLI 254
POLI 259
POLI 272
POLI 423
POLI 430
POLI 431
POLI 433
POLI 435
POLI 437
POLI 442
POLI 446
POLI 447
POLI 449
POLI 450
POLI 457
POLI 459
POLI 469
PWAD 108
PWAD 120
PWAD 150
PWAD 212
PWAD 213
PWAD 215
PWAD 252
PWAD 253
PWAD 259
PWAD 268
PWAD 272
PWAD 280
PWAD 281
PWAD 351
PWAD 373
PWAD 423
PWAD 444
PWAD 446
PWAD 447
PWAD 450
PWAD 453
PWAD 455
PWAD 460
PWAD 465
PWAD 469
PWAD 481
PWAD 577
PWAD 659
RELI 064
RELI 123
RELI 143
RELI 218
RELI 225
RELI 239
RELI 345
RELI 445
RELI 480
RELI 481
RELI 541
RELI 580
RELI 585
SLAV 251
SLAV 306
SLAV 465
SLAV 469
SOCI 058
SOCI 068
SOCI 416
WMST 188
WMST 237
WMST 281
WMST 289
WMST 297
WMST 388
WMST 410
WMST 436
WMST 441

** For an explanation of course abbreviations, see page 24 in this bulletin.*

Supplemental Education

Students seeking a bachelor of arts degree with a major in any discipline in the College of Arts and Sciences or the bachelor of science degree with a major in psychology must complete supplemental General Education requirements. This three-course requirement can be satisfied in one of two ways.

First, through the distributive option, students may take one nonintroductory course (that is, any course numbered above 199) from each of the three divisions of the College that lie beyond the division that houses their primary major field. The four divisions of the College are fine arts, humanities, natural sciences and mathematics, and social and behavioral sciences. Cross-listed courses that cross divisional lines shall be counted in the division most advantageous to the student.

Second, through the integrative option, students take three courses from a formally approved cluster program. A cluster is a group of courses organized around a common theme and representative of different disciplinary approaches to defining and addressing an intellectual problem. The three courses must come from at least two divisions of the College, and no more than one of the three courses may be counted simultaneously in a student's primary major, secondary major, or minor. One of the three courses must be the core course.

Approved cluster programs are described on the Web page for the Office of Undergraduate Curricula at www.unc.edu/depts/uc. When this bulletin went to press, the roster of cluster programs included the following groups of courses:

Border Crossings

HIST 202 Borders and Crossings (core course)
AMST 258 Captivity and American Cultural Definition
ANTH 380 Anthropological Perspectives on Cultural Diversity
ASIA/FREN/INTS 451 Orientalist Fantasies and Discourses on the Other
GEOG/INTS 464 Europe Today: Transnationalism, Globalisms, and the Geographies of Pan-Europe
HIST 278 The Trans-Atlantic Slave Trade
HIST/WMST 375 History of Gender in America
INTS/MUSC 258 Musical Movements: Migration, Exile, and Diaspora

Defining Difference

HIST 202 Borders and Crossings (core course)
AFAM 269 Black Nationalism in the United States
ASIA/HIST 538 The Middle East and the West
BIOL 427 Human Diversity and Population Genetics
FREN 377 The Evolution of Frenchness since WWII
LING/SLAV 306 Language and Nationalism
POLI/PWAD 469 Conflict and Intervention in the Former Yugoslavia
PWAD/RELI 481 Religion, Fundamentalism, and Nationalism

Evolution

BIOL 201 Ecology and Evolution (core course for biology majors)
BIOL 213 Evolution and Life or GEOL 159 and 159L Prehistoric Life (core course for nonbiology majors)
BIOL 276 Evolution of Vertebrate Life

BIOL 277 Vertebrate Field Zoology
HIST 516 Historical Time
LING 333 Human Language and Animal Communication Systems
PHIL 352 Philosophy of Biology
PSYC 602 Evolutionary Psychology
RELI 421 Religion and Science

Food Cultures

AMST 375 Cooking Up a Storm: Food in American Culture (core course)
GEOG 232 Agriculture, Food, and Society (core course)
AMST 390 American Studies Seminar: No Place like Home: Material Culture of the American South
ANTH 252 Prehistoric Foodways
CMPL 255 The Feast in Philosophy, Film, and Fiction
ENST 207 Internship in Sustainability
GEOG 434 Cultural Ecology of Agriculture, Urbanization, and Disease
HNRS 352 Is There Dinner? Toward Understanding an Endangered Species

Global Environmental Change

MASC 310 Our Changing Planet: Science, Social Impacts, Solutions (core course)
ANTH 460 Historical Ecology
ANTH 312 From the Equator to the Poles: Case Studies in Global Environmental Change
GEOG 414 Climate Change
MASC 432 Major World Rivers and Global Change: From Mountains to the Sea
MASC 314 Earth Systems in a Changing World
PHIL 368 Environmental Ethics
PLCY 480 Environmental Decision Making

Human Rights

INTS 560 Human Rights, Ethics, and Global Issues (core course)
AFAM 422 Human Rights and Democracy in African Diaspora Communities
AFRI 416 Human Rights and Social Justice Movements in Africa
ENST 225 Water Resource Management and Human Rights
PHIL 282 Human Rights: Philosophical Interrogations
SOCI 490 Human Rights
WMST 610 Feminism, Sexuality, and Human Rights

Knowledge at the Crossroads: Religious and Scientific Cultures of the Middle Ages and Renaissance

ENGL 227 Literature of the Earlier Renaissance (core course)
ASTR 205 The Medieval Foundations of Modern Cosmology
ENGL 229 Renaissance Women Writers
ENGL 325 Shakespeare and his Contemporaries
HIST/RELI 454 The Reformation
MUSC 251 Studies in Music History to 1650
PHIL 220 History of Philosophy: Descartes to Hume

Medicine and Culture

ENGL 268 Medicine, Literature, and Culture (core course)
ANTH 444 Medicine, Politics, and Justice
ANTH 470 Medicine and Anthropology
ANTH 473 Anthropology of the Body and the Subject
CMPL 383 Literature and Medicine
ENGL 266 Science and Literature
ENGL 390 Studies in Literary Topics: Representing Medicine
JOMC 560 Medical Journalism

Renaissance Literature, Art, and Music

CMPL 454 Literature of the Continental Renaissance (core course)
ART 270 Early Renaissance Art in Italy
ART 271 Italian High Renaissance Art
CMPL 365 Cervantes' *Don Quixote* and the Birth of the Imagination
ENGL 225 Shakespeare
ENGL 227 English Literature of the Earlier Renaissance
MUSC 251 Studies in Music History to 1650
MUSC 390H Ovid and [Renaissance] Music

War, Revolution, and Culture: Trans-Atlantic Perspectives, 1750–1850

HIST 268 War, Revolution, and Culture: Trans-Atlantic Perspectives (core course)
ART 370 Visual Art in the Age of Revolution
ENGL 637 Chief British Romantic Writers
GERM 330 The Age of Goethe
HIST 457 The French Revolution
HIST 466 Modern European Intellectual History
HIST/PWAD 564 Revolution and Nation Making in America, 1763–1815
MUSC/PWAD 289 Sounds of War and Revolution since 1750

The World Wars: Experience, Memory, Legacy

PWAD 350 National and International Security (core course)
ASIA/HIST/PWAD 281 The Pacific War, 1937–1945: Its Causes and Legacy
ENGL/PWAD 659 War in 20th-Century Literature
HIST/JWST/PWAD 262 History of the Holocaust: The Destruction of the European Jews
HIST/PWAD 373 The United States in World War II
JWST/PWAD/SLAV 465 Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe
POLI /PWAD/SOCI 260 Crisis and Change in Russia and East Europe

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college.unc.edu

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Division of the Humanities

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Departments

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Curricula

Applied Sciences and Engineering, Environment and Ecology

The Division of the Social and Behavioral Sciences

Lars G. Schoultz, Ph.D., *Chair*
Sudhanshu Handa, Ph.D., *Vice Chair*

Departments

Aerospace Studies, African and Afro-American Studies, Anthropology, Asian Studies, City and Regional Planning, Economics, Geography, History, Military Science, Naval Science, Political Science, Public Policy, Sociology

Curricula

Archaeology; European Studies; Global Studies; Latin American Studies; Peace, War, and Defense

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Sarah Jacobson, B.A., *Graduation Coordinator*

Advisors

David Adamson, M.F.A.; Marc J. Alperin, Ph.D.; Todd L. Austell, Ph.D.; Jennifer J. Browning, J.D.; Andrea L. Caldwell, M.S.; Aylim Castro, M.A.; George W. Cloud, M.A.; Marcus L. Collins, M.S.; Carolyn S. Covalt, M.A., M.F.A.; Elizabeth Cox, M.Ed.; M. Richard Cramer, Ph.D.; Jean S. Desaix, Ph.D.; Melissa R. Edwards, B.A.; Stacy Edwards, M.A.; Anthony E. Hilger, Ph.D.; Kelly Hogan, Ph.D.; Sarah J. Howard, M.A.; Michael Jahn, M.A.; Elizabeth A. Jordan, Ph.D.; Roger J. Kaplan, Ph.D.; Richard A. King, Ph.D.; Lisa LaMantia, M.P.A.; George E. Maitland, Ed.D.; Gustavo P. Maroni, Ph.D.; Lee Y. May, Ph.D.; Laura McQueen Earhart, M.Ed.; Mérida Negrete, M.M., Musc.Ed.; Sarah B. Nelson, M.Ed.; Harriet Nittoli, Ph.D.; Julianne B. Page, M.S.N., R.N.; Valerie C. Pruvost, Ph.D.; Joy J. Renner, M.A., R.T.; Ellen K. Rozan, B.A.; Chloe J. Russell, B.A.; Kenneth B. Shugart, M.A.; Christy Walker, M.S.; Linwood Webster, M.S.; Andre Wesson, B.A.; Melissa Wheeler, M.F.A.; Harold Woodard, M.A.

The Academic Advising Program provides academic advising to all students in the General College and the College of Arts and Sciences.

The charge of the Academic Advising Program is to assist students with all aspects of their academic planning while providing a foundation for appropriate academic decisions. Students are assigned a primary advisor. Advisors provide students with assistance and advice in selecting courses, maintaining required scholastic standards, and planning a complete educational program. Advisors also help to ensure that students are making satisfactory progress towards their degree. Advisors discuss choices about majors with advisees and help them identify appropriate courses to satisfy General Education and major/minor requirements. In addition, advisors explain academic policies, procedures, and regulations, and provide referrals to appropriate campus resources as needed. Advisors' office locations, office hours, and contact information are posted on the Web at advising.unc.edu.

All first-year students and sophomores are enrolled in the General College. During their junior and senior years, students pursue academic majors either in the College of Arts and Sciences or in one of the professional schools. To continue in the College of Arts and Sciences, students must meet the academic eligibility requirements discussed in later sections of this bulletin. To enter a

professional school, students must be accepted into the program. (See admission information for professional schools in later sections of the *Undergraduate Bulletin*.)

As juniors and seniors, students receive academic advice regarding major studies, course registration, graduate school, internships, and career opportunities from faculty advisors in their major department or curriculum offices, or from the professional school to which they have been admitted. Students in majors that are part of the College of Arts and Sciences should also consult with an advisor in the Academic Advising Program at least once each year to ensure that they are making acceptable progress toward meeting degree requirements, including requirements unrelated to their major(s). Each student is ultimately responsible for selecting appropriate courses and complying fully with all published regulations and requirements of the College.

To avoid problems with registration and to ensure graduation by the expected date, students are strongly encouraged to declare a major during their sophomore year or early in their junior year. Students who have not declared a major before registration opens for their fifth semester will not be permitted to register for their fifth semester until they have consulted with an advisor in the Academic Advising Program and chosen a major. Students who have not declared a major by the beginning of their fourth semester will be notified of the impending registration restriction.

Students are expected to complete their undergraduate degree in eight semesters. Summer terms are not included in this semester count. Students entering the University as first-year students in summer 2007 or later, as sophomore transfer students in summer 2008 or later, or as junior transfer students in summer 2009 or later who wish to attend a ninth semester must submit a written petition to and receive permission from their dean. Students who receive approval to attend a ninth, or rarely, a tenth, semester will graduate with one major only and no minors.

Prehealth Advising

Jean S. Desaix, Ph.D.; Anthony E. Hilger, Ph.D.

UNC–Chapel Hill has no formal predental or premedical curriculum or major. Instead, students should choose one of the traditional four-year B.A. or B.S. degree programs. Students are advised to begin their premed/predent requirements early in their college career. CHEM 101 and 101L should be taken in the first semester if possible. Help for students thinking about ANY health profession is available from the Health Professions Advising Office. Because requirements for health professions schools change frequently, the Health Professions Advising Office strongly encourages students to visit that office soon after entering the University to learn the latest course requirements and other preparations necessary to become an outstanding candidate for the health career of choice. The office gives advice concerning all health professions, including medicine, dentistry, osteopathic medicine, podiatry, nursing, pharmacy, physician assistant, veterinary medicine, and the other allied health professions. Preliminary information may be found on the office's Web site at prehealthadvising.unc.edu.

Prelaw Advising

Jennifer J. Browning, J.D.

UNC–Chapel Hill has no formal prelaw curriculum or major. Instead, students should follow one of the traditional four-year B.A. or B.S. degree programs. Most law schools do not require, or even recommend, that students major in any particular field. Most schools subscribe to the selection of a course of study that will provide a foundation for the undertaking of legal studies: reading, writing, speaking, and analytical and critical thinking skills. However, a student wishing to practice patent law will need a degree in one of the sciences.

Prelaw students should emphasize academics. The campus Learning Center offers programs designed to help enhance reading skills and provide preparation for the LSAT. Students are encouraged to take advantage of these opportunities. Students also are encouraged to visit the prelaw advisor in the Academic Advising Program. They may also wish to visit the prelaw Web site: advising.unc.edu/FieldsofStudy/prelaw.

Graduate School Advising

This resource is offered to students in the College of Arts and Sciences interested in pursuing graduate studies through their major departments. Students interested in graduate study should speak with departmental or curricular advisors, the director of undergraduate studies for their major, and other faculty.

Requirements for Degree Programs within the College of Arts and Sciences

The College of Arts and Sciences offers programs of study leading to the bachelor of arts, bachelor of science, bachelor of music, and bachelor of fine arts degrees. In all, students may choose from more than 50 major fields of study. Specific requirements for each major are stated in the "Academic Departments and Schools" section of this bulletin. That section also includes information on professional school majors available to undergraduates by application and acceptance.

To graduate with a baccalaureate degree, students must successfully complete at least 120 semester hours of course work and attain a final cumulative grade point average of at least 2.0.

Most courses, if repeated and passed more than once, will not count more than once toward credit hours required for graduation. Any exception to this policy, such as applied music, special studies, etc., must receive the express approval of the associate dean (or designee) in the Academic Advising Program. Students who wish to enroll in a course for which they have By-Examination (BE) or placement (PL) credit should discuss this with a dean or academic advisor. In the event that a student takes a course for which Advanced Placement, International Baccalaureate, or SATII Subject Test credit also is awarded, the By-Examination credit will be forfeited as well as any higher-level BE/PL credit in that sequence.

A minimum of 45 academic credit hours must be earned from UNC–Chapel Hill courses, and at least 24 of the last 30 academic credit hours applied to the degree requirements must be earned in UNC–Chapel Hill courses.

To graduate, students must satisfy all General Education requirements and complete at least 18 semester hours in the major field; requirements vary by major. In all cases, at least half of the courses and credit hours in the major must be completed at the University of North Carolina at Chapel Hill.

Unless specifically prohibited by departments or curricula, major courses may be used to satisfy General Education requirements. Courses in a student's major or minor department or curriculum or specifically required by the major or minor, including foreign language courses, electives, and any additional required courses (or any courses cross-listed with such required courses) may not be taken on a Pass/D+/D/Fail basis. (See "Regulations Governing the Pass/D+/D/Fail Option.")

A maximum of 24 semester hours of courses from professional schools (business administration, education, information and library science, journalism and mass communication, law, social work, dentistry, medicine, nursing, pharmacy, or public health) may be taken for degree credit.

Students must complete a major field of study as prescribed by the department or curriculum. Although a specific grade point average in the major is not required, a minimum of 18 hours of C or better (C- does not qualify) in the major is required. Selected majors require 21 hours of C or better grades in the major. Students transferring credits in their major field must earn a grade of C (not C-) or better in at least three-fourths of those courses and credit hours in the major that are taken at UNC–Chapel Hill. All students, including students transferring from another institution, must take at least half of their major course requirements at UNC–Chapel Hill.

Students admitted as new first-year or transfer students in fall 2009 or later may use no more than two courses (six to eight credit hours) of By-Examination credit from Advanced Placement, International Baccalaureate, and SATII Subject Tests as part of the major core. The grade of BE from such tests may not count toward the required 18 hours of C or better grades in the major.

Students completing the requirements for a bachelor of arts degree and a bachelor of science degree in the College of Arts and Sciences will earn only one degree, the bachelor of science, and receive only one diploma. (See "Academic Procedures.")

Bachelor of Arts

The bachelor of arts degree is awarded with majors in the following subjects:

African and Afro-American studies
American studies
Anthropology
Archaeology
Art history
Asian studies
Biology
Chemistry
Classics
Communication studies
Comparative literature
Computer science
Contemporary European studies
Dramatic art
Economics
English
Environmental studies
Exercise and sport science
Geography
Geological sciences
German
Global studies
History
Interdisciplinary studies
Latin American studies
Linguistics
Management and society
Mathematics
Music
Peace, war, and defense
Philosophy
Physics
Political science
Psychology
Public policy
Religious studies
Romance languages
Slavic Languages
Sociology
Studio art
Women's studies

Students seeking a bachelor of arts degree must complete General Education Supplemental Education requirements. No more than 45 semester hours in any subject may be used toward fulfilling the B.A. graduation requirement.

Bachelor of Science

Four-year programs leading to the degree of bachelor of science provide for specialization in a particular field and necessary instruction in related fields. In some B.S. programs, General Education requirements may be reduced. Most B.S. programs, however, require students to complete quantitative reasoning beyond the General Education minimum or require specific quantitative reasoning courses; some also require students to complete foreign language courses beyond the General Education minimum and may require specific foreign language courses.

The bachelor of science degree is awarded with majors in the following subjects:

Applied science
Biology
Chemistry
Computer science
Environmental sciences
Geological sciences
Mathematical decision sciences
Mathematics
Physics
Psychology

Students seeking the bachelor of science with a major in psychology (only) must complete the supplemental General Education requirement. Students completing the requirements for two bachelor of science degrees or one bachelor of science degree and a bachelor of arts degree in the College of Arts and Sciences will earn only one degree, the bachelor of science, and receive only one diploma. (See "Academic Procedures.")

Bachelor of Fine Arts

A four-year program leading to the degree of bachelor of fine arts is offered by the Department of Art. It provides, for qualified students, preprofessional training in creative aspects of the field of art. Approximately one-half of the program will be in the field of the major and the other half will be in the liberal arts and sciences.

Bachelor of Music

The four-year program leading to the degree of bachelor of music, housed in the Department of Music, emphasizes training and achievement in the performance or composition of music. Approximately one-half of the program will be in the field of the major, and the other half will be in the liberal arts and sciences.

Combining Majors and Minors

The College of Arts and Sciences will award only one bachelor's degree to a student. (See "Academic Procedures.") Students are permitted, however, to study up to three subjects in depth. They may do this by declaring two majors, one major and one minor, two majors and one minor, or one major and two minors. Students enrolled in the professional schools who wish to have a second major or minor in the College of Arts and Sciences must receive permission from their professional school and the College of Arts and Sciences. Students completing the requirements for both a bachelor of science degree and a bachelor of arts earn only the bachelor of science degree and receive only that diploma. Students completing the requirements for both a bachelor of arts degree and a bachelor of fine arts or bachelor of music degree earn only the bachelor of fine arts or bachelor of music degree and receive only that diploma.

A student may pursue in-depth study in multiple areas by meeting all major/minor requirements in each of the selected disciplines, in addition to General Education requirements. In many cases, it should be possible to do this with as few as 120 semester hours. Students who enter the University as first-year students in summer 2007 or later and who wish to enroll in a ninth semester must submit a written petition to the Associate Dean of the Academic Advising Program. In some rare cases, students may petition to be allowed to enroll in a tenth semester. Students approved to enroll in an additional semester will graduate with one major only and no minors.

Courses that can be used for two majors may be double-counted (counted in both majors) with the following general limitation: more than half (not merely half) of the courses and course credit hours taken in each major must be exclusive to that major. In a 10-course major, for example, at least six courses, and at least 51 percent of the credit hours, should be counted exclusively in that major; they should not double-count even if cross-listed with courses in the other major. Some majors may further restrict double-counting courses.

Students who are pursuing two majors and a minor (or two minors and a major) may, in principle, use a single course to satisfy requirements in all three areas of study, provided that more than half (not merely half) of the courses and course credit hours taken in each major/minor are exclusive to that major/minor. That is, for each major/minor, more than half (not merely half) of the courses and course credit hours taken to satisfy the requirements must be counted exclusively; they may not double count even if cross-listed with courses in the other field. Some majors or minors may further restrict double-counting courses.

Academic Minors

The College offers academic minors in certain departments, curricula, and programs. In addition, arts and sciences students may minor—provided they are given permission by the respective professional schools—in business administration (Kenan–Flagler Business School), in information systems (School of Information and Library Science), and in journalism and mass communication (School of Journalism and Mass Communication). Students enrolled in the professional schools who wish to have a second major or minor in the College of Arts and Sciences must receive permission from their professional school. For more information about the following minors, refer to the "Academic Departments and Schools" section of this bulletin for the department or curriculum housing the minor.

Aerospace studies
African studies (African and Afro-American Studies)
Afro-American studies (African and Afro-American Studies)
American studies
American Indian studies (American Studies)
Anthropology
Arabic (Asian Studies)
Archaeology
Art history
Asian studies
Astronomy (Physics and Astronomy)
Biology
Business (Kenan–Flagler Business School)
Chemistry
Chinese (Asian Studies)
Cinema (Communication Studies)
Classical humanities (Classics)
Coaching education (Exercise and Sport Science)
Cognitive science (Psychology)
Comparative literature (English and Comparative Literature)
Computer science
Creative writing (English and Comparative Literature)
Dramatic art
English
Entrepreneurship (Economics)
Environmental science and studies
Exercise and sport science
Folklore (American Studies)
French (Romance Languages and Literatures)
Geography
Geology
German
Greek (Classics)
Hindi-Urdu (Asian Studies)
Hispanic studies (Romance Languages and Literatures)
History
Information systems (School of Information and Library Sciences)
International American studies (American Studies)
Islamic and Middle Eastern studies (Religious Studies)
Italian (Romance Languages and Literatures)
Japanese (Asian Studies)
Jewish studies (Religious Studies)
Journalism and mass communication
(Journalism and Mass Communication)
Korean (Asian Studies)
Latin (Classics)
Latina/o studies (English and Comparative Literature)
Linguistics
Marine sciences
Mathematical decision sciences
(Statistics and Operations Research)
Mathematics
Medical anthropology (Anthropology)
Medieval and early modern studies (History)
Modern Hebrew (Asian studies)
Music
Philosophy
Philosophy, politics, and economics (Philosophy)
Physics
Portuguese (Romance Languages and Literatures)

Public policy
Recreation administration (Exercise and Sport Science)
Religious studies
Russian culture (Slavic Languages and Literatures)
Sexuality studies (Women's Studies)
Slavic and East European cultures
Social and economic justice (Sociology)
Southern studies (American Studies)
Spanish for the professions (Romance Languages and Literatures)
Study of Christianity and culture (Religious Studies)
Sustainability studies (Environment and Ecology)
Urban studies and planning (City and Regional Planning)
Women's studies
Writing for the screen and stage (Communication Studies)

The requirements and limitations that apply to all undergraduate academic minors are as follows:

- A student may have no more than two minors, regardless of the student's major degree program. Departments and curricula may exclude certain minors from being elected and completed by students majoring in these departments and curricula.
- More than half (not merely half) of the credit hours and courses (including cross-listed courses) taken to satisfy the minor requirements must be counted exclusively in the minor and not double-counted in other majors or minors.
- At least nine hours of the four- or five-course minor must be completed at the University of North Carolina at Chapel Hill and not at other academic institutions. Certain departments may require that more than nine hours must be completed at the University.
- Some departments or curricula may disallow the use of courses in the minor as General Education courses.
- A minimum of 12 hours of C (not C-) grades or better is required in the minor, though some minors may require more. Students who transfer in courses in the minor must earn C or better grades in three-quarters of the courses and hours that they take for in the minor at UNC–Chapel Hill.
- All courses in the minor department or curriculum must be taken for a regular letter grade. As with courses in the major, one Pass/D+/D/Fail course taken before the declaration of the minor may count toward that minor.
- If students plan to pursue the completion of a minor, they are encouraged to declare their minor by early in the junior year.
- Students admitted in fall 2009 or later as new first-year or transfer students may use no more than one course (three to four credit hours) of By-Examination (BE) credit from an Advanced Placement, International Baccalaureate, or SATII Subject Test as part of the minor. By-Examination credit does not count toward the hours of C required in the minor.

Credit by College Board Advanced Placement or International Baccalaureate Examination

Students who meet UNC–Chapel Hill standards on certain approved College Board Advanced Placement examinations or examinations of the International Baccalaureate Program may receive academic credit for comparable University course work. Each year the Office of Undergraduate Admissions publishes the minimum scores necessary for the awarding of course credit; however, final authority for the awarding of this placement credit lies with the chair of the department or curriculum in which credit is to be received. Minimum scores for placement may change from year to year. It is the year in which the student began university study that determines the standards that apply, not the year in which the student took the examination. Such credit will not be contingent upon the completion of further work in the subject unless specified by an academic department.

By-Examination (BE) credit awarded based on a student's scores on the Advanced Placement, International Baccalaureate, or SAT II Subject Tests may be used to fulfill general education requirements. For students admitted as new first-year or transfer students beginning in fall 2009 or later, the following limitations apply to the use of By-Examination (BE) credit in a major or minor:

- No more than two courses (six to eight credit hours) of BE credit may be used as part of the major core.
- The grade of BE from an Advanced Placement, International Baccalaureate, or SATII Subject Test may not count toward the requirement that students earn at least 18 hours of C or better grades in the major core.
- No more than one BE credit course (three to four credit hours) may be used as part of a minor.

Students who wish to enroll in a course for which they have By-Examination or Placement credit should discuss their decision with a dean or academic advisor. In the event that a student takes a course for which Advanced Placement, International Baccalaureate, or SATII Subject Test credit is awarded, the By-Examination credit will be forfeited as well as any higher-level BE or PL credit in that sequence.

Departmental Credit by Examination

Enrolled students who have learned a language currently offered at UNC–Chapel Hill by experience (i.e., having grown up speaking another language in the home or having lived several years in another country) and who are conversant and literate in that language and in English, may take a placement test in that language for placement (PL) only and not for credit. If the student places beyond level 4, the student can use that language to fulfill the General Education foreign language requirement, but again, no credit hours will be awarded. The placement test must be taken before the beginning of the last semester or full summer session before graduation, and the approval of the department and school must be received at least 30 days before the examination is taken. Departments may limit the number of By-Examination (BE) credit hours that may be used in the majors they offer.

Native speakers cannot use By-Examination (BE) credit in their native language to reduce the requirements for a major in that language and will not receive credit for levels 1 through 4 of their native language(s). However, upon recommendation of the appropriate language department, they may receive credit for courses taken at UNC–Chapel Hill beyond level 4 if those courses are heavily content based. Native speakers of languages other than English may use English 101 and 102, or their transfer equivalents, to satisfy their foreign language General Education foreign language requirement. Native speakers, and heritage speakers who wish to pursue placement (PL) in their heritage language, should see Assistant Dean Glynis Cowell in Steele 0005.

Independent Studies for Credit

The University offers a variety of independent study experiences for its students. Such courses are offered for academic credit through departments and curricula. Twelve hours of graded inde-

pendent study credit may be counted toward graduation, though no more than six hours may be taken in any one semester. Students may participate in either formalized programs, or they may make individualized contracts for work under the supervision of a member of the permanent faculty at the department/curriculum level. For information about independent studies courses in their majors, students should consult the director of undergraduate studies in their major department or curriculum.

Policy on Credit for Internships—The College of Arts and Sciences

No internship automatically earns academic credit. Students who want academic credit for an internship should contact the director of undergraduate studies in a relevant academic department before beginning the internship and must enroll in that department's internship course.

For internships that do not earn academic credit toward graduation, students should contact the internship coordinator at University Career Services. For this type of internship, University Career Services has a rolling deadline, the only constraint being whether there is enough time left in the semester (or over the summer) to complete a minimum of 100 hours of internship service. After completing the internship, the student must write a paper reflecting on the experience and submit it to the associate dean for undergraduate curricula, CB# 3504, 3018 Steele Building. After the paper is reviewed, the associate dean for undergraduate curricula, who is the instructor of record for SPCL 500, will enroll the student in the course and award appropriate credit for it. SPCL 500 is a one-credit course graded on a Pass/Fail basis.

Undergraduate Honors

Students may earn one of two types of honors at UNC–Chapel Hill: distinction/highest distinction and honors/highest honors.

Degrees with Distinction

To graduate with distinction or with highest distinction, students must have completed at least 45 academic hours at UNC–Chapel Hill and have an overall grade point average of at least 3.500 or 3.800 respectively. The grade point average is based on the grades received and recorded by the Office of the University Registrar as of the degree award date. No changes are permitted to the awards after that date.

Degrees with Honors

Programs providing an opportunity for graduation with honors for qualified students are offered in all four divisions of the College of Arts and Sciences: fine arts, humanities, natural sciences and mathematics, and social and behavioral sciences. The honors programs are supervised by the individual departments and curricula, in conjunction with the associate dean for honors. Though they are not completely uniform in the various disciplines, all have the following general procedures and requirements:

Application for honors work: Students should apply to the honors advisor in their major departments or curricula. Ordinarily, application is made at the end of the junior year, although it is done earlier in some departments. Detailed information concerning the application should be obtained from the honors advisor in the major.

Requirements for eligibility: In general, a minimum overall grade point average of 3.200 is required for admission to senior honors work, though a higher average is required in some departments. Prior participation in the undergraduate honors program (see below) is not required.

Nature and purpose of honors study: Programs are provided for students who have demonstrated a very high level of scholastic ability and achievement and who desire to pursue an intensive, individualized program of study in their major discipline. Honors studies ordinarily will consist of one or more of the following: the preparation of an honors thesis or essay, an independent research or reading program, an artistic performance or exhibition, or the completion of advanced course work in the major not normally required of students in that major.

A special written or oral examination on the student's program is required during the second semester of the senior year. The department may impose other requirements that it deems appropriate. In every instance, study for honors will require academic excellence. When the student has fulfilled all requirements, the department will recommend to the associate dean for honors that the degree be awarded with honors or with highest honors. The degree with highest honors is conferred in recognition of extraordinary achievement in honors program work and predominantly excellent course grades in the major.

Procedures for granting degrees with honors: The grade for course work in connection with an honors project is determined by the faculty sponsor and is (like all grades) subject to appeal. Successful completion of honors study does not automatically confer departmental honors. Before awarding a degree with honors, the College of Arts and Sciences requires the recommendation of a departmental honors committee on the basis of departmental criteria for honors (normally an excellent paper and/or examination and a high grade point average in the major field) and the endorsement of that committee's recommendation by the departmental chair. A negative recommendation by the department is final and cannot be appealed. The associate dean for honors makes the final decision to award a degree with honors on the basis of the department's positive recommendation and the student's cumulative grade point average.

Phi Beta Kappa

This national collegiate honor society is open to undergraduate students in the College of Arts and Sciences and in exceptional circumstances (as described below) to students enrolled in undergraduate professional degree programs. The following students in the College of Arts and Sciences are eligible for membership:

- Students who have completed at least 75 semester hours of graded academic course work taken at UNC–Chapel Hill with a UNC–Chapel Hill grade point average of at least 3.850
- Students who have completed at least 105 semester hours of academic course work (which includes at least 45 semester hours of graded academic course work taken at UNC–Chapel Hill) with a UNC–Chapel Hill grade point average of at least 3.750

No grades made at an institution from which a student has transferred shall be included in determining a student's eligibility. The grade point average shall include all academic course work taken at UNC–Chapel Hill toward the candidate's degree. Grades and hours received on courses taken after the candidate has received his or her degree shall not be counted.

Undergraduate students not enrolled in the College of Arts and Sciences who meet the general semester hours and grade point average described above and who have completed at least 90 semester hours of course work in the departments and curricula

of the College of Arts and Sciences (or the equivalents accepted for transfer credit from other institutions) are eligible for election. These students may apply by submitting a current UNC–Chapel Hill transcript as well as transcripts for all college course work taken elsewhere. Applications for fall initiation must be submitted no later than September 15. Applications for spring initiation must be submitted no later than January 20.

Dean's List

To be eligible for the Dean's List, fulltime students who enter the University as first-time, first-year students beginning in fall 2010 must meet the following requirement:

- A 3.500 grade point average with no grade lower than a C if enrolled in at least 12 hours of letter-grade credit, exclusive of physical education activities (PHYA) courses.

The grade point average is based on the grades received and recorded by the Office of the University Registrar at the time the Dean's List is published. No changes are permitted to the Dean's List after that date.

Special Undergraduate Programs

The James M. Johnston Center for Undergraduate Excellence

James Leloudis, Ph.D., *Director*
Randi Davenport, Ph.D., *Executive Director*

The James M. Johnston Center for Undergraduate Excellence was founded to lead a renaissance in undergraduate education at Carolina. Building on the University's 200-year commitment to outstanding teaching and scholarship, the Johnston Center serves as the intellectual crossroads of the College of Arts and Sciences and welcomes students, faculty, and staff from all departments and programs.

The Johnston Center supports curricular initiatives that enliven undergraduate education. It offers opportunities for learning outside of the traditional classroom and for creating the social context for the intellectual community that is the heart of the academy. The center hosts visits from civic and community leaders, philosophers, artists, scientists, poets, and politicians. It supports interdisciplinary programming, joining the interests and expertise of many different departments on campus to explore a common topic. The center also provides a warm and welcoming environment, where students can get to know their professors as scholars and as people, meet Carolina alumni, and perform or present their own creative and scholarly works.

The Johnston Center houses the undergraduate Honors Program, the Office of Burch Programs and Honors Study Abroad, the Office of Distinguished Scholarships, the Office for Undergraduate Research, the Robertson Scholars Program, and the Beasley Multimedia Center.

The Johnston Center also serves as a laboratory for innovation in teaching and learning by providing access to exceptional technology. Faculty and students use its state-of-the-art classrooms to engage in collaborative inquiry with peers close to home and around the globe. The center's teleconferencing facilities connect UNC–Chapel Hill programs abroad back to campus and give students in Chapel Hill access to academic experts from all parts of the world.

The Johnston Center has a student-faculty advisory committee that advises its director on all aspects of programming and planning.

Undergraduate Honors Program

James Leloudis, Ph.D., *Associate Dean for Honors*
Ritchie Kendall, Ph.D., *Assistant Dean for Honors*

The Honors Program offers exceptionally well-qualified students an opportunity to take part of their General Education curriculum and other course work in special honors seminars and honors sections.

Honors seminars are special topics courses that are often interdisciplinary and that emphasize new approaches to teaching. Honors seminars and honors sections of regular departmental offerings are limited in enrollment, usually to 15 or 20 students, and are taught by regular members of the faculty. These courses emphasize critical reading, class discussion, and expository writing. Departments and curricula often provide honors versions of the courses listed in their sections of this bulletin; interested students should consult the course listings at the Honors Program Web site at www.honors.unc.edu.

Some enrolling first-year students are invited to participate immediately in the Honors Program. Other students may apply to the program during their first or second years and receive invitations into the program on the basis of outstanding academic performance at Carolina. Honors students must take at least two honors courses during each academic year and maintain a minimum overall grade point average of 3.0 to remain in the Honors Program. Honors courses are open to all academically qualified students on a space-available basis.

The Honors Program Student Advisory Board coordinates social and cocurricular activities for Honors Program students. The activities include a faculty/student lecture and discussion series, presentations on various topics, and community service projects. The Honors Program also has semester and summer study abroad programs (see below).

Senior departmental honors programs are offered in nearly 50 departments, curricula, and professional schools throughout the University. Interested students should consult with the honors advisor in their major about its senior honors program. In order to graduate from the University with honors or with highest honors, a student must complete the senior honors program.

Office of Burch Programs and Honors Study Abroad

Honors Study Abroad: The Honors Program offers innovative study abroad opportunities in London, Rome, and Cape Town. They are led by UNC–Chapel Hill faculty. Students take courses with instructors from some of the world's leading institutions of higher education, and all of the programs provide honors graded credit for General Education and major requirements. Honors study abroad is open to all students with a 3.0 grade point average.

Burch Fellows Program: The Burch Fellows Program recognizes undergraduates who possess extraordinary ability, promise, and imagination. It provides grants to support self-designed off-campus experiences in the United States and abroad that will enable students to pursue a passionate interest in a way and to a degree not otherwise possible.

Burch Field Research Seminars: Burch Field Research Seminars offer students and faculty an opportunity to spend a full semester or summer session together engaged in a shared research project in the United States or abroad. Topics for recent seminars have included policy making and foreign affairs in Washington, DC, economic and social reconstruction in the Balkans, human rights law

in Rwanda, documentary filmmaking in Thailand, and astronomical study at UNC–Chapel Hill's telescope in the Chilean Andes. Seminars in new locations are added every year.

Office of Distinguished Scholarships

Linda Dykstra, Ph.D., *Director*

The mission of the Office of Distinguished Scholarships (ODS) is to provide a central location for information on national and international distinguished scholarships, such as the Rhodes, Marshall, and Truman scholarships. ODS strongly believes in educating students about available opportunities and the preparation required to compete for these prestigious scholarships. The office provides regular informational sessions for students with a grade point average of 3.6 and above. Additionally, ODS advises students on their drafts of applications, suggests interviewing strategies, and facilitates contacts with faculty members who can assist with the writing of project statements.

For more information about the Office of Distinguished Scholarships and access to all the scholarships offered through this office, visit www.distinguishedscholarships.unc.edu.

Office for Undergraduate Research

Patricia J. Pukkila, Ph.D., *Director*

The Office for Undergraduate Research (OUR) was established in 1999 to help students learn about the expanding possibilities for research, mentored scholarship, or creative performance at UNC–Chapel Hill. It seeks to make research a distinctive feature of the undergraduate educational experience at this vibrant research university because it believes that students who understand how discoveries are made are well prepared to address the unsolved problems of the future. The office is located in 220 Graham Memorial and is a part of the Johnston Center for Undergraduate Excellence.

All undergraduates are invited to register for the Carolina Research Scholar Program (CRSP). Participants who complete the required course work, including an introductory modes of inquiry seminar (IDST 195) and research-intensive courses, and who present their original work at the campus undergraduate research symposium or at a professional conference, will receive official University recognition on their transcripts for their contributions.

The OUR maintains several kinds of searchable databases, including listings of courses that introduce research methodologies, research-intensive courses in which over half of class time is devoted to students' conducting original research and presenting research conclusions, courses that involve graduate students or postdoctoral fellows as research consultants (GRCs) to assist undergraduates with their projects, postings of current undergraduate research opportunities on campus, and descriptions of what Carolina students have accomplished. The OUR also sponsors a Celebration of Undergraduate Research each spring, which allows students to present their results to the campus and community. There are also funding opportunities available through the OUR that provide Summer Undergraduate Research Fellowships (SURFs), support for students to travel to professional meetings to present their work, and payment for essential research supplies.

For more information about the Office for Undergraduate Research and for access to all the programs and databases, visit the Web site at www.unc.edu/depts/our.

Study Abroad

Robert Miles, Ph.D., *Associate Dean for Study Abroad and International Exchanges*

Living and studying in another culture is a crucial part of an undergraduate education for all majors. Undergraduate students who wish to receive credit for study abroad may do so only on officially sanctioned UNC–Chapel Hill programs, by applying through one of the following offices that administer study abroad programs: the College of Arts and Sciences Study Abroad Office located in the FedEx Global Education Center and the Kenan–Flagler Business School B.S.B.A. program, McColl Building. Study abroad credit will be awarded only to students who participate in the programs administered by these UNC–Chapel Hill offices. Students who wish to participate in other programs for academic credit may submit a petition for approval only to the Study Abroad Office. Deadlines and procedures are available from the Associate Director for Advising in the Study Abroad Office. Not all program petitions are granted.

The Study Abroad Office facilitates all study abroad programs designed and offered within the College of Arts and Sciences, including Honors Study Abroad Programs, Burch Field Research Seminars, and UNC Institute for the Environment Programs. The Study Abroad Office also operates undergraduate student exchange programs and a number of programs led by UNC–Chapel Hill faculty members. Study abroad programs are available in more than 70 countries. There are summer, semester, and year-long programs.

Many programs for UNC–Chapel Hill students offer a varied curriculum, while some are focused on a particular academic discipline. Students are strongly advised to begin to plan their academic program by first arranging an advising session in the Study Abroad Office. Students may fulfill elective, General Education, and major/minor requirements abroad. Approval for major/minor credits must be granted by the director of undergraduate studies in the relevant department, and approval for General Education requirements must be granted by the Study Abroad Office, which coordinates the approval process in both instances. Some programs, most often those taught by UNC–Chapel Hill faculty, offer University graded course credits. Most programs will offer transfer credit that can also be used to fulfill requirements toward graduation.

Through informational meetings and individual counseling, the Study Abroad Office advising staff assists students in choosing the best programs for their needs, in devising an academic schedule, and in making housing arrangements. The Study Abroad Office requires students to attend a predeparture program during which they receive valuable information regarding safe travel, managing money abroad, credit issues, and managing cultural adjustment. The office maintains contact with the students while they are abroad and provides re-entry information upon their return to UNC–Chapel Hill.

First Year Seminars and Academic Experiences

J. Steven Reznick, Ph.D., *Associate Dean*

The First Year Seminars program at UNC–Chapel Hill builds and sustains a vibrant campus-based educational community committed to the success of first-year college students by coordinating a varied offering of seminar-format courses that allow students to work closely with faculty on intriguing topics.

First-year seminars introduce students to the intellectual life of the University. Taught by instructors who are active scholars and accomplished teachers, each seminar enrolls approximately 20 first-year students. The seminars address a range of topics across disciplines, often including the most pressing issues of the day. First-year seminars share a common focus on how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge.

Students in first-year seminars are active participants in the learning process. The seminars encourage self-directed inquiry by using a variety of activities inside and outside the classroom, including field work, case studies, performances, computer projects, laboratory explorations, archival research, and group presentations.

For more information about the First Year Seminars program, visit the Web site at www.unc.edu/fys. The Web site is designed to provide students, parents, instructors, and the wider intellectual community information about the First Year Seminars program. Students can learn what courses are being offered, gain information on registration procedures, and find examples of the kinds of experiences that first-year seminars provide.

Languages across the Curriculum (LAC)

Tanya Kinsella, Ph.D., *Program Coordinator*

Languages across the Curriculum (LAC) integrates the study and use of world languages into courses outside the departments of languages and literatures. By giving undergraduates from various disciplines the opportunity to employ their advanced language skills and cultural knowledge in a variety of academic contexts, LAC helps promote second-language research skills and strengthen international and area studies instruction. The program is currently funded through United States Department of Education Title VI National Resource Center grants to the Center for European Studies, the Center for Global Initiatives, the African Studies Center, and the Institute for the Study of the Americas.

Since spring 1996, the LAC program has offered course options (discussion sections, combined discussion sections, independent seminars, and research components) in nine languages—Arabic, Dutch, French, German, Italian, Portuguese, Spanish, Swahili, and Turkish—for more than 45 different courses spanning 20 disciplines. Students who participate in LAC discussion sections or combined discussion sections are eligible to receive one optional hour of foreign language credit. For enrollment instructions, semester course lists, and additional information, visit www.unc.edu/lac.

The Center for Student Success and Academic Counseling (CSSAC)

Harold Woodard, M.A., *Associate Dean and Director*
Marcus Collins, M.A,. *Assistant Dean*
Mary Willingham, Ph.D., *Assistant Director*
2203 SASB North, (919) 962-1046. Web site: cssac.unc.edu/

Mission Statement

CSSAC is dedicated to promoting academic excellence to assist students in achieving their academic goals while enrolled at Carolina. Its constituent programs—Academic Support Program for Student–Athletes, Academic Success Program for Students with LD and ADHD, Learning Center, Office for Student Academic Counseling, Summer Bridge, and Writing Center—provide support for students in developing the skills and strategies needed to achieve academic success. This commitment to student learning supports the University's mission to "teach students at all levels."

CSSAC offers academic and personal support to all UNC students. Its primary objective is to sponsor programs and activities that promote academic excellence, increase retention, and improve the campus climate for diversity among American Indian and African American undergraduates. Support provided by CSSAC includes the Minority Advisory Program, Cultural and Personal Enrichment Sessions for American Indian Students, the STAR Networks, and the annual Academic Achievement (3.0) Awards Ceremony. Historically, CSSAC has worked cooperatively with members of several student organizations including Black Women United, the Black Student Movement, the Carolina Hispanic Student Association, the National Panhellenic Council, the Asian Student Association, and the Carolina Indian Circle. Among the tribes that have been represented in the Carolina Indian Circle over the years are the Cherokee, Coharie, Haliwa-Saponi, Lumbee, Meherrin, and Waccamaw Siouan. An associate dean, an assistant dean, and an assistant director work with several graduate assistants to meet the needs of any UNC–Chapel Hill student requesting assistance.

The Minority Advisory Program and Carolina Covenant Peer Mentoring Program

The Minority Advisory Program (MAP) consists of minority students with cumulative grade point averages of 2.5 or higher, who volunteer to serve as peer mentors to minority first-year undergraduates providing academic counseling, bridging communication between OSAC and first-year students, and assisting them with their transition from high school to university life. OSAC also oversees the Carolina Covenant Peer Mentoring Program. As with MAP, Carolina Covenant Scholars volunteer to serve as peer mentors to other Carolina Covenant Scholars to assist them with their academic and social transition to Carolina.

Academic Monitoring System

This program identifies, early in the semester, students who are in potential danger of academic failure. Professors and instructors complete academic progress data forms that assess the student's performance in a course. The deans review these forms and discuss improvement strategies with the student.

Academic Skills Enhancement Workshops

These workshops encourage students to strengthen their study skills through organized topical discussions and a mutual sharing of ideas. Those topics include reading for college, note taking, studying for biology, studying for chemistry, using and citing sources properly and effectively, time management, test preparation, reading preparation/speed, studying/active learning, memorization, managing time and stress, and preparing for final exams.

Cultural and Enrichment Sessions for American Indian Students

These sessions provide opportunities to discuss aspects of students' culture and heritage, share their experiences at UNC–Chapel Hill, and discuss strategies for meeting their personal and academic goals.

STAR Networks

These networks organize sophomores, juniors, and seniors to help them prepare for graduate research and career opportunities.

Academic Achievement (3.0) Recognition Ceremony

These ceremonies acknowledge minority students who have excelled academically while attending UNC–Chapel Hill. Students achieving a cumulative grade point average of 3.0 or higher are recognized each semester and awarded a certificate of achievement. Parents and friends are encouraged to attend this annual event.

The Learning Center

Martha Keever, Ph.D., *Director*

118 SASB North, (919) 962-3782. Web site: learningcenter.unc.edu

The Learning Center, located in the Student and Academic Services Building North on the corner of Ridge Road and Manning Drive, aims to help students become self-confident, self-directed learners. While the immediate goal of the Learning Center is improving students' abilities to learn, remember, and solve problems, the center's ultimate goal is increasing student achievement through retention and graduation. To make an appointment with a counselor or check out this year's event calendar, visit the Learning Center's Web site at www.unc.edu/depts/lcweb.

The center's programs include

- Individual assistance with attaining academic goals
- The Reading and Learning Lab, a program through which students can discover effective reading and learning strategies
- Supplemental instruction and guided study groups to help participants blend how to learn with what to learn, as well as a Peer Tutoring Program offering tutorial assistance to enhance students' understanding of many subjects
- Inexpensive courses to help students prepare for the GRE, LSAT, GMAT, and MCAT (fees are currently $150 per course)
- The Academic Success Program for Students with LD/ADHD (see description below)

Academic Success Program for Students with LD/ADHD

Theresa Maitland, Ph.D., *Coordinator*

2109 SASB North, (919) 962-7227. Web site: www.unc.edu/asp

The Learning Center's Academic Success Program for Students with LD and ADHD, located in Suite 2109 of the Student and Academic Services Building North, offers services for students with documented learning disabilities and/or attention-deficit/hyperactivity disorders (ADHD). In the Academic Success Program for Students with LD and ADHD, students work collaboratively with staff to create alternative strategies to overcome the barriers caused by their disabilities without lowering academic standards or their academic goals. Students can also work with staff to review their evaluations in order to better understand how LD and/or ADHD impact their lives, and how to better advocate for themselves. CoActive Coaching—a partnership designed to help students develop self-determination in order to take action toward setting and achieving fulfilling goals—is also available.

The staff determines legally mandated accommodations for students with LD and ADHD and collaborates with the Department of Disability Services in providing them. Depending upon the impact of a student's disability, accommodations may include priority registration, access to lecture notes, assistive reading technology, and test-taking modifications (extended time, separate administration in a quiet space, assistive technology, and the use of a computer for written exams). The staff also serves as a resource to both the UNC–Chapel Hill campus and the larger community. Visit the program's Web site at www.unc.edu/asp.

Academic Support Program for Student–Athletes

Robert Mercer, M.A., *Director*

Kenan Field House (919) 966-4102. Web site: tarheelblue.cstv.com/genrel/042103aab.html

The Academic Support Program for Student–Athletes, located in Kenan Field House, assists the University's student–athletes in reaching their academic goals. Though student–athletes are also expected to maintain regular contact with the Academic Advising Program, the Academic Support Program for Student–Athletes staff provide academic counseling, a first-year transition program, proactive monitoring, study skills development workshops, tutoring, and a supplemental instruction program. The center's facilities include a computer lab, group and private study rooms, a reading lounge, and a 130-seat auditorium.

For more information, contact Robert Mercer, Director, Academic Support Program for Student-Athletes, Student-Athlete Development Center, P.O. Box 2126, Chapel Hill, NC 27515-2126, (919) 966-4102 or rmercer@uncaa.unc.edu.

Summer Bridge

Marcus Collins, M.A., *Director*

2203 SASB North, (919) 962-1046. Web site: www.unc.edu/depts/bridge/

Summer Bridge is a seven-week residential academic support program for a select group of entering first-year students. The program is designed to ease participants' personal and academic transition from high school to the University. Students enroll in an English composition course and in one mathematics or chemistry course. Also, they participate in learning strategies instruction offered by the Learning Center. Cultural and recreational activities are significant components of the program, as students are introduced to the University and the vast array of opportunities available.

The Writing Center

Kim Abels, Ph.D., *Director*

SASB North lower level, (919) 962-7710. Web site: www.unc.edu/depts/wcweb

The Writing Center is a free service available to students, faculty, and staff at UNC–Chapel Hill. Our main office is in SASB North, and we have a satellite location in Greenlaw Hall. Our tutors are friendly graduate students from a variety of academic disciplines who are specially trained in teaching writing. We offer both 50-minute face-to-face sessions and an online tutoring system that allows undergraduate students to submit writing and receive feedback via the Web. Our face-to-face sessions take place by appointment. Undergraduates can use Writing Center services twice a week; graduate students, faculty, and staff can work with us once a week. Additional services for international students and scholars and other English language learners are available through our English Language and American Culture program. You can find out more about the Writing Center by reading our FAQ.

What happens during a session?

The Writing Center is not a proofreading or editing service, although we are happy to help you learn these skills. Our tutors work collaboratively with you to address your concerns as a writer.

After reading through your assignment and paper together, we'll discuss your concerns. We'll spend a lot of our time talking, but it's also likely that you'll do some writing. We may direct you to further resources at the end of a session. Our goal is to support your long-term development as a writer, giving you new skills to use in future writing projects.

What kinds of things do writers usually work on?

People visit us at all stages of the writing process. Writers often want to work on understanding an assignment or project, brainstorming some good ideas, or making an outline. They may choose to focus on thesis development, organization, or argument, or they may be interested in learning how to proofread or edit their papers. People come to the Writing Center seeking feedback from an experienced, interested reader, someone who can say, "I understood this part, but not this one," or "I'm not sure how this relates to your thesis," or "I was wondering why you put this sentence here; can you tell me more?" The questions our tutors ask will show you how your writing is coming across to one audience; the skills they teach you will help you communicate your ideas more clearly and effectively.

Other Academic Services

General Chemistry Resource Center

Todd Austell, Ph.D., *Coordinator*

The Chemistry Resource Center supplements class instruction for any student enrolled in CHEM 101 General Chemistry I and CHEM 102 General Chemistry II as well as CHEM 241 and 241H, 261 and 261H, and 262 and 262H. When the University is in session, tutors are on duty in Kenan Labs, Room C-143, Monday through Thursday from 1:00 to 7:00 p..m. Students may drop in to ask questions, discuss course material, and work through problems.

Math Help Center

Miranda Thomas, Ph.D., *Director*

The Math Help Center, located in 224 Phillips, provides additional instructional support for those students enrolled in MATH 110 through 233. The center is staffed by both graduate and undergraduate tutors who work with students in small groups or individually. The center's main purposes are to provide assistance and to increase the success rate for students in specified math courses. To make an appointment or access online resources, visit the Web site at www.math.unc.edu/help-center/.

Academic Departments and Schools
www.unc.edu/depts

Undergraduate courses usually offered in regular sessions of the University are listed in the following section.

This section does not include courses offered by the professional schools of government, law, medicine, and social work. For those courses, refer to bulletins from those schools. Although Summer School offers many courses described here, it publishes a separate bulletin of course offerings.

The requirements for majors and minors are shown in connection with information pertaining to the various schools, departments, and curricula.

The work of the University is arranged and offered on the semester system, the regular session being divided into two approximately equal parts called the fall and spring semesters. The summer school is divided into three sessions: Maymester, Summer Session I, and Summer Session II.

Work is valued and credited toward degrees by semester hours, one such hour usually being awarded for each class meeting per week for a semester. One hour of credit is usually awarded for each three hours of laboratory or field work or work in studio art. In the following lists of courses, the numbers in parentheses after the descriptive titles show the credits allowed in semester hours.

Department of Aerospace Studies
afrotc.unc.edu/

PAUL HOLST, *Chair*

Professor

Paul Holst, Lieutenant Colonel, US Air Force

Assistant Professors

Greg Duffy, Captain, US Air Force
Steve Klukovich, First Lieutenant, US Air Force

Introduction

The Department of Aerospace Studies administers the United States Air Force Reserve Officer Training Corps (AFROTC) program and has been an integral part of the University's tradition of scholarship, excellence, and achievement since 1947. As the University continues its pursuit of excellence as the nation's oldest state liberal arts university, AFROTC will continue to develop outstanding officers who will serve the nation.

AFROTC offers undergraduate students many opportunities. These include specialized academics, scholarships and financial assistance, applied professional training, job placement, and a variety of extracurricular activities. In many ways, AFROTC is more than a department in the College of Arts and Sciences. It is also a professional organization designed to provide students growth and development opportunities beyond the classroom. AFROTC cadets learn and develop personnel management and leadership talents through hands-on experience both inside and outside of the traditional classroom setting.

The AFROTC Program

AFROTC is not a major; cadets take ROTC courses in addition to the courses in their chosen major. The first two years of the program are referred to as the general military course (GMC) and are designed to introduce the cadet-student to the Air Force and the broad opportunities offered. With this information, a student can make an informed decision on whether the Air Force interests him or her. A one-hour class and a two-hour leadership lab (0 credit) meets once a week and is required for all GMC cadets. A student may enter, or leave, AFROTC at any point while in the GMC unless obligated by scholarship.

The second two years are referred to as the professional officer course (POC) and are designed to prepare an officer candidate to become a commissioned officer (second lieutenant) in the United States Air Force. These courses meet twice a week (three credit hours), with a two-hour leadership lab (0 credit) once a week. Entry into the POC is competitive. Undergraduate students may enter the program at the beginning of their first year or as late as their junior year. There is no commitment to the Air Force until the last two years of the program or activation of a scholarship. Any student, graduate or undergraduate, may enter the commissioning track program if he or she has at least four semesters of full-time study remaining at the University. Completion of the AFROTC program requires an obligation to serve in the Air Force as a commissioned officer after graduation. Usually this commitment is four years. It may be longer in fields requiring extended special training, as in the case of pilot, navigator, or physician.

The minimum requirement for initial entry into the program is to be a full-time student at the University. Minimum requirements for consideration to enter the last two years of the program include a 2.0 GPA, United States citizenship, medical qualification, a passing mark on a physical fitness test, achievement of minimum scores on the Air Force Officer's Qualification Test (AFOQT), and completion of a four-week AFROTC summer field training course after the sophomore year.

Minoring in Aerospace Studies

The minor in aerospace studies is a 14 semester hour, nontechnical course of study open to all UNC–Chapel Hill students. Students may select courses for the minor from the following list: AERO 101, 102, 201, 202, 301, 302, 399, 401, 402; AERO/HIST/PWAD 213; AERO/POLI/PWAD 446. Students must complete a minimum of 12 hours of course work with a grade of C or better. The remaining two hours must be completed with a grade of C- or better.

Guaranteed Job Placement

Completion of AFROTC guarantees cadets jobs as Air Force officers. Starting salary is around $44,000 and increases to $63,000 after four years in the Air Force.

Scholarships and Financial Assistance

Any student may apply for a two-and-a-half- to three-and-a-half-year scholarship after joining AFROTC. In most cases, these scholarships cover tuition and fees; they also provide a tax-free allowance ($300 to $500 each month) and a textbook allowance each

semester. A wide variety of scholarships is available. All POC cadets receive the tax-free monthly allowance once qualified.

Facilities

The Department of Aerospace Studies is located in the ROTC Armory on 221 S. Columbia Street (diagonally across from the Carolina Inn). The building was completely renovated by the University in 1996. Home to the Air Force, Army, and Navy ROTC programs, the Armory contains classrooms, a drill deck, and offices. Air Force cadet facilities include a lounge and a library. AFROTC classes are held in the Armory.

Applied Professional Training

Summer programs available annually on a competitive basis to AFROTC cadets include

Air Force Academy Free-Fall Parachuting (AFAFF): A 12-day parachute-training program conducted at the United States Air Force Academy, Colorado Springs, Colorado. The course consists of strenuous physical training, conditioning, ground school, and five free-fall jumps from 4,500 feet. Cadets completing the program are awarded a basic parachutist rating.

AS100 Special Training (ASSIST): A program designed to give cadets an understanding and appreciation of the diverse careers contributing to the execution of the Air Force mission. This 10-day program is conducted at various bases in the continental United States. An AFROTC instructor serves as an escort to the cadets on tours of various facilities at the base. Cadets should have a few days to "shadow" a junior officer from various career fields. Opportunities may exist for incentive flights.

Combat Survival Training (CST): A 20-day program incorporating combat, basic air crew, and water survival training. Training is physically and mentally demanding and accomplished at high altitude at the United States Air Force Academy in Colorado Springs, Colorado.

Air Force Academy Soaring (SOAR): A 15-day program designed to give cadets the opportunity to experience the basic fundamentals of flight in unpowered glider operations. Training is conducted at the United States Air Force Academy (USAFA) at Colorado Springs, Colorado. Cadets receive instruction in basic flight through ground school and actual flight, leading up to and possibly including cadet solo. Cadets can expect eight to 15 flights while spending five hours each day on the flight line. The majority of instruction is conducted by upper-class USAFA cadets trained as instructors. The program assumes that cadets have no previous flight experience.

Army Airborne Training (AAT): A 24-day program that includes strenuous physical training, conditioning, ground training, and tower training and culminates in five static-line parachute jumps. Daily physical training and formation runs are conducted in hot and humid conditions. Formation runs (three to five miles) at an average pace of seven to nine minutes per mile are conducted in fatigues and running shoes after strenuous exercise. Upon successful completion, cadets are awarded a basic parachutist rating. All training is conducted at Fort Benning, Georgia.

Foreign Language Immersion (FLI): A four-week program for cadets majoring in a foreign language. Cadets take classes in a foreign university while living with a local family or in a dorm. Cadets receive a complete language and cultural immersion.

Nurse Orientation Program (NOP): A four-week program designed to serve as an internship for cadets in an active-duty Air Force hospital. Cadets receive hands-on training and practical knowledge as an Air Force nurse. Training is conducted at Wilford Hall, USAF Medical Center, Lackland AFB, in San Antonio, Texas.

Operation Air Force (OAF): A three-week program designed to educate cadets on the workings of operational units and to acquaint them with the everyday tasks, activities, and perceptions of Air Force personnel. Training is conducted in locations worldwide. The beginning of the program is an orientation to the activities that make up the mission of the hosting base. Cadets are then matched to a junior officer or noncommissioned officer (NCO), ideally in their chosen career field, to observe and work together for the program's remainder.

Pentagon Internship (PENT): Provides an opportunity for cadets to work for a directorate within the Pentagon for three weeks. Cadets gain problem-solving experience working with both military and civilian personnel on real world issues and participate as team members with professionals in their field of study.

Extracurricular Activities

The AFROTC experience is much more than classroom studies. Cadets participate in a wide range of activities. These include social functions such as a formal dinner, fundraising events, color guard at home football and basketball games, field trips to military bases, and publication of a cadet newspaper, *The Ramjet*.

Arnold Air Society (AAS) is a national service organization dedicated to furthering the traditions, purposes, and concepts of the United States Air Force as a military organization and a professional calling. The local AAS chapter is active nationwide, and AFROTC cadets attend the national convention each year.

Locally, AFROTC cadets may participate in the cadet flight orientation program, receiving four to eight one-hour sorties with a certified flight instructor at no cost to the student.

Contact Information

Air Force ROTC, ROTC Armory, 221 South Columbia St., (919) 962-2074, afrotc@unc.edu.

AERO

101 United States Air Force Today (1). An introduction to AFROTC and the United States Air Force (USAF); customs and courtesies, officer opportunities, core values, and communications skills.

102 United States Air Force Today (1). An introduction to the United States Air Force organization and mission.

190 Seminar (1–3). Seminar in topics related to the United States Air Force.

196 Independent Study (1–3). Readings and research of topics regarding the United States Air Force.

201 The Evolution of United States Air Force Air and Space Power (1). Examines general aspects of air and space power through a historical perspective from the first balloons and dirigibles to the Cold War.

202 The Evolution of United States Air Force Air and Space Power (1). Examines general aspects of air and space power through a historical perspective from post–Cold War military operations through the Global War on Terror.

213 Air Power and Modern Warfare (HIST 213, PWAD 213) (3). See HIST 213 for description.

301 Contemporary Leadership and Management (3). The first part of a two-part course concerning contemporary leadership and management. Emphasizes modern-day experiences, successes, and failures, with various theories on motivating people, organizing, and managing. Lectures and discussion focus on application of various principles as an Air Force officer. Class participation, comprehension, and oral communication skills are stressed.

302 Contemporary Leadership and Management (3). The second part of the course described above (AERO 301). Class participation, comprehension, and written communication skills will be stressed.

399 Air and Space Expeditionary Training (1). Provides leadership training in a military environment. Professional development is achieved through academics, physical fitness, marksmanship, and leadership exercises. Course culminates in a simulated expeditionary deployment to a combat zone.

401 National Security Affairs and Preparation for Active Duty (3). Examines issues relevant to new Air Force officers with an emphasis on national security issues and Department of Defense and US Air Force organizational structures and function.

402 The Military and Contemporary Society (3). Survey and analysis of the major issues affecting officers in the Air Force. Lectures and discussions center on gaining insight into the military officer, military law, ethics, law of armed conflict, and preparing for active duty as a second lieutenant. Class participation, comprehension, written and oral communication skills are stressed.

446 Defense Policy and National Security (POLI 446, PWAD 446) (3). See POLI 446 for description.

500 Leadership Laboratory (0). Required for all AFROTC cadets. This laboratory is conducted by the cadet corps and involves career opportunities in the USAF, life and work of the USAF junior officer, and military ceremonies.

Department of African Studies and Afro-American Studies

www.unc.edu/depts/afriafam

JULIUS E. NYANG'ORO, *Chair*

Professors

Kenneth Janken, Julius E. Nyang'oro, Georges Nzongola-Natalaja, Bereket H. Selassie.

Associate Professors

Perry Hall, Reginald Hildebrand, Joseph Jordan, Margaret Lee, Michael Lambert, Charlene Regester, Eunice Sahle, Karla Slocum.

Assistant Professors

Kia Caldwell, Mamarame Seck.

Adjunct Assistant Professors

Timothy McMillan, Alphonse Mutima.

Lecturer

Donato Fhunsu.

Introduction

The Department of African and Afro-American Studies is an interdisciplinary program leading to the bachelor of arts degree. It is administered through the College of Arts and Sciences. Prospective majors should see the department chair.

The current goal of African and Afro-American studies at UNC–Chapel Hill is to give specific and precise attention to the histories, cultures, and cultural linkages of the peoples of Africa and their descendants in the New World. Although students must concentrate in either African or Afro-American studies, all majors must gain competence in both areas and thereby come to understand the cultural and historical continuities and contrasts between Africa and the African New World.

The purpose of the African studies concentration is to develop an analytical approach to contemporary Africa. Courses stress the importance of traditional values and institutions to the definition of modern African society, and they stress the historic range of commercial and political relationships with Europe and the New World. The purpose of the concentration in Afro-American studies is to develop a broad knowledge of the history and culture of the peoples of African descent in the Americas and the significant social, political, economic, and humanistic issues they face.

Programs of Study

The degree offered is the bachelor of arts with a major in African and Afro-American studies and a concentration either in Afro-American studies or African studies. Minors in Afro-American studies and African studies are also offered.

Majoring in African and Afro-American Studies: Bachelor of Arts

B.A. Major in African and Afro-American Studies: Concentration in Afro-American Studies

Departmental Requirements

- AFAM 101, 102, and 398
- AFAM/AFRI 474
- AFRI 101
- Five AFAM courses, including courses cross-listed with other units. At least one course must be numbered 400 or above.

B.A. Major in African and Afro-American Studies: Concentration in African Studies

Departmental Requirements

- AFAM 101
- AFAM/AFRI 474
- One regional seminar: AFRI 520, 521, 522, or 524
- AFRI 101 and 600
- Five AFRI courses

Additional Requirements

- Three semesters of one African language (either to fulfill the Foreign Language requirement or in addition to it) are recommended for the concentration in African studies. The following African language courses currently are offered:
  - Arabic: ARAB 101, 102, 203, 204, 223, 305, 306
  - Chichewa: CHWA 401, 402, 403
  - Lingala: LGLA 401, 402, 403, 404

- Kiswahili: SWAH 112, 234, 401, 402, 403, 404, 405
- Wolof: WOLO 401, 402, 403, 404

All General Education requirements apply. A modern foreign language is required. Prospective majors are encouraged to take AFAM 101 or 102 to satisfy the historical analysis Approaches requirement and AFRI 101 to satisfy the (nonhistorical) social and behavioral sciences Approaches requirement and the beyond the North Atlantic world and global issues Connections requirements.

Minoring in African and Afro-American Studies

The undergraduate minor in Afro-American studies requires the completion of five courses (15 hours) including AFAM 101 and 102, and AFRI 101. The remaining six hours may be chosen from any of the Afro-American studies courses offered by the department, including courses cross-listed with other units.

Minoring in African Studies

The undergraduate minor in African studies consists of 15 hours. Students are strongly encouraged to take AFRI 101 in their first two years.

- Required Course: AFRI 101
- Four additional courses, selected in consultation with the African studies advisor, at least two of which must be chosen from list A and at least one at the 400 level. As many as two courses may be chosen from List B.
  - List A: AFAM/AFRI 474; AFRI 190, 261, 262, 263, 264, 265, 266, 520, 521, 522, 523
  - List B: ANTH 226; GEOG 268; HIST 187, 479; POLI 241, 437

Honors in African and Afro-American Studies

Students with an overall grade point average of 3.2 or higher at the beginning of their senior year are encouraged to apply for candidacy for the B.A. with honors. Students interested in undertaking honors research and the writing of a thesis should consult with the undergraduate studies advisor as early as possible. Candidates approved will enroll in AFAM or AFRI 691H and 692H (Honors Research I and II). These courses will count as part of the major requirements in lieu of one course to be determined in consultation with the advisor and with the approval of the chair.

Special Opportunities in African and Afro-American Studies

Departmental Involvement

The department works very closely with two important research units on campus: the African Studies Center and the Institute for African American Research. These two units provide an opportunity for the advanced study of issues concerning Africa and its diaspora. Two student organizations of note are the Black Student Movement (BSM) and the Organization for African Students' Interests and Solidarity (OASIS). Finally, the Sonja Haynes Stone Center for Black Culture and History is a resource for students in terms of programming and a library on Africana studies.

Experiential Education

Students are encouraged to gain experiential education through a supervised internship at home or abroad. Students identify appropriate readings in consultation with a supervising professor and write a paper that integrates published studies and their experience.

Study Abroad

There are several opportunities for study abroad. Significantly, in collaboration with the Undergraduate Honors Program Office, every fall semester the department runs an honors study abroad program in Cape Town, South Africa. Through study abroad, students can spend a semester or year at the University of Dar es Salaam, Tanzania, in Senegal, or in Cairo, Egypt.

Undergraduate Research

Faculty in the department support undergraduate research by supervising honors projects and encouraging independent research through summer internships and visits to Africa and other areas of the African diaspora. Opportunities for research are individually tailored.

Graduate School and Career Opportunities

The skills and perspectives of African and Afro-American studies provide an excellent background for students considering careers in international development, education, business, government or diplomacy. Students concentrating in African and Afro-American studies go on to a wide variety of managerial, teaching and research positions. Other careers for which an African and Afro-American studies concentration is excellent preparation include law, the foreign service or other positions in government, communication, social work, community development, and public administration.

Contact Information

Dr. Julius Nyang'oro, Chair, CB# 3395, 109 Battle Hall, (919) 962-1513.

AFAM

050 First-Year Seminar: Defining Blackness (3). Blackness and whiteness as racial categories have existed in the United States from the earliest colonial times, but their meanings have shifted and continue to shift. Over the semester we will attempt to define and redefine blackness in the United States.

051 First-Year Seminar: Masquerades of Blackness (3). This course is designed to investigate how race has been represented in cinema historically with a emphasis on representations of race when blackness is masqueraded.

053 First-Year Seminar: African Americans' Global Travel (3). This course examines the ways and reasons African Americans traveled across the United States and the world in the last 80 years. Research project and oral presentation required.

101 Black Experience to 1865 (3). An interdisciplinary course designed to provide a broad survey of the black experience in the Americas with special emphasis on the 16th, 17th, and 18th centuries.

102 Black Experience since 1865 (3). Special emphasis on postemancipation developments.

190 Topics in Afro-American Studies (3). Intensive analysis of a selected topic related to the black experience. Topic will vary with the instructor.

252 Blacks in the West (3). An interdisciplinary course designed to provide a broad survey of the black experience in the Americas with special emphasis on postemancipation developments.

254 Blacks in Latin America (3). The majority of people of African descent in this hemisphere live in Latin America. This course will explore various aspects of the black experience in Latin America.

258 The Civil Rights Movement (3). An examination of the struggle by black Americans for social justice since World War II and of the systemic responses.

259 Black Influences on Popular Culture (3). This course examines the influence of African American expressive culture, particularly popular music, on American mainstream culture.

262 Foundations of Black Education (3). The first semester deals primarily with sources of education for slaves and free blacks before the Civil War while the second semester addresses policy considerations underlying public education for blacks since the Civil War.

263 Foundations of Black Education (3). Special emphasis on the post–Civil War period.

266 Black Women in America (WMST 266) (3). An examination of the individual and collective experiences of black women in America from slavery to the present and the evolution of feminist consciousness.

267 Afro-American Leadership Styles (3). From a vast array of leadership styles students are expected to research a major figure and analyze his or her leadership behavior. Studies will examine critically the ideological and programmatic responses of black leaders to the socio-politico-economic problems of black people.

269 Black Nationalism in the United States (3). This course traces the evolution of black nationalism, both as an idea and a movement, from the era of the American Revolution to its current Afrocentric expressions.

274 African American Political Philosophy (PHIL 274) (3). See PHIL 274 for description.

276 The African American in Motion Pictures: 1900 to the Present (3). This course will analyze the role of the African American in motion pictures, explore the development of stereotypical portrayals, and investigate the efforts of African American actors and actresses to overcome these portrayals.

278 Black Caribbeans in the United States (3). This course will look at the experiences of black Caribbean immigrants in the United States and the activities in which they participate, as well as their shifting senses of their identities.

280 Blacks in North Carolina (3). This course is an overview of the black experience in North Carolina with special emphasis on Chapel Hill and Wilmington.

285 African American Women in the Media: Identity, Politics, and Resistance (WMST 285) (3). See WMST 285 for description.

287 African American Art Survey (ART 287) (3). See ART 287 for description.

293 The African Diaspora in the Americas (3). An interdisciplinary survey of African descendant communities and the development and expression of African/black identities in the context of competing definitions of diaspora.

294 African Americans and Native Americans: Explorations in Narrative, Identity, and Place (3). Interdisciplinary exploration of the interactions that characterized African American and Native American lives in what is now the United States.

297 Pan-Africanism in the Americas (3). Explores the philosophical and intellectual origins of Pan-Africanism in the Africa diaspora.

304 Blacks in Britain and British North America to 1833 (3). This course looks at blacks in the British world to 1833, with particular attention on the 13 colonies and the lands that would eventually form the Dominion of Canada.

340 Diaspora Art and Cultural Politics (3). Examines the sociopolitical dimensions of African diaspora art and culture with a focus on African Americans in the 20th century.

342 African American Religious Experience (ANTH 342, FOLK 342, RELI 342) (3). See RELI 342 for description.

356 The History of Hip Hop Culture (3). Examines the emergence and impact of Hip Hop music and culture and its broad influence in mainstream culture, as a global phenomenon and as a vehicle embodying formative ideas of its constituent communities.

371 Emancipation in the New World (HIST 371) (3). See HIST 371 for description.

387 20th-Century African American Art (ART 387) (3). See ART 387 for description.

392 Afro-America: Contemporary Issues (3). This course will allow students to research, analyze, and engage some pressing political, economic, and social issues confronting black people in North America and elsewhere in the diaspora.

395 Field Research in the Black Experience (3). Permission of the instructor. Individual research and practicum.

396 Independent Studies (1–6). Permission of the instructor. Independent study projects defined by student and faculty advisor for advanced undergraduate and graduate students.

398 Seminar in Afro-American Studies (3). An examination of the historical, philosophical, theoretical, and methodological issues underlying the field of Afro-American studies. For senior AFAM majors. Major research paper required.

400 Racism: Implications for Human Services (SOWO 400) (3). See SOWO 400 for description.

408 Black Thought and Black Intellectuals in the 19th and 20th Centuries (3). An examination of the principal intellectual trends in black life during the 19th and 20th centuries as well as the life and work of the intelligentsia.

412 The Black Press and United States History (JOMC 342) (3). See JOMC 342 for description.

422 Human Rights and Democracy in African Diaspora Communities (3). This course examines how questions of democracy and human rights have been conceptualized in African Diaspora communities in the Americas and Europe.

428 Bioethics in Afro-American Studies (3). Will examine the process involved in resolving moral dilemmas pertaining to people of the African diaspora.

430 Comparative Studies in Culture, Gender, and Global Forces (AFRI 430, WMST 430) (4). See AFRI 430 for description.

440 Race, Justice, and American Law (3). An analysis of the role of race in the United States through the examination of major court decisions and laws affecting African Americans and a critique of the criminal justice system.

474 Key Issues in African and Afro-American Linkages (AFRI 474) (3). For advanced undergraduates and graduate students. This course is intended to explore theoretical and methodological issues concerning the historical linkages between African and African American peoples.

487 The African Impulse in African American Art (ART 487) (3). See ART 487 for description.

491 Individual Internships for AFAM Majors/Minors (1). Students work internships and develop an academic project relating to their internship experience. Course can help students answer the question, What can I do with an AFAM or AFRI major?

522 DuBois, Howard Thurman, and Malcolm X (3). Examines the ideas of the scholar W. E. B. DuBois, theologian Howard Thurman, and political theorist Malcolm X. Major issues will be conceptualized from the distinct perspectives represented by those leaders.

530 Race, Culture, and Politics in Brazil (3). Examines race, culture, and politics in Brazil from historical and contemporary perspectives. Focuses on dynamics of race, gender, class, and nation in shaping Brazilian social relations.

550 The Black Church in America (3). A survey of the historical development of the black church in America, beginning during the antebellum period and continuing to the present day.

554 Imagining Otherness in Visual Culture in the Americas (ART 554) (3). See ART 554 for description.

560 The Harlem Renaissance (3). This course provides an overview of some of the outstanding themes of the Harlem Renaissance through readings, prints and photographs, lectures, and class discussion.

569 African American Women's History (HIST 569, WMST 569) (3). See HIST 569 for description.

580 African American Islam (RELI 580) (3). See RELI 580 for description.

610 Vernacular Traditions in African American Music (FOLK 610) (4). See FOLK 610 for description.

691H Honors Research I (3). Readings in Afro-American studies and beginning of directed research on an honors thesis. Required of all candidates for graduation with honors in Afro-American studies.

692H Honors Research II (3). Completion of an honors thesis under the direction of a member of the faculty. Required of all candidates for graduation with honors in Afro-American studies.

697 Black Arts and Black Aesthetics (3). The concept of the black aesthetic as it is manifested in black American performing, visual, literary, and musical arts.

AFRI

050 First-Year Seminar: Kings, Presidents, and Generals: Africa's Bumpy Road to Democracy (3). An introduction to Africa's modern history and politics with a special focus on types of leadership involved in governmental institutions.

101 Introduction to Africa (3). Introduction to principal features of African civilization through examination of geopolitical context; historical themes; and selected social, political, economic, religious, and aesthetic characteristics of both traditional and modern Africa.

190 Topics in African Studies (3). A seminar for junior majors in the curriculum and others with some background in the study of Africa. Discussion and research papers on one topic selected for emphasis each semester; e.g., urbanization, literature, etc.

261 African Women: Changing Ideals and Realities (WMST 261) (3). Introduction to recent literature, theoretical questions, and methodological issues concerning study of women in Africa. Topics include women in traditional society, impact of colonial experience and modernization on African women.

262 The Literature of Africa (3). An introduction to African literature. In addition to substantive themes, we will identify major stylistic characteristics of modern African literature with particular attention to the ways in which African language, literature, and traditional values have affected modern writing.

263 African Belief Systems: Religion and Philosophy in Sub-Saharan Africa (3). The relationship between religion and society in sub-Saharan Africa is explored through ethnographic and historical readings. The Nilotic, Bantu, and West African religious traditions are examined in detail.

264 African Art and Culture (3). Introduction to the plastic arts of sub-Saharan Africa through study of their relationship to the human values, institutions, and modes of aesthetic expression of select traditional and modern African societies.

265 Africa in the Global System (3). A seminar that critically examines the historical and theoretical basis of the state's centrality in economic development in African countries. Relevant case studies drawn from sub-Saharan Africa.

266 Contemporary Africa: Issues in Health, Population, and the Environment (3). A seminar that introduces students to non-Western perspectives and comparative study of ecological, social, and economic factors that influence the welfare of contemporary African communities. Examination of famine, population growth, and health issues within the context of African cultural and social systems.

296 Independent Studies (1–6). Permission of the instructor. Independent study project designed particularly in conjunction with overseas study.

353 African Masquerade and Ritual (ANTH 343, ART 353) (3). See ART 353 for description.

368 Political Protest and Conflict in Africa (3). This course surveys contemporary forms of political conflict and protest in Africa. The nature, causes, and consequences of these conflicts will be examined.

370 Policy Problems in African Studies (3). A seminar for senior majors and others with some background in the study of Africa. Lectures, readings, and research projects on one problem each semester concerning policy formation by African leaders or on United States–Africa policy issues.

375 Politics of Cultural Production in Africa (3). Recommended preparation, AFRI 101. Explores the role that the

cultural realm plays in legitimizing, reproducing, resisting, and uncovering dominant structures of power in Africa.

395 Field Research Methods in African Studies (3). Recommended preparation, AFRI 101. This course will prepare students to conduct field research in Africa by looking at how to write a proposal, how to get research permission, and how to collect qualitative data.

396 Independent Studies (1–6). Permission of the instructor. Independent study project defined by student and faculty advisor for advanced undergraduate and graduate students.

416 Human Rights and Social Justice Movements in Africa (3). Recommended preparation, AFRI 101. Examines key theoretical and philosophical debates on human rights and explores how they have informed major themes of human rights struggles in Africa.

421 Introduction to the Languages of Africa (3). This course is an introduction to the languages of Africa. No linguistics background is required. Topics include classification, characteristic linguistic features of Africans languages, and their role in their respective societies.

430 Comparative Studies in Culture, Gender, and Global Forces (AFAM 430, WMST 430) (4). Permission of the instructor. Examines participatory development theory and practice in Africa and the United States in the context of other intervention strategies and with special attention to culture and gender. Requires two to four hours a week of community service.

453 Africa in the American Imagination (ART 453) (3). See ART 453 for description.

456 Senegalese Society and Culture (3). This course provides an overview of Senegalese culture through movies, literary works, and scholarly books and articles. The course examines the geography, population, ethnic composition, thoughts and religious beliefs, arts and music, polygamy, status of women, and the impact of the tariqas or Sufi orders on people's daily lives.

474 Key Issues in African and Afro-American Linkages (AFAM 474) (3). See AFAM 474 for description.

480 Ethnography of Africa (3). By examining ethnographic texts, students will learn about topics in African studies such as systems of thought, aesthetics, the economy, politics, social organization, identity, and the politics of representation.

488 Contemporary African Art (ART 488) (3). See ART 488 for description.

520 Contemporary Southern Africa (PWAD 520) (3). Recommended preparation, AFRI 101. Study of the history, politics, and economic development of southern Africa in the 20th century.

521 East African Society and Environment (3). Recommended preparation, AFRI 101. Study of the history, politics, and economic development of Kenya, Uganda, and Tanzania in the 20th century.

522 West Africa: Society and Economy in the 20th Century (3). Recommended preparation, AFRI 101. Interdisciplinary course on 20th-century West Africa. Topics vary but are likely to include demography and health, gender, urbanization, labor, religion and politics, and education.

523 Central Africa: The Politics of Development (3). Recommended preparation, AFRI 101. Study of the postcolonial political economies of central African states, with emphasis on the state's role in development, the changing character of state–society relationships (including recent pressures for democratization), and the local impact of regional and global external linkages.

524 North East Africa (3). Recommended preparation, AFRI 101. This course covers the history of colonial governments between the end of World War II and the onslaught of decolonization (1919–1994) in north East Africa and the region's political systems thereafter.

535 Women and Gender in African History (HIST 535) (3). See HIST 535 for description.

540 21st-Century Scramble for Africa (3). Recommended preparation, AFRI 101. Examines the 21st-century global competition for African resources and compares it to the 19th-century "scramble for Africa." Major actors include the European Union, the United States, and China.

550 The Challenges of Democratic Governance in Africa (3). An in-depth examination of trends and theories on democratic governance since the end of the Cold War, together with the implications of these trends and theories for Africa.

691H Honors Research I (3). Readings in African studies and beginning of directed research on an honors thesis. Required of candidates for graduation with honors in African studies.

692H Honors Research II (3). Completion of an honors thesis under the direction of a member of the faculty. Required of candidates for graduation with honors in African studies.

CHWA

401 Elementary Chichewa I (3). The course introduces the essential elements of the Chichewa language. Emphasis is on speaking and writing grammatically acceptable Chichewa and on aspects of central African culture.

402 Elementary Chichewa II (3). Prerequisite, CHWA 401. Emphasis is on speaking and writing grammatically acceptable Chichewa to a proficiency level that will enable the student to live among the Chichewa-speaking people of central southern Africa.

403 Intermediate Chichewa III (3). Prerequisite, CHWA 402. Continued instruction in Chichewa following the materials introduced in CHWA 401 and 402.

LGLA

401 Elementary Lingala I (3). Introduces the essential elements of Lingala structure and vocabulary and aspects of African cultures. Aural comprehension, reading, speaking, and writing are stressed.

402 Elementary Lingala II (3). Prerequisite, LGLA 101. Continues the introduction of the essential elements of Lingala structure and vocabulary and aspects of African cultures. Aural comprehension, reading, speaking, and writing are stressed.

403 Intermediate Lingala III (3). This course increases language learning ability, communicative proficiency, and proficiency in the cultures of the Lingala-speaking people.

404 Intermediate Lingala IV (3). This course reinforces language learning ability, communicative proficiency in the culture of the Lingala-speaking people through gradual exposure to more challenging tasks, with emphasis on poetry and prose reading, and creative writing.

SWAH

112 Intensive Kiswahili 1–2 (6). The 112 course covers the material in the SWAH 401 and 402 sequence in a single semester.

234 Intensive Kiswahili 3–4 (6). Prerequisite, SWAH 112 or 402. The course covers the material in the SWAH 403 and 404 sequence in a single semester.

401 Elementary Kiswahili I (3). Introduces the essential elements of Kiswahili structure and vocabulary and aspects of African cultures. Aural comprehension, reading, speaking, and writing are stressed.

402 Elementary Kiswahili II (3). Prerequisite, SWAH 401. Continues the introduction of essential elements of Kiswahili structure and vocabulary and aspects of African cultures. Aural comprehension, reading, speaking, and writing are stressed.

403 Intermediate Kiswahili III (3). Third-semester Kiswahili, designed to increase reading and writing skills. Introduction of literature. Aural comprehension and speaking skills stressed.

404 Intermediate Kiswahili IV (3). Prerequisite, SWAH 403. Fourth-semester Kiswahili, designed to increase reading and writing skills. Introduction of more compound structures. Emphasis on literature, including drama, prose and poetry, and creative writing. Aural comprehension and speaking skills stressed.

405 Advanced Kiswahili V (3). Prerequisite, SWAH 404. This course is offered to students who have completed SWAH 404. It is taught in Swahili and aims at enabling students with grammatical and communicative competence.

406 Advanced Plus Kiswahili VI (3). Prerequisite, SWAH 405. Permission of the instructor for students lacking the prerequisite. This course reinforces and expands the grammatical, cultural, and communicative competence achieved in SWAH 405.

408 Swahili across the Curriculum Recitation (1). Prerequisite, SWAH 403. Permission of the instructor for students lacking the prerequisite. Swahili recitation offered in conjunction with selected content courses. Weekly discussion and readings in Swahili relating to attached content courses.

WOLO

401 Elementary Wolof I (3). This course enables students who have no previous experience in Wolof to develop speaking, listening and understanding, writing, and reading skills in Wolof. Students will also be exposed to Wolof culture.

402 Elementary Wolof II (3). This course is for students who have already acquired the basics of Wolof to reinforce their ability to learn speaking, listening and understanding, writing, and reading Wolof. Evidence of basic knowledge of Wolof is required.

403 Intermediate Wolof III (3). This course is intended for learners who have already acquired Wolof proficiency in WOLO 401 and 402. It increases communicative proficiency and language learning ability as well as proficiency in cultures of the Wolof people.

404 Intermediate Wolof IV (3). Prerequisite, WOLO 403. Permission of the instructor for students lacking the prerequisite. This course reinforces students' communicative and cultural skills via gradual exposure to increasingly challenging tasks. Reading poetry and prose, and introduction to creative writing will be stressed.

Department of American Studies

amerstud.unc.edu/
www.unc.edu/depts/folklore
www.americanindianstudies.unc.edu

JOY KASSON, *Chair*

Professors

Robert Allen, Robert Cantwell, William Ferris, Philip Gura, Bernard Herman, John Kasson, Joy Kasson, Theda Perdue.

Associate Professors

Marcie Cohen Ferris, Glenn Hinson, Timothy Marr, Jocelyn Neal, Patricia Sawin, Rachel Willis.

Assistant Professors

Tol Foster, Jay Garcia, Katherine Roberts.

Adjunct Professors

Yaakov Ariel (Religious Studies), Carole Blair (Communication Studies), W. Fitzhugh Brundage (History), Jon Finson (Music), Joseph Flora (English and Comparative Literature), Larry Griffin (Sociology), Lawrence Grossberg (Communication Studies), Minrose Gwin (English and Comparative Literature), Michael Lienesch (Political Science), Ruth Salvaggio (English and Comparative Literature).

Adjunct Associate Professors

Kathleen Du Val (History), Laurie Maffly-Kipp (Religious Studies), Eliza Richards (English and Comparative Literature), Heather Williams (History).

Adjunct Assistant Professors

Jennifer Ho (English and Comparative Literature), Anne Whisnant (History).

Affiliated Faculty

William Andrews (English and Comparative Literature), Jan Bardsley (Asian Studies), Richard Cante (Communication Studies), Erin Carlston (English and Comparative Literature), Tyler Curtain (English and Comparative Literature), María DeGuzmán (English and Comparative Literature), Connie Eble (English and Comparative Literature), Crystal Feimster (History), Rebecka Rutledge Fisher (English and Comparative Literature), Gregory Flaxman (English and Comparative Literature), John Florin (Geography), David Garcia (Music), Jacquelyn Hall (History), Laura Halperin (English and Comparative Literature), Reginald Hildebrand (African and Afro-American Studies), Fred Hobson (English and Comparative Literature), Michael Hunt (History), Jordynn Jack (English and Comparative Literature), Clara Sue Kidwell (American Indian Center), Scott Kirsch (Geography), Valerie Lambert (Anthropology), Rosa Perelmuter (Romance Languages), Della Pollock (Communication Studies), John Sweet (History), Jane Thrailkill (English and Comparative Literature), Linda Wagner-Martin (English and Comparative Literature), Harry Watson (History), Eric King Watts (Communication Studies), Gang Yue (Asian Studies).

Professors Emeriti

Peter Filene, Michael Green, Trudier Harris, Townsend Ludington, Daniel W. Patterson, Charles G. Zug III.

Introduction

The Department of American Studies was established in 1968 (as the Curriculum in American Studies) as one of the first interdisciplinary programs at UNC–Chapel Hill. Since then, American studies has developed a tradition of vigorous teaching and innovative curriculum that offers stimulating opportunities to study the United States and the diversity and influence of its peoples, institutions, texts, performances, and places. In 2008 the Curricula in American Studies and Folklore merged to create the Department of American Studies. The Department's commitment to interdisciplinary approaches empowers students to value the nation's complexity by engaging with a variety of historical, literary, artistic, political, social, ethnic and ethnographic perspectives. American studies majors graduate with a comprehension of the dynamics of American culture that prepares them to make a responsible and critical difference in the variety of professions they choose to pursue.

At the core of the undergraduate major in American studies are two required courses in interdisciplinary cultural analysis: AMST 101 The Emergence of Modern America (or AMST 334 Defining America I or 335 Defining America II) and AMST 201 Literary Approaches to American Studies or 202 Historical Approaches to American Studies. Majors also choose at least two advanced seminars in the department that focus readings and research on topics representative of both the talents of its faculty members and emergent directions in American studies scholarship. For the remainder of their requirements, majors select a series of relevant electives offered by over a dozen different University departments and curricula. These courses deepen their interdisciplinary awareness of American traditions, institutions, literature, and arts as well as expose them to a broader diversity of American experiences and perspectives. Students interested in more specialized study can choose concentrations in Southern studies, American Indian studies, or international American studies. The Southern studies concentration and minor focus critical attention on the history, society, culture and expression of the American South with its regional, state, and local distinctiveness. The American Indian studies concentration and minor emphasize the ethnohistory of American Indian peoples and cultures and their relations with settler societies. The international American studies concentration and minor explore American engagements with the broader world and credit the study of American subjects in study abroad programs.

The Folklore Program emphasizes the study of creativity and aesthetic expression in everyday life and the social and political implications of this expression as it unfolds in contested arenas of culture. The study of folklore focuses attention on those expressive realms that communities infuse with cultural meaning and through which they give voice to the issues and concerns they see as central to their being. These realms are often deeply grounded in tradition, yet as community self-definitions develop in light of shifting social, political, and economic realities, community-based artistry likewise evolves. Folklore thus moves beyond the study of the old and time-honored to explore emergent meanings and cultural forms.

The primary vehicle for the exploration of contemporary folklore is ethnographic fieldwork, the real-world study of people's lives in everyday settings, grounded in conversation and participatory engagement. In folklore courses students often move beyond the University to engage experts of the everyday in the communities that they call home. Given this focus, the folklore program emphasizes North Carolina and the American South and encourages students also to draw upon the University's archival holdings and related strengths in the study of Southern history, literature, and culture. The folklore program includes courses from other departments in order to assure broad coverage of the expressive realms of music, narrative, festival, architecture, belief, language, and art as articulated in communities defined by race, gender, class, ethnicity, region, faith, and occupation.

Programs of Study

The degree offered is the bachelor of arts with a major in American studies. Majors may select concentrations in Southern studies, American Indian studies, or international American studies. Minors are offered in American studies, American Indian studies, Southern studies, international American studies, and folklore. Students who wish to study folklore in a more intensive manner may craft an independently designed major through the interdisciplinary bachelor of arts program in the College of Arts and Sciences.

Majoring in American Studies: Bachelor of Arts

B.A. Major in American Studies: Regular Concentration

Departmental Requirements

The major in American studies consists of nine courses, with one from each of the following categories (courses listed more than once can be counted for only one category):

- Introduction (one of the following): AMST 101, 334, or 335
- Approaches: AMST 201 or 202
- Topics: At least two AMST courses numbered above 202
- Literature (one of the following): AMST 246, 256, 257, 286, 290, 338, 360, 440, 685; COMM 561; ENGL 343, 344, 345, 347, 348, 367, 368, 369, 373, 374, 375, 443, 444, 445, 446, 472, 643, 644; RELI 240
- Ideas and Traditions (one of the following): AFAM 258, 262, 263, 408, 522, 550; AMST 255, 269, 277, 291, 334, 335, 384, 387; COMM 372; ECON 330, 430, 433; EDUC 441; HIST 362, 364, 365, 368, 369, 373, 561, 563, 564, 565, 566, 573, 580, 581, 582, 584, 622, 624; JOMC 448; PHIL 228, 274, 428, 473; PLCY 220; POLI 200, 202, 206, 274, 280, 410, 411, 412; RELI 241, 338, 340, 341, 440, 441, 442, 443; SOCI 468; WMST 375, 560
- Expressive Arts and Popular Culture (one of the following): AFAM 259, 276, 340; AMST 266, 268, 336, 375, 482, 483, 484, 485, 487, 488, 490, 499; ART 286, 287, 387; COMM 573; DRAM 287, 488; ENGL 589; FOLK 560, 610; HIST 125, 579, 625; MUSC 143, 144, 145, 147, 281; RELI 236
- Regionalism, Transnationalism, and the Public Sphere (one of the following): AFAM 252, 278, 280, 285, 293, 297, 371, 474; AMST 210, 211, 259, 275, 277, 285, 378, 385, 387, 394 and 394L, 398, 410, 486, 488; ANTH 205; ART 487; ASIA 452; COMM 374, 573; ENGL 315, 578; FOLK 340; GEOG 228, 260, 261, 262, 454; HIST 232, 233, 278, 281, 366, 367, 374, 534, 568, 570, 577, 586, 587, 621; JOMC 242; PLAN 550, 585; PLCY 249, 361; POLI 231, 405, 418, 443, 456, 459; SOCI 115, 468
- Ethnicity and Diversity (one of the following): AFAM 190, 266, 267, 269, 285, 342, 392, 398, 428, 560; AMST 203, 231, 233, 234, 235, 246, 253, 258, 336, 360, 440, 486; ANTH 230, 450; ASIA 350, 455; ENGL 289, 360, 364; HIST 232, 376, 377, 569, 588, 589; JOMC 342; POLI 217, 218, 419; PSYC 467, 503; RELI 141, 142, 242, 243, 342, 423, 445, 540, 580; SLAV 469; WMST 368, 553

B.A. Major in American Studies: American Indian Studies Concentration

Departmental Requirements

The major in American studies with a concentration in American Indian studies consists of ten courses from the following categories (courses listed more than once can be counted for only one category):

- Introduction: AMST/HIST 110
- Approaches: AMST 203
- History (at least two of the following): AFAM 294; AMST/HIST 231, 233, 235; AMST/HIST/ANTH 234; HIST 232
- Culture (at least two of the following): AMST/ANTH/HIST 234; ANTH 450, 451; ANTH/FOLK 230; HIST/WMST 576
- Literature (at least two of the following): AMST 246, 336, 338, 440
- Two other courses drawn from the above list

B.A. Major in American Studies: International American Studies Concentration

Departmental Requirements

The major in American studies with a concentration in international American studies consists of nine courses from the following categories:

- Introduction (one of the following): AMST 101, 334, or 335
- Approaches: AMST 201 or 202
- Up to four approved American culture courses taken at an American studies international partner institution or other study abroad program. These courses should deal primarily with the United States, or with the interaction between American culture and one or more other cultures, or with the impact within the United States of other cultures. Courses must be approved by the American studies chair or director of undergraduate studies before the study abroad experience.

The remainder of courses should be taken at UNC–Chapel Hill, with at least one from each of the following categories:

- America in the World: AFAM 430; AMST 259, 277, 378; CMPL 379; HIST 212, 213, 281, 373, 570, 577; INTS 512; POLI 231, 443, 456, 459
- The World in America: AFAM 278, 293, 297, 340, 371, 474; AMST 258, 685; ART 487; ASIA 350, 452, 455; ENGL 265, 361, 364, 365, 578; GEOG 452; HIST 278; PLCY 249; POLI 450; RELI 423, 445, 580; SLAV 469

If fewer than four courses are taken abroad, the student should increase the number of courses taken at UNC–Chapel Hill from the list above, to reach a total of nine courses in the major.

B.A. Major in American Studies: Southern Studies Concentration

Departmental Requirements

The major in American studies with a concentration in Southern studies consists of nine courses, with one from each of the following categories (courses listed more than once can be counted for only one category):

- Introduction (one of the following): AMST 210 or 211
- Core content courses: (at least two of the following): AMST 210, 211; AMST/FOLK 488; ANTH 205; ANTH/ FOLK 340; COMM 374; ENGL 373, 673; ENGL/FOLK 587; FOLK 560; FOLK/HIST 571; GEOG 261; HIST 586, 587, 621; JOMC 458; PLCY 249; SOCI 115
- Thematic courses (at least five other courses; choose at least two from each of the following two lists):
  - History and Social Sciences: AFAM 258, 280, 294, 371, 550; AMST 259, 275, 394, 398, 486; AMST/FOLK 488; ANTH 205; GEOG 261, 262; HIST 232, 278, 366, 367, 376, 377, 378, 565, 568, 569, 586, 587, 588, 621, 670; JOMC 458; PLCY 249; POLI 405, 419H; SOCI 115
  - Art and Expressive Culture: AFAM/ANTH/FOLK/RELI 342; AFAM/ART 287, 387, 487; AFAM/FOLK 610; ANTH/ENGL/FOLK 202; ANTH/FOLK 340; COMM 374; ENGL 367, 368, 373, 374, 375, 673; ENGL/FOLK 587, 589; FOLK 560; MUSC 144, 145; RELI 141
- One advanced seminar: AMST 410 Seminar in Southern Studies, or Senior Honors Thesis work (AMST 691H and 692H)

Minoring in American Studies

The undergraduate minor in American studies consists of five courses in American studies, with courses chosen one from each of the following categories (courses listed more than once can be counted for only one category):

- Introduction (one of the following): AMST 101, 334, or 335
- Approaches: AMST 201 or 202
- Topics: Three AMST courses numbered above 202

Minoring in American Indian Studies

The minor in American Indian studies consists of five courses. AMST/HIST 110 Introduction to the Cultures and Histories of Native North America is required. Students should select four additional courses from those currently available:

- AFAM 294; AMST 203, 246, 336, 338, 440; AMST/HIST 231, 233, 234, 235; ANTH 450, 451; ANTH/FOLK 230; HIST 232; HIST/WMST 576

Minoring in Folklore

The undergraduate minor in folklore consists of five courses:

- FOLK 202 Introduction to Folklore
- Two of the following courses on genre: ANTH 147, 151; FOLK 334, 375, 470, 484, 487, 502, 550, 560, 571, 585, 610; MUSC 144, 145, 146, 147
- One of the following courses on community: ANTH 142, 155, 205, 226, 234; FOLK 130, 230, 340, 342, 488, 587, 589, 684; MUSC 240
- One of the following courses on theory: ANTH 120; FOLK 323, 428, 429, 435, 454, 455, 473, 525, 537, 562, 565, 670, 675, 688

From time to time, current or visiting faculty will offer additional folklore courses not listed here. The program will post these to the semester's course listing and will determine on a course-by-course basis which minor requirements each course will fill.

Minoring in International American Studies

The minor in international American studies consists of five courses.

- Introduction (one of the following): AMST 101, 201, 202, 334, 335
- Up to two approved American culture courses taken at an American studies international partner institution or other study abroad program. These courses should deal primarily with the United States, or with the interaction between American culture and one or more other cultures, or with the impact within the United States of other cultures. Courses must be approved by

the American studies chair or director of undergraduate studies before the study abroad experience.

The remainder of courses should be taken at UNC–Chapel Hill, with at least one from each of the following categories:

- America in the World: AFAM 430; AMST 259, 277, 378; CMPL 379; HIST 212, 213, 281, 373, 570, 577; INTS 512; POLI 231, 443, 456, 459
- The World in America: AFAM 278, 293, 297, 340, 371, 474; AMST 258, 685; ART 487; ASIA 350, 452, 455; ENGL 265, 361, 364, 365, 578; GEOG 452; HIST 278; PLCY 249; POLI 450; RELI 423, 445, 580; SLAV 469

Minoring in Southern Studies

Students may minor in Southern studies by completing five courses, including AMST 210 or 211, and four other courses from the core content and thematic offerings listed under the Southern studies concentration.

Honors in American Studies

The American studies interdisciplinary major offers a two-course honors program: AMST 691H in the fall semester and AMST 692H in the spring semester. The Folklore Program offers a two-course honors program: FOLK 691H in the fall semester and FOLK 692H in the spring semester for students pursuing an intensive study of folklore through the independently designed interdisciplinary studies major. During the two semesters devoted to honors work, students conduct individual research and prepare an honors thesis under the supervision of a faculty member. Students must maintain a 3.2 grade point average to be eligible. With the approval of the associate or the assistant dean for honors, students with a slightly lower average who have a reasonable expectation of meeting the requirement within one more semester may embark upon the honors thesis, understanding that if they do not attain the 3.2 standard they may continue the research project as independent study but are not eligible to graduate with honors or highest honors.

Special Opportunities in American Studies

Experiential Education

The American studies department offers a seminar on Service Learning in America (AMST 398) and offers credits for approved internship projects (AMST 397). Students have learned about American studies by serving the community in museums, schools, social agencies, and other cultural institutions.

Study Abroad

The Department of American Studies encourages students to consider a semester or more of study abroad and has developed close relations with several American studies programs in different countries. Studying American experience in international contexts is an integral part of understanding the place and influence of the United States in the world. Student learning is enhanced by the perspectives gained by examining how American subjects are taught in universities around the globe as well as by encountering the international students who enroll in American studies courses in Chapel Hill. Study abroad offers students of folklore the opportunity to understand the rich vernacular and traditional cultures of other parts of the world from both a local and a comparative perspective. Students can receive American studies major credit for selected study abroad programs and are encouraged to make study abroad part of their academic plans. Study abroad courses can count toward the international American studies major or minor or the folklore minor. Students interested in this experience should consult with the Study Abroad Office about foreign exchange programs sponsored by UNC–Chapel Hill or with the director of undergraduate studies.

Undergraduate Awards

The department awards the Julia Preston Brumley Travel Scholarship to help fund international travel and study abroad. The Peter C. Baxter Memorial Prize is awarded annually to the outstanding senior majoring in American studies.

Undergraduate Research

The Department offers credit for AMST 396 Independent Study and FOLK 495 Independent Field Research. Majors can develop a two-semester honors thesis project (AMST 691H and 692H) in consultation with an advisor. Students have received summer undergraduate research fellowships, earned research support and travel awards, and presented their work at the Annual Celebration of Undergraduate Research each spring.

Graduate School and Career Opportunities

American studies is an excellent liberal arts major for students interested in graduate and professional school study. The major prepares students for graduate work in fields such as American history and literature. After receiving their baccalaureate degree, American studies majors have been consistently accepted in law and business schools, which are interested in students with a broad, interdisciplinary undergraduate background. American studies provides a solid basis for a variety of career choices, including public service, business, teaching, museum curation, and journalism. The folklore minor is a productive component of study for those preparing for graduate school in anthropology, communications studies, journalism, music, and folklore itself—including the master of arts in folklore at UNC–Chapel Hill—as well as for those planning careers in museum curation, public arts presentation, and music production.

Contact Information

Director of Undergraduate Studies, 227 Greenlaw Hall, CB# 3520, (919) 962-4062, fax (919) 962-3520.

AMST

050 First-Year Seminar: American Culture in the Era of Ragtime (3). Interdisciplinary seminar exploring American culture in the first two decades of the 20th century. Material includes film, music, photography, and musical theater as well as fiction and autobiography.

051 First-Year Seminar: Navigating America (3). Analyze American journeys and destinations, focusing on how resources, technology, transportation, and cultural influences have transformed the navigation and documentation of America. Multimedia documentation of personal journey required.

052 First-Year Seminar: The Folk Revival: The Singing Left in 20th-Century America (3). Enlisting fiction, film, and recorded music, this course will acquaint first-year students with the cultural and historical contexts of a range of American tradi-

tional musics and explore the social, political, and cultural meanings of these musics in a revivalist movement.

053 First-Year Seminar: The Family and Social Change in America (3). This course uses changes in the American family over the past century as a way of understanding larger processes of social change.

054 First-Year Seminar: The Indians' New Worlds: Southeastern Histories from 1200 to 1800 (ANTH 054) (3). This course uses archaeological and historical scholarship to consider the histories of the Southern Indians from the Mississippian period to the end of the 18th century.

055 First-Year Seminar: Birth and Death in the United States (3). This course explores birth and death as essential human rites of passage that are invested with significance by changing and diverse American historical, cultural, ethnic, and ethical contexts.

056 First-Year Seminar: Exploring American Memory (3). This course examines the contested and changing role of memory in constructing historical meaning, creating political ideologies, and imagining cultural communities.

057 First-Year Seminar: Access to Higher Education (3). This course explores barriers to access to American colleges and universities. Success in application, admission, matriculation, and graduation requires ability and experience and is also a function of other advantages.

058 First-Year Seminar: Cultures of Dissent: Radical Social Thought in America since 1880 (3). This course examines the history of radical social thought in American history, focusing in particular on examples from "leftist" and "collectivist" traditions, and emphasizes the many forms radicalism has taken by exploring different radical thinkers' dissenting critiques of dominant political, economic, and social arrangements.

059 First-Year Seminar: Karma, Dharma, and Yoga: Indian Spiritual Thought in American (3). This course explores the impact of Hindu Spiritual figures and ideas in American cultural and intellectual history.

060 First-Year Seminar: American Indians in History, Law, and Literature (3). This research seminar provides a grounding in American Indian law, history, and literature. Students will conduct research for presentation on Wikipedia.

089 First-Year Seminar: Special Topics (3). Special Topics course. Content will vary each semester.

101 The Emergence of Modern America (3). Interdisciplinary examination of two centuries of American culture, focusing on moments of change and transformation.

110 Introduction to the Cultures and Histories of Native North America (HIST 110) (3). See HIST 110 for description.

201 Literary Approaches to American Studies (3). A study of interdisciplinary methods and the concept of American studies with an emphasis on the historical context for literary texts.

202 Historical Approaches to American Studies (3). A study of interdisciplinary methods and the concept of American studies with an emphasis on historical and cultural analysis.

203 Approaches to American Indian Studies (3). Introduces students to the disciplines comprising American Indian studies and teaches them how to integrate disciplines for a more complete understanding of the experiences of American Indian peoples.

210 Approaches to Southern Studies: A Historical Analysis of the American South (3). An examination of both the mythical and real American South and its diverse peoples through the study of the region's archaeological, geographical, and environmental history integrated with the study of the region's sociology and its economic, political, intellectual, and religious history.

211 Approaches to Southern Studies: The Literary and Cultural Worlds of the American South (3). An examination of Southern cultural identity, literary imagination, and sense of place with an emphasis on the fiction, folklore, foodways, art, architecture, music, and material culture of the American South.

231 Native American History: The East (HIST 231) (3). Covers the histories of American Indians east of the Mississippi River and before 1840. The approach is ethnohistorical.

233 Native American History: The West (HIST 233) (3). See HIST 233 for description.

234 Native American Tribal Studies (ANTH 234, HIST 234) (3). See HIST 234 for description.

235 Native America in the 20th Century (HIST 235) (3). This course deals with the political, economic, social, and cultural issues important to 20th-century Native Americans as they attempt to preserve tribalism in the modern world.

246 Introduction to American Indian Literatures (3). Students will develop a working knowledge of American Indian cultural concepts and historical perspectives utilizing poetry, history, personal account, short stories, films, and novels.

253 A Social History of Jewish Women in America (JWST 253, WMST 253) (3). Course examines the history and culture of Jewish women in America from their arrival in New Amsterdam in 1654 to the present and explores how gender shaped this journey.

255 Mid-20th-Century American Thought and Culture (3). This course examines topics in the intellectual and cultural history of the United States in the mid-20th century, including issues of race thinking, mass culture, and gender ideologies.

256 Anti-'50s: Voices of a Counter Decade (3). We remember the 1950s as a period of relative tranquility, happiness, optimism, and contentment. This course will consider a handful of counter-texts: voices from literature, politics, and mass culture of the 1950s that for one or another reason found life in the postwar world repressive, empty, frightening, or insane and predicted the social and cultural revolutions that marked the decade that followed.

257 Melville: Culture and Criticism (3). Investigates the significance of Herman Melville as a representative 19th-century American author. Includes issues of biography, historical context, changing reception, cultural iconography, and the politics of the literary marketplace.

258 Captivity and American Cultural Definition (3). Examines how representations of captivity and bondage in American expression worked to construct and transform communal categories of religion, race, class, gender, and nation.

259 Tobacco and America (3). Explores the significance of tobacco from Native American ceremony to the Southern economy

by focusing on changing attitudes toward land use, leisure, social style, public health, litigation, and global capitalism.

266 The Folk Revival: The Singing Left in Mid-20th-Century America (3). Emphasizing cultural stratification, political dissent, and commercialization in American youth and popular movements, this course will map the evolving political and cultural landscape of mid-20th-century America through the lens of the Folk Revival, from its origins in various regionalist, nativist, and socialist traditions of the 1920s to its alliance with the civil rights and antiwar movements of the 1960s.

268 American Cinema and American Culture. (3). Examines the relationship between cinema and culture in America with a focus on the ways cinema has been experienced in American communities since 1896.

269 Mating and Marriage in American Culture (3). Interdisciplinary examination of the married condition from colonial times to the present. Themes include courtship and romance, marital power and the egalitarian ideal, challenges to monogamy.

275 Documenting Communities (3). Covers the definition and documentation of communities within North Carolina through research, study, and field work of communities. Each student produces a documentary on a specific community.

277 Globalization and National Identity (3). Considers the meanings and implications of globalization especially in relation to identity, nationhood, and America's place in the world.

285 Access to Work in America (ECON 285) (3). Focus on systemic and individual factors affecting access to work including gender, race, age, disability, transportation, international competition, technological progress, change in labor markets, educational institutions, and public policy.

286 Nature Writing (ENGL 286) (3). See ENGL 286 for description.

290 Topics in American Studies (3). Special topics in American studies.

291 Ethics and American Studies (3). An interdisciplinary seminar in American studies addressing ethical issues in the United States.

292 Historical Seminar in American Studies (3). Topics in American history from the perspective of American studies.

293 American Studies Junior Seminar Aesthetic Perspective (3). Topics in arts and literature from the perspective of American studies.

334 Defining America I (3). An interdisciplinary seminar that considers the changing understandings of what it meant to be American up through the United States Civil War.

335 Defining America II (3). An interdisciplinary seminar that investigates the changing meanings of being American since the United States Civil War.

336 Native Americans in Film (3). This course is about Hollywood's portrayal of Indians in film, how Indian films have depicted Native American history, and why the filmic representation of Indians has changed over time.

338 American Indian Novels: Facing East from Indian Country (3). Investigates the centrality of the Native American novel as the premiere site in which non-native (and most native) audiences explore the topic of American Indian culture.

350 Main Street Carolina: A Cultural History of North Carolina Downtowns (3). An introduction to the interdisciplinary scholarly approaches to the physical, social, economic, and cultural developments of downtowns. Students will conduct and share original research.

360 The Jewish Writer in American Life (3). This course will investigate through literature, film, and song the encounter of Eastern European Jews and their descendants with Anglo-Protestant America over four generations.

375 Food in American Culture (FOLK 375) (3). This course will examine the history and meaning of food in American culture and will explore the ways in which food shapes national, regional, and personal identity.

378 Nation Building and National Identity in Australia and the United States (3). This course compares the cultural and social histories of two settler societies, the United States and Australia. Focus on selected topics, including landscape, indigenous peoples, national identity, exploration.

384 Myth and History in American Memory (3). Examines the role of memory in constructing historical meaning and in imagining the boundaries of cultural communities. Explores popular rituals, artifacts, monuments, and public performances.

385 Gender and Economics (ECON 385, WMST 385) (3). See ECON 385 for description.

386 American Families (3). Students research the history of their own families as we examine the history of the family as a social institution in America.

387 Race and Empire in 20th-Century American Intellectual History (3). This upper-level seminar explores influential 20th-century writings on race and empire and colonialism by intellectuals from America and around the world.

390 Seminar in American Studies (3). Seminar in American studies topics with a focus on historical inquiry from interdisciplinary angles.

393 Back to the Future: Chicago, 1893 (3). This course will explore Chicago at the end of the 19th century from the perspective of our own postindustrial, postmodern condition.

394 The University in American Life: The University of North Carolina (3). This team-taught course is for juniors and seniors and is multifaceted in its inquiry into the role of the university in American life. UNC–Chapel Hill is used as the case study.

394L Role of the University (1). Pre- or corequisite, AMST 394. Field laboratory explores UNC–Chapel Hill campus sites and Triangle-area universities. One four-hour laboratory a week.

396 Independent Study in American Studies (3). Permission of the department. Directed reading under the supervision of a faculty member.

397 Internship (1–3). Permission of the department and the instructor. Internship. Variable credit.

398 Service Learning in America (3). Explores history and theory of volunteerism and service learning in America. Includes a weekly academic seminar and placement in a service learning project.

410 Senior Seminar in Southern Studies (3). We will engage such topics as race, immigration, cultural tourism, and memory to consider conceptions of the South. Students will research a subject they find compelling and write a 20- to 25-page paper.

440 American Indian Poetry (3). This course explores the relation of American Indian poetry and music in English to the history and culture of indigenous communities and their relation to the United States.

466 You Are Where You Live: The American House in Critical Perspective (3). This course emphasizes the complexities of human shelter in the United States. We learn housing types, explore their social uses and meanings, and evaluate critical issues, such as affordability and gentrification.

482 Images of the American Landscape (3). This course will consider how real estate speculation, transportation, suburbanization, and consumerism have shaped a landscape whose many representations in art and narrative record our ongoing struggle over cultural meaning.

483 Seeing the U.S.A.: Visual Arts and American Culture (3). Examines the ways in which visual works—paintings, photographs, sculpture, architecture, film, advertising, and other images—communicate the values of American culture and raise questions about American experiences.

484 Visual Culture (3). This course investigates how we make and signify meaning through images, ranging from art to advertising to graffiti, and provides the critical tools to understand the visual worlds we inhabit.

485 Folk, Self-Taught, Vernacular, and Outsider Arts (3). Drawing on American and international examples, this course addresses a body of art that occupies the borderlands of contemporary art, examining questions of authenticity, dysfunction, aesthetics, and identity.

486 Shalom Y'all: The Jewish Experience in the American South (JWST 486) (3). This course explores ethnicity in the South and focuses on the history and culture of Jewish Southerners from their arrival in the Carolinas in the 17th century to the present day.

487 Early American Architecture and Material Life (3). This course explores, through lecture and discussion, the experiences of everyday life from 1600 through the early 19th century, drawing on the evidence of architecture, landscape, images, and objects.

488 No Place like Home: Material Culture of the American South (FOLK 488) (3). Seminar will explore the unique worlds of Southern material culture and how "artifacts" from barns to biscuits provide insight about the changing social and cultural history of the American South.

490 Writing Material Culture (3). A reading seminar that examines multiple critical perspectives that shape the reception and interpretation of objects, with a particular emphasis on things in American life.

499 Advanced Seminar in American Studies (3). Graduate or junior/senior standing. Examines American civilization by studying social and cultural history, criticism, art, architecture, music, film, popular pastimes, and amusements, among other possible topics.

685 Literature of the Americas (CMPL 685, ENGL 685) (3). See ENGL 685 for description.

691H Honors in American Studies (3). Directed independent research leading to the preparation of an honors thesis and an oral examination on the thesis. Required of candidates for graduation with honors in American studies who enroll in the class once permission to pursue honors is granted.

692H Honors in American Studies (3). Directed independent research leading to the preparation of an honors thesis and an oral examination on the thesis. Required of candidates for graduation with honors in American studies who enroll in the class once permission to pursue honors is granted.

CHER

101 The Cherokee-Speaking World: "Hadolegwa Tsawonihisdi'i" (3). Students develop basic knowledge of the Cherokee-speaking world. Using linguistic and content-based material, students will learn basic Cherokee.

102 Elementary Cherokee II (3). Prerequisite, CHER 101. Continued audio-lingual practice of basic imperatives, idioms on the imperative stem, verbs of motion and locationals, and basic complement types.

203 Intermediate Cherokee (3). Prerequisite, CHER 102. Review and continuation of oral and written grammar, selected readings, and conversation.

204 Intermediate Cherokee II (3). Prerequisite, CHER 203. Readings and discussions on Cherokee history and culture; emphasis on grammar and conversation.

305 Phonetics and General Linguistics (3). Prerequisite, CHER 204. Introduction to linguistics; the Cherokee sound system from a phonetic and allophonic view; grammatical categories, morphology, syntax.

FOLK

130 Anthropology of the Caribbean (ANTH 130) (3). See ANTH 130 for description.

202 Introduction to Folklore (ANTH 202, ENGL 202) (3). See ENGL 202 for description.

230 American Indian Societies (ANTH 230) (3). See ANTH 230 for description.

323 Magic, Ritual, and Belief (ANTH 323) (3). See ANTH 323 for description.

334 Art, Myth, and Nature: Cross-Cultural Perspectives (ANTH 334) (3). See ANTH 334 for description.

340 Southern Style, Southern Culture (ANTH 340) (4). See ANTH 340 for description.

342 African American Religious Experience (AFAM 342, ANTH 342, RELI 342) (3). See RELI 342 for description.

375 Food in American Culture (AMST 375) (3). See AMST 375 for description.

428 Religion and Anthropology (ANTH 428, RELI 428) (3). See ANTH 428 for description.

429 Culture and Power in Southeast Asia (ANTH 429, ASIA 429) (3). See ANTH 429 for description.

435 Consciousness and Symbols (ANTH 435, CMPL 435) (3). See ANTH 435 for description.

440 American Indian Poetry (3). This course explores the relation of American Indian poetry and music in English to the history and culture of indigenous communities and their relation to the United States.

454 Historical Geography of the United States (GEOG 454) (3). See GEOG 454 for description.

455 Method and Theory in Ethnohistoric Research (ANTH 455) (3). See ANTH 455 for description.

470 Medicine and Anthropology (ANTH 470) (3). See ANTH 470 for description.

473 Anthropology of the Body and the Subject (ANTH 473) (3). See ANTH 473 for description.

484 Discourse and Dialogue in Ethnographic Research (ANTH 484, LING 484) (3). See ANTH 484 for description.

487 Folk Narrative (ENGL 487) (3). See ENGL 487 for description.

488 No Place like Home: Material Culture of the American South (AMST 488) (3). See AMST 488 for description.

490 Topics in Folklore (3). Topics vary from semester to semester.

495 Field Research (3). Research at sites that vary.

496 Directed Readings in Folklore (3). Permission of the department. Topic varies depending on the instructor.

502 Myths and Epics of the Ancient Near East (RELI 502) (3). See RELI 502 for description.

525 Culture and Personality (ANTH 525) (3). See ANTH 525 for description.

537 Gender and Performance (ANTH 537, WMST 438) (3). See ANTH 537 for description.

550 Introduction to Material Culture (3). An introduction to material folk culture, exploring the meanings that people bring to traditional arts and the artful creations with which they surround themselves (e.g., architecture, clothing, altars, tools, food).

560 Southern Literature and the Oral Tradition (3). Course considers how Southern writers employ folklore genres such as folk tales, sermons, and music and how such genres provide structure for literary forms like the novel and the short story.

562 Oral History and Performance (COMM 562, HIST 562, WMST 562) (3). See COMM 562 for description.

565 Ritual, Theater, and Performance in Everyday Life (COMM 362) (3). See COMM 362 for description.

571 Southern Music (HIST 571) (3). See HIST 571 for description.

585 British and American Folk Song (ENGL 585) (3). See ENGL 585 for description.

587 Folklore in the South (ENGL 587) (3). See ENGL 587 for description.

589 African American Folklore (ENGL 589) (3). See ENGL 589 for description.

610 Vernacular Traditions in African American Music (AFAM 610) (4). Explores performance traditions in African American music, tracing development from African song through reels, blues, gospel, and contemporary vernacular expression. Focuses on continuity, creativity, and change within African American aesthetics.

670 Introduction to Oral History (HIST 670) (3). See HIST 670 for description.

675 Ethnographic Method (ANTH 675) (3). See ANTH 675 for description.

684 Women in Folklore and Literature (ENGL 684, WMST 684) (3). See ENGL 684 for description.

688 Observation and Interpretation of Religious Action (ANTH 688, RELI 688) (3). See ANTH 688 for description.

690 Studies in Folklore (3). Topic varies from semester to semester.

691H Honors Project in Folklore (3). Permission of the instructor. For honors candidates. Ethnographic and/or library research and analysis of the gathered materials, leading to a draft of an honors thesis.

692H Honors Thesis in Folklore (3). Prerequisite, FOLK 691H. Writing of an honors thesis based on independent research conducted in FOLK 691H. Open only to senior honors candidates who work under the direction of a faculty member.

Department of Anthropology

anthropology.unc.edu

PAUL LESLIE, *Chair*

Professors

Carole L. Crumley, Arturo Escobar, Terence M.S. Evens, Dorothy C. Holland, Dale L. Hutchinson, Fatimah L.C. Jackson, Norris B. Johnson, Paul W. Leslie, Patricia A. McAnany, Donald M. Nonini, James L. Peacock, Vincas P. Steponaitis.

Associate Professors

Brian Billman, Rudi Colloredo-Mansfeld, Robert E. Daniels, Glenn D. Hinson, Valerie L. Lambert, Christopher T. Nelson, Charles R. Price, Peter Redfield, Michele Rivkin-Fish, Patricia Sawin, C. Margaret Scarry, Karla Slocum, Mark Sorensen, Silvia Tomášková, Margaret J. Wiener.

Assistant Professors

Anna Agbe-Davies, Jean Dennison, Amanda Thompson, Colin T. West.

Postdoctoral Fellow

Jocelyn Chua.

Research Associate Professors

William H. Jansen II, Scott L.H. Madry.

Adjunct Professors

Jonathan Boyarin, Kia Caldwell, R.P. Stephen Davis, Sue E. Estroff, Richard G. Fox, Lawrence Grossberg, John Pickles, Debra G. Skinner.

Adjunct Associate Professors

Lorraine V. Aragon, Marisol de la Cadena, William S. Lachicotte Jr., Michael C. Lambert, Brett H. Riggs, Barry F. Saunders, John F. Scarry, Philip W. Setel.

Adjunct Assistant Professors

Jennie Burnet, Kia Caldwell, Lauren Leve, Flora Lu, Todd Ramon Ochoa, Shoshaunna P. Parks, Karaleah Reichart, Beverly A. Sizemore, Sandy Smith-Nonini, Laurie C. Steponaitis.

Introduction

Anthropology, as a distinctive social science, provides students with the theories and methods associated with the systematic study of cultural, historical, and biological dimensions of human diversity. A hallmark of anthropology is field work in which studies are carried out in everyday settings beyond the abstractions of the classroom, library, or laboratory. This perspective derives from the history of anthropology as the systematic study of other cultures and populations—that is, those that appear especially different from the anthropologists' own standpoints. Today, anthropologists also study their own societies, seeking to cultivate the perspective that all societies call for explanations within the wider scope of human experience. As such, anthropology offers the undergraduate student one of the best introductions possible to our past and to contemporary worlds characterized by increasing diversity; by global, international, and regional interconnectedness; by important cultural innovations; and most recently, by interdisciplinary and cross-disciplinary discovery.

At UNC–Chapel Hill, the Department of Anthropology does this through a major that seeks to integrate students' experiences by 1) providing the analytical skills and methods needed to understand the physical world and the human place within it, in the evolution and ecology of the human species; 2) cultivating the capacities needed to interpret the widely differing cultural and meaning systems of our world; and 3) offering methods and skills needed for analyzing and interpreting the unequal relations between human collectivities and groups encountered in everyday practices and language.

Anthropology majors thus develop the written and oral skills needed to live and work in a complex world marked by an accelerated rate of social and cultural change. Anthropology majors acquire the general preparatory attitudes and skills valued within a large number of occupations and professions, including but not limited to professional anthropology.

Given anthropology's unique foci, the department's courses are intended to open systematically perspectives on the nature of humankind. To achieve this objective, the department organizes its anthropology courses into the following three concentrations: 1) evolution and ecology, which examines the evolution of humans and related species, and human adaptations to the environment, in all their variability; 2) the anthropology of meaning, which seeks to interpret the meanings and symbols of cultures; and 3) social systems, which studies collectivities, social change, and relations between groups marked by inequalities of various kinds. In addition, the graduate program in anthropology includes courses from the archaeology and medical anthropology programs, which may be of interest to many undergraduates.

The basic division in undergraduate anthropology courses is between lower-division courses numbered below 300 and upper-division courses numbered between 300 and 699 in the College of Arts and Sciences. Sophomores should not hesitate to take courses numbered 300 to 699 because of fears of their difficulty but may wish to consult with the instructor before enrolling.

Programs of Study

The degree offered is the bachelor of arts with a major in anthropology. The department offers minors in general anthropology, archaeology, and medical anthropology.

Majoring in Anthropology: Bachelor of Arts

Departmental Requirements

- ANTH 297
- One course from the evolution and ecology concentration chosen from the following list: ANTH 050, 053, 054, 058, 060, 121, 143, 145, 148, 151, 220, 232, 238, 239, 252, 262, 312, 315, 317, 318, 319, 359, 411, 412, 413, 413L, 414, 414L, 415, 415L, 416, 417, 417L, 418, 437, 439, 450, 451, 453, 456, 458, 459, 460, 468, 539, 639
- One course from the history, meaning, and materiality concentration chosen from the following list: ANTH 055, 059, 062, 077, 120, 123, 130, 142, 146, 147, 155, 202, 205, 230, 254, 259, 278, 280, 323, 325, 330, 331, 334, 340, 375, 428, 428H, 429, 435, 436, 438, 440, 441, 442, 443, 444, 452, 458, 469, 470, 472, 473, 477, 484, 525, 537, 545, 559, 574, 585, 586, 625, 660, 660H, 688, 697
- One course from the social formations and processes concentration chosen from the following list: ANTH 051, 052, 054, 056, 057, 058, 061, 062, 103, 120, 121, 130, 144, 145, 147, 151, 191, 194, 226, 230, 231, 232, 248, 254, 259, 278, 280, 319, 320, 344, 359, 377, 380, 422, 429, 436, 440, 441, 442, 443, 444, 447, 449, 450, 455, 456, 462, 465, 466, 467, 468, 470, 472, 491, 502, 537, 545, 559, 567, 578, 585, 625, 626, 660, 660H, 682, 686, 688
- Five additional three-hour courses (15 hours) in anthropology

Additional Requirements

- Three separate courses must be used to fulfill the concentration requirements (i.e., a single course cannot count towards more than one concentration).
- No more than three courses used to fulfill the major can be numbered below 200
- No more than nine hours of field-oriented course work (ANTH 393, 395, 451, or 453) can be counted toward the major
- Of the nine courses required for the major, students must complete six with a minimum grade of C or better

ANTH 297 Directions in Anthropology serves as the major's core course; it offers an integrative perspective on the theories and history of anthropology and explores what it means to be an anthropologist. Majors should take ANTH 297 in their junior year. If they cannot do so, they should consult with the director of undergraduate studies.

The department recommends that majors enroll in some field-oriented course work such as 393 Internship in Anthropology, 395 Special Projects, 451 Field School in Archaeology, 453 Field School in South American Archaeology, or in study abroad course work.

Anthropology majors must meet all Foundations, Approaches, and Connections requirements; electives; and other requirements in the College of Arts and Sciences. To ensure this, anthropology majors consult their advisor in the College of Arts and Sciences in Steele Building at least once each semester; ideally, they also should consult with the director of undergraduate studies. Students planning a major in anthropology should inform the department's director of undergraduate studies.

Students interested in choosing anthropology as a major or minor should visit the department's Web site at anthropology.unc.edu and click on the link for the undergraduate program.

Please note that the concentration lists are subject to constant revision, with the director of undergraduate studies designating the appropriate concentrations for special topics courses (ANTH 089, 190, 199, 290, 299, 390, 399, 499, 599, and 699) and courses being offered for the first time.

Minoring in General Anthropology

The minor in general anthropology consists of five three-hour courses taken in the department and is a viable option for students who have heavily demanding major requirements. A maximum of two courses may be numbered below 200; at least one course must come from each of the three concentrations: evolution and ecology; history, memory, and materiality; and social formations and processes (see lists under departmental requirements for the major). Students must have a grade of C or better in at least four of the five courses, and at least three courses must be taken at UNC–Chapel Hill or in a program officially sponsored by the University. Students planning on a minor in anthropology should inform the department's director of undergraduate studies.

Minoring in Medical Anthropology

This option is especially appropriate for those planning for careers in medicine and health professions. The minor consists of five three-hour courses taken from the following list of courses: ANTH 147, 151, 315, 318, 319, 323, 325, 414, 438, 441, 442, 443, 444, 470, 473, 585, and 660. Students must have a grade of C or better in at least four of the five courses, and at least three courses must be taken at UNC–Chapel Hill or in a program officially sponsored by the University. Students planning on a minor in medical anthropology should inform the director of undergraduate studies in the department.

Majoring or Minoring in Archaeology

See "Curriculum in Archaeology" in this bulletin for descriptions and requirements for the interdisciplinary major and minor in archaeology.

Honors in Anthropology

The department encourages students with an overall grade point average of 3.2 or higher to apply for candidacy for the B.A. with honors. The aim of the honors program is to free the serious and well qualified student from some restrictions of the usual undergraduate course format by allowing the student to work closely with a small number of department faculty. The anthropology honors program requires an independent study and research project presented in the form of a thesis to the department.

Honors candidates must meet the same course requirements as other anthropology majors. In their senior year, honors candidates take ANTH 691H and 692H in two consecutive semesters. These courses provide candidates with the opportunity to pursue original research for the thesis. ANTH 691H and 692H are controlled enrollment courses, which means that students must first confer with the director of undergraduate studies, who will register them for these courses. Honors candidates are encouraged to identify and contact an honors thesis advisor by the end of their junior year and to apply for financial aid for their thesis projects.

Candidates who complete and successfully defend a thesis before a committee consisting of their advisor and two readers may graduate with honors or highest honors. The awarding of highest honors for theses written in the department is rare and reserved for those cases in which the examining committee determines that the project is exceptional even among honors degrees.

Students who are interested in becoming honors candidates should contact the department's director of undergraduate studies and consult the section on honors in the *Anthropology Major's Handbook*.

Special Opportunities in Anthropology

Internships, Field Work, and Independent Study

Students who wish to explore an anthropological concern outside the conventional classroom setting, or who desire advanced or specialized work beyond current course offerings, should consider ANTH 393, 395, 396, 451, and 453.

ANTH 393 provides anthropology students the opportunity to engage in internships or other field experiences within or beyond the University that have a significant anthropological learning component. Variable credit may be obtained for this course. ANTH 393 is a controlled enrollment course; it requires the permission in advance of the faculty member sponsoring the internship, of a responsible official of the agency in which the internship is carried, and of the director of undergraduate studies, who will register the student. It is essential that students make arrangements and secure permissions prior to the semester of the internship. The *Anthropology Major's Handbook* provides important information for students preparing for ANTH 393.

ANTH 396 provides anthropology students the opportunity to engage in independent study, and ANTH 395, the opportunity to engage in field research, in both cases under the mentoring of a specific faculty member. Variable credit may be obtained for these courses, although three units are usually expected. ANTH 396 and 395 require the permission of the faculty member under whom the student wishes to conduct research prior to the semester in which ANTH 396 or 395 is taken. Both are controlled enrollment courses for which the student can register only through the director of undergraduate studies in the department. In general, this course should be taken only by students with some prior course work in anthropology or a related social science.

ANTH 451 and 453 are six-unit field school courses in which the student gains hands-on experience in research and study in the field under the direction of a faculty member.

Anthropology majors are limited to having no more than nine credit hours of field-oriented course work (ANTH 393, 395, 451, or 453) count toward meeting the major requirement, although they are not restricted from enrolling in more than nine credit hours of these courses combined.

Study Abroad

Anthropology majors are encouraged to enroll in a study abroad program. These programs can offer direct experience of another culture and intensive language training, as well as excellent course work in anthropology. By consulting with their departmental advisors as well as with the University's Study Abroad Office, students can assess the relevance of available programs to their interests and arrange to transfer credit hours to count toward their undergraduate degree and, where appropriate, the anthropology major. Study abroad programs are often affordable even to students who require financial aid. Information about student loans and scholarships for the purpose of studying abroad can be obtained from the Study Abroad Office. Students may wish to consult the Summer School about its study abroad program.

Undergraduate Awards

The Honigmann Undergraduate Honors Thesis Award is given each year to the student who completed the best undergraduate honors project.

Graduate School and Career Opportunities

There are three basic career routes for B.A.-level anthropology majors:

- Anthropology majors have open to them all of the career options of any student with a bachelor of arts degree in the liberal arts and social sciences, with the added advantage that they surely are more prepared than most in the growing international arena of business, government, and nongovernmental organizations (NGOs). The resources and professional staff of University Career Services and the department's director of undergraduate studies can provide guidance.
- Anthropology majors can seek a career that puts their anthropology degree directly into practice.
- Lastly, anthropology majors can continue with graduate education in order to seek a career in education, either as a social studies teacher in a school or a professor in a university. See Careers in Academic Anthropology—Graduate School Route at anthropology.unc.edu/ugrad/grad_career.

Contact Information

Director of Undergraduate Studies, Department of Anthropology, Room 301, Alumni Building, and/or visit the Web site and click on the section for the undergraduate program at www.anthropology.unc.edu.

ANTH

050 First-Year Seminar: Skeletons in the Closet (3). In this first-year seminar, students explore the use of the human skeleton to modern behavioral and biological investigations, focusing on observations that are used as evidence to prove or disprove hypotheses.

051 First-Year Seminar: Environmentalism and American Society (3). This first-year seminar examines United States environmentalism and its relationship to power and privilege, consumer desire, and attachment to place. Students conduct original group research on the environmental movement.

052 First-Year Seminar: Asian Cultures, Asian Cities, Asian Modernities (3). Introduction to the processes of cultural productions and the making of social diversity in large Southeast Asian cities, as they have experienced modernity and globalization during the last 30 years.

053 First-Year Seminar: Darwin's Dangerous Idea (3). Exploration of how natural selection works, how it has been used and misused for understanding human nature, health and disease, aging, social behavior, how we choose mates, and more.

054 First-Year Seminar: The Indians' New Worlds: Southeastern Histories from 1200 to 1800 (AMST 054) (3). See AMST 054 for description.

055 First-Year Seminar: The Modern Corporation: From the English East India Company to Wal-Mart (3). This seminar examines the modern public corporation as a governance institution. Broad themes explored empirically through an extended comparison of the English East India Company (1600) and today's largest corporation, Wal-Mart.

056 First-Year Seminar: The Art of Healing, the Science of Curing. (3). This seminar focuses on cross-cultural healing beliefs and practices and on how social, economic, political, and ethical aspects of our lives relate to health and healing.

057 First-Year Seminar: Today in Africa (3). Examination of the daily news as reported online by African newspapers, the BBC, etc. Readings and class discussions of ethnographic and historical background. Student projects based on following major stories.

058 First-Year Seminar: Germs and Governments, Trees and Traffic Jams (3). The course will ground students in the fundamentals of complex systems thinking, then explore its utility in contemporary society.

059 First-Year Seminar: The Right to Childhood: Global Efforts and Challenges (3). Do children have special needs and rights? This seminar will answer this question.

060 First-Year Seminar: Crisis and Resilience: Past and Future of Human Societies (3). Adopting a long view of human societies, students examine responses to crises engendered by political, economic, and environmental factors. Perspectives on societal change—apocalyptic, transformational, and resilient—undergo scrutiny.

061 First-Year Seminar: Deep Economies (3). Using cultural case studies, the course examines how communities organize an economy to promote local well-being. Readings emphasize cross-cultural problems of status, trust, property, exchange and political authority.

062 First-Year Seminar: Indian Country Today (3). This course examines current topics in American Indian country through the use of films and interactive case studies.

077 First-Year Seminar: Windows of Mystery and Wonder: Exploring Self-Taught Art (3). Survey of international social, political, and cultural patterns in selected societies of Africa, Asia, America, and Europe, stressing comparative analysis of 20th-century conflicts and changes in different historical contexts.

089 First-Year Seminar: Special Topics (3). Special topics course; content will vary each semester.

092 UNITAS (3). Fall component of a two-semester course. A seminar that explores issues of social and cultural diversity through experiential learning. Students must be residents of UNITAS residence hall.

093 UNITAS (3). Prerequisite, ANTH 092. Permission of the instructor for students lacking the prerequisite. Spring component of a two-semester course. Students engage in service learning through APPLES and produce a final product that thoughtfully reflects on their experience. Students must be residents of UNITAS residence hall.

101 General Anthropology (3). An introduction to anthropology, the science of humans, the culture-bearing animal. Topics considered: human evolution and biological variations within and between modern populations, prehistoric and historic developments of culture, cultural dynamics viewed analytically and comparatively.

102 Introduction to Cultural Anthropology (3). An introduction to non-Western cultures studied by anthropologists. Includes an in-depth focus on the cultural and social systems of several groups.

103 Anthropology of Globalization (3). The study of different approaches to globalization and of inequalities in power between nation-states, ethnic groups, classes, and locales experienc-

ing globalization. Uses ethnographic materials to examine effects of transnational migrations and other processes of globalization.

120 Anthropology through Expressive Cultures (3). Introduction to cultural analysis and the anthropological point of view through analytic and interpretive readings of films, fiction, and ethnography. Emphasis on social conditions and native points of view.

121 Ancient Cities of the Americas (3). An introduction to archaeology through the study of towns and cities built by the ancient peoples of the Americas. The focus is on historical processes by which these centers arose.

123 Habitat and Humanity (3). Cross-cultural survey of building and landscape architecture, including prehistoric dwellings and sacred structures such as shrines and temples. Emphasis on architecture as symbolic form and cultural meaning.

130 Anthropology of the Caribbean (FOLK 130) (3). Theories and examples of how Caribbean people live, act, and see themselves within various cultural, social, economic, and political contexts across time. Attention to North American views of the Caribbean.

142 Local Cultures, Global Forces (3). Globalization as a cultural and economic phenomenon, emphasizing the historical development of the current world situation and the impact of increasing global interconnection on local cultural traditions.

143 Human Evolution and Adaptation (3). Evolutionary and ecological approach to understanding the human species' past and contemporary human variation. Emphasis on evolutionary processes, biological adaptation, and biocultural interactions with diverse environments.

144 Anthropology and Social Problems (3). Contemporary dilemmas examined from a cross-cultural and historically comparative view, including issues of inequality, environment, population, war, gender restrictions, human suffering, hunger, and affluence.

145 Introduction to World Prehistory (3). Introduction to world prehistory and archaeological methods. Examines the development of human society from the emergence of modern human beings 100,000 years ago through the formation of ancient civilizations.

146 The Nature of Moral Consciousness: A Course in General Anthropology (3). An introductory course in general anthropology focusing on the development of moral consciousness. Western and non-Western patterns of thought and culture are compared and contrasted. The course has a strongly philosophical orientation.

147 Comparative Healing Systems (3). In this course we compare a variety of healing beliefs and practices so that students may gain a better understanding of their own society, culture, and medical system.

148 Human Origins (3). Study of human evolution. Focus on the fossil record of humans and human-like ancestors. Topics include communication, aggression, dietary adaptations, locomotion, major anatomical changes, and behavioral shifts in an evolutionary framework.

151 Anthropological Perspectives on Food and Culture (3). Anthropological perspectives on foodways. This course examines the biological basis of human diets as well as the historical and cultural contexts of food production, preparation, presentation, and consumption.

155 Anthropology of South Asia (ASIA 155) (3). Introduction to South Asia and the effects of colonialism, nationalism, and globalization. Links agency and structural constraints in addressing gender, caste, class, religion, nationalism, and the postcolonial state.

190 Special Topics in Anthropology I (1–4). Examines selected topics from an anthropological perspective. Course description is available from the departmental office.

191 Peoples of Siberia (ENST 191, INTS 191) (3). Comparative study of the cultural and biological diversity of peoples of Siberia from prehistoric through contemporary times. Course topics include the biological diversity, culture, behavior, and history of Siberian populations.

194 Anthropology and Community Development (3). The course examines ethnographic, theoretical, practical, and policy approaches to community development and community organizations in America and the English-speaking Caribbean. Students can work with a local community organization.

195 Research in Anthropology I (1–3). Permission of the instructor. Data collection, analysis, and interpretation for independent research project.

196 Independent Reading or Study in Anthropology I (1–3). Permission of the instructor. Reading and study under a faculty member whose interests coincide with those of the individual student.

198H First Year Honors in Anthropology II (3). Open to honors candidates. Permission of the instructor is required. Reading or study under a faculty member whose interests coincide with those of the individual student.

199 Experimental Course in Anthropology I (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

202 Introduction to Folklore (ENGL 202, FOLK 202) (3). See ENGL 202 for description.

205 Anthropology of the South (3). Anthropological materials and insights bearing on modernization and other current trends in Southern culture; research problems in the South.

210 Global Issues in the 20th Century (GEOG 210, HIST 210, INTS 210, POLI 210) (3). See INTS 210 for description.

220 Principles of Archaeology (3). Introduction to method and theory in archaeology. An examination of how archaeologists make inferences about past societies, including reconstruction of culture histories; lifeways; ideologies; and social, political, and economic relationships.

226 The Peoples of Africa (3). Introductory ethnographic survey emphasizing 1) diversity of kinship systems, economies, polities, religious beliefs, etc.; 2) transformations during the colonial era; and 3) political and economic challenges of independent nations. Lectures, films, recitation.

230 Native American Cultures (FOLK 230) (3). Broad survey of contemporary American Indian societies and cultures in the United States. Explores socio-cultural and historical diversity of

tribes through film, autobiography, literature, current issues, guest speakers, archaeology, and history.

231 Archaeology of South America (3). An examination of the prehistory of Andean South America (Ecuador, Peru, and Bolivia) from first colonization 12,000 years ago to the fall of the Inca Empire in 1532 CE.

232 Ancestral Maya Civilizations (3). Maya civilization is prominent among American societies that flourish prior to European incursions. Archaeological, epigraphic, and historical materials provide the foundation for understanding this past and its romance allure.

234 Native American Tribal Studies (AMST 234, HIST 234) (3). See HIST 234 for description.

238 Human Ecology of Africa (3). Course examines human adaptations to environments across Africa. Focuses on livelihood systems such as farming, herding, and hunting/gathering.

239 Human Ecology of the Amazon (3). Course examines human adaptation to the Amazon region, behavioral patterns of resource use, and forces of culture change, with implications for biodiversity conservation, indigenous self-determination, and cultural resilience.

248 Anthropology and Public Interest (3). Explores how anthropologists can impact or participate in policy debates regarding contemporary social problems. Involves professional and internship options in public service fields. APPLES service-learning course.

252 Prehistoric Foodways (3). Archaeological investigations of prehistoric and historic foodways. Surveys the questions asked, the data and methods used to answer those questions, and the contributions of subsistence studies to archaeological knowledge.

254 Environmental Consciousness and Action (3). Drawing on anthropological and other research, the course explores social and subjective aspects of United States environmentalism, asking whether environmentally friendly practice is possible under present-day political and social conditions.

259 Culture and Identity (3). Introduces anthropological approaches to identity. Explores the relationship of identity, cultural contexts, and social life. Emphasizes contemporary global cultural interchange and visual media as tools of self-expression.

262 Population Anthropology (3). Interactions among culture, biology, environment, and human population dynamics, past and present. Includes environmental influences on reproduction and mortality; social, biological, and environmental consequences of population size, growth, and composition.

278 Women in Science (WMST 278) (3). See WMST 278 for description.

280 Anthropology of War and Peace (PWAD 280) (3). Cross-cultural perspectives on war in its relation to society, including Western and non-Western examples. Surveys political, economic, and cultural approaches to warfare and peacemaking.

290 Special Topic in Anthropology II (3). Examines selected topics from an anthropological perspective. Course description is available from the departmental office.

295 Research in Anthropology II (1–3). Permission of the instructor. Data collection, analysis, and interpretation for independent research project.

296 Independent Reading or Study in Anthropology II (1–3). Permission of the instructor. Reading or study under a faculty member whose interests coincide with those of the individual student.

297 Directions in Anthropology (3). Open only to and required of anthropology majors in their junior or senior year. Historical and contemporary issues and directions in the discipline as reflected in various concepts, theories, and research strategies.

299 Experimental Course in Anthropology II (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

302 Language and Power (LING 302, WMST 302) (3). See LING 302 for description.

303 Native Languages of the Americas (LING 303) (3). See LING 303 for description.

312 From the Equator to the Poles: Case Studies in Global Environmental Change (3). Case studies in environmental change, highlighting human and environmental dynamics in terrestrial and marine ecosystems on multiple spatial and temporal scales. Includes active learning modules, group presentations, writing assignments.

315 Human Genetics and Evolution (3). Interaction of heredity, environment, and culture in shaping human biological diversity and behavior, and what such patterns of diversity reveal about our evolutionary past.

317 Evolutionary Perspectives on Human Adaptation and Behavior (3). Critical, partially historical discussion of evolutionary theories, including Darwinism, neo-Darwinism, ethnology, and sociobiology, and their social-science analogs. Focus on the relevance and limitations of these theories for anthropology.

318 Human Growth and Development (3). Comparative study of human growth and development from conception through adulthood. Special emphasis on evolutionary, biocultural, ecological, and social factors that influence growth.

319 Global Health (INTS 319) (3). This class explores some of the historical, biological, economic, medical, and social issues surrounding globalization and health consequences.

320 Anthropology of Development (INTS 320) (3). Critical exploration of current debates in the anthropology of Third World development, the production of global inequality, and the construction of parts of the world as underdeveloped through discourses and practices of development.

323 Magic, Ritual, and Belief (FOLK 323) (3). Permission of the instructor. Starting with the late 19th-century evolutionists, this course discusses, intensively, major anthropological theories of magico-religious thought and practice, then offers an approach of its own.

325 Emotions and Society (3). Survey of the interplay between emotional experience and social life. Emotions as learned, culturally variable, and socially performed perceptions, understandings, and actions.

330 Melancholy Japan: Myth, Memory, and Everyday Life (3). Ethnographic study of the profound social and cultural transformations that accompanied the capitalist modernization of Japan. Considers the emergence of native ethnology and state interventions into everyday life.

331 The Anthropology of Memory (3). This course is a historical and ethnographic study of the problems of history, memory, and forgetting in contemporary society.

334 Art, Myth, and Nature: Cross-Cultural Perspectives (FOLK 334) (3). Cross-cultural study of form, image, and meaning in painting, drawing, and sculpture. Emphasis on the interrelationship of religion and art in selected prehistoric and contemporary sociocultural traditions.

340 Southern Style, Southern Culture (FOLK 340) (4). A journey into the worlds of Southern meaning, exploring aesthetics, faith, race, class, gender, and the politics of culture. In this class, students explore culture through semester-long, group-based fieldwork projects.

342 African American Religious Experience (AFAM 342, FOLK 342, RELI 342) (3). See RELI 342 for description.

343 African Masquerade and Ritual (AFRI 353, ART 353) (3). See ART 353 for description.

344 Globalization, Social Movements, Environment (3). Introduction to the study of globalization, its impact on the environment, and the ensuing response by global and local social movements. Surveys proposals for alternatives to dominant forms of globalization.

359 European Prehistory (3). A survey of cultures on the European continent from the emergence of first humans to the rise of civilization and the Roman conquest.

360 Latin American Economy and Society (3). Examines economic and cultural diversity of Latin America. Using case studies, class focuses on community social organization, work habits, family life and cosmologies, and the problem of inclusion in national cultures.

375 Memory, Massacres, and Monuments in Southeast Asia (ASIA 375) (3). The past in Southeast Asia's present, focusing on global, national, and local processes; individual and collective memory; and the legacies of violent death.

377 European Societies (3). This course explores many cultural factors and diverse peoples, non-Greco-Roman as well as Greco-Roman, that have formed the European identity from the earliest human occupation of Europe to present.

380 Anthropological Perspectives on Cultural Diversity (3). Introduction to theories of cultural and social difference. Encourages students to use social theory and ethnography to understand how various societies imagine and enact their cultural and political worlds.

390 Special Topic in Anthropology III (3). Examines selected topics from an anthropological perspective. Course description is available from the departmental office.

393 Internship in Anthropology (1–12). Permission of the instructor and the director of undergraduate studies.

395 Independent Fieldwork (1–12). Permission of the instructor.

396 Independent Reading or Study in Anthropology (1–12). Permission of the instructor.

399 Experimental Course in Anthropology (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

400 Introduction to General Linguistics (LING 400) (3). See LING 400 for description.

411 Laboratory Methods in Archaeology (3). An examination of the laboratory techniques used by archaeologists to analyze artifacts and organic remains, including the analysis of stone tools, pottery, botanical remains, and bone.

412 Paleoanthropology (3). This course traces the evolution of humans and nonhuman primates—including behaviors, tools, and bodies of monkeys, apes, and human hunters and gatherers—evolutionary theory, and paleoanthropological methods.

413 Archaeobotany Lab Methods (3). Required preparation, any course in archaeology or permission of the instructor. A general survey of the laboratory techniques used to study and draw social and behavioral inferences from plant remains recovered from archaeological sites.

413L Archaeobotany Lab (1). Required preparation, any course in archaeology or permission of the instructor. This is a required one-hour laboratory section to be taken in conjunction with ANTH 413.

414 Laboratory Methods: Human Osteology (3). This course will focus on the analysis of human skeletal materials in the laboratory and in the field, with an emphasis on basic identification, age and sex estimation, and quantitative analysis.

414L Human Osteology Lab (1). Corequisite, ANTH 414. The laboratory analysis of human skeletal materials with an emphasis on basic identification, age and sex estimation, and quantitative analysis.

415 Zooarchaeology (3). This course will focus on the analysis of animal remains from archaeological sites. Introduction to laboratory methods, analytical approaches, and interpretive frameworks for zooarchaeology.

415L Zooarchaeology Lab (1). Corequisite, ANTH 415. Required preparation, an archaeological course or permission of instructor. Examination of identification techniques, quantitative methods, and interpretive frameworks used to analyze animal remains recovered from archaeological sites.

416 Bioarchaeology (3). The study of human skeletal remains from archaeological contexts. The collection and interpretation of quantitative and qualitative data is emphasized to assess the relationship between past biology, environment, culture, and behavior.

417 Laboratory Methods: Lithic Seminar (3). Laboratory techniques in stone tool research and experimental practice.

417L Lithic Analysis Lab (1). Corequisite, ANTH 417. Required preparation, any course in archaeology or permission of the instructor. This is a required one-hour laboratory section to be taken in conjunction with ANTH 417.

418 Laboratory Methods: Ceramic Analysis (3). A survey of the laboratory techniques used by archaeologists to study and draw social and behavioral inferences from ancient pottery.

421 Archaeological Geology (GEOL 421) (3). See GEOL 421 for description.

422 Anthropology and Human Rights (3). An examination of human rights issues from an anthropological perspective, addressing the historical formation of rights, their cross-cultural contest, and the emergence of humanitarian and human rights organizations on a global scale.

428 Religion and Anthropology (FOLK 428, RELI 428) (3). Religion studied anthropologically as a cultural, social, and psychological phenomenon in the works of classical and contemporary social thought.

429 Culture and Power in Southeast Asia (ASIA 429, FOLK 429) (3). The formation and transformation of values, identities, and expressive forms in Southeast Asia in response to forms of power. Emphasis on the impact of colonialism, the nation-state, and globalization.

435 Consciousness and Symbols (CMPL 435, FOLK 435) (3). This course explores consciousness through symbols. Symbols from religion, art, politics, and self are studied in social, psychological, historical, and ecological context to ascertain meanings in experience and behavior.

436 Gender and Science (WMST 436) (3). See WMST 436 for description.

437 Evolutionary Medicine (3). This course explores evolutionary dimensions of variation in health and disease in human populations. Topics include biocultural and evolutionary models for the emergence of infectious and chronic diseases and cancers.

438 Religion, Nature, and Environment (RELI 438) (3). A seminar on concepts of nature within religions and a variety of world-wide spiritual traditions. Emphasis on sacred space, place, and pilgrimage as a vital intersection of religion and nature.

439 Political Ecology (3). Examines environmental degradation, hunger, and poverty through the lens of power relationships, particularly inequality, political and economic disenfranchisement, and discrimination. Discussion of global case studies, with a Latin American focus.

440 Gender and Culture (WMST 440) (3). Cross-cultural comparison of gender roles through the life of a person, comparison to students' own experiences. Discussion of changing sex and gender roles through history in different cultures.

441 The Anthropology of Gender, Health, and Illness (WMST 441) (3). The course explores cultural beliefs, practices, and social conditions that influence health and sickness of women and men from a cross-cultural perspective.

442 Health and Gender after Socialism (3). This course examines post-socialist experiences of the relationship between political, economic, social, and cultural transitions, and challenges in public health and gender relations.

443 Cultures and Politics of Reproduction (3). This course takes a cross-cultural approach to understanding how reproduction and associated phenomena become arenas where political debates get played out and where global and local social relations get contested.

444 Medicine, Politics, and Justice (3). This course brings an anthropological approach to understanding the intersections between medicine, politics, and public health.

447 The Anthropology of Work (3). Anthropological investigations of work and the relationship between work, family life, and community in contemporary societies in the United States, Asia, and Latin America, within the framework of globalization.

448 Culture and Consumption (3). A cross-cultural look at gift-giving, commodities, and status symbols. Course explores materialism as a factor in cultural change, global consumer culture, and local alternatives.

449 Anthropology and Marxism (3). Critical study of Marx's mature social theory and its relationship to contemporary anthropology.

450 Archaeology of North American Indians (3). The history of American Indian cultures from 10,000 BCE to the time of the European colonization as reconstructed by archaeological research. Special emphasis on the eastern and southwestern United States.

451 Field School in North American Archaeology (6). Intensive training in archaeological field methods and techniques. Students participate in the excavation, recovery, recording, and interpretation of archaeological remains. Instruction given in survey, mapping, photography, flotation recovery, etc.

452 The Past in the Present (3). Memory and history, history and politics, national narratives, the past in the present, and the present in the past; a cross-cultural examination of ways of connecting the present and the past.

453 Field School in South American Archaeology (6). Intensive study of archaeological field and laboratory methods and prehistory of the Andes through excavation and analysis of materials from archaeological sites in Peru. Includes tours of major archaeological sites.

455 Ethnohistory (FOLK 455) (3). Integration of data from ethnographic and archaeological research with pertinent historic information. Familiarization with a wide range of sources for ethnohistoric data and practice in obtaining and evaluating information. Pertinent theoretical concepts will be explored.

456 Archaeology and Ethnography of Small-Scale Societies (3). The study of small-scale hunter-gatherer and farming societies from archaeological and ethnographic perspectives. Methods and theories for investigating economic, ecological, and social relations in such societies are explored.

458 Archaeology of Sex and Gender (WMST 458) (3). A discussion of gender and sex roles and sexuality in past cultures; a cross-cultural examination of ways of knowing about past human behavior.

459 Ecological Anthropology (3). Examines how human-environmental adaptations shape the economic, social, and cultural lives of hunter-gatherers, pastoralists, and agriculturalists. Approaches include optimal foraging theory, political ecology, and subsistence risk.

460 Historical Ecology (ENST 460) (3). Historical ecology is a framework for integrating physical, biological, and social science data with insights from the humanities to understand the reciprocal relationship between human activity and the Earth system.

462 Anthropology of Space and Power (3). Cross-cultural investigation of the relationships between space, power, and representations in modern urban life. Draws on different sources to examine the cultural politics of built forms, architecture, and urban planning.

465 Economic Anthropology (3). A comparative exploration through ethnographic and other social science sources of the sociocultural constitution of economic practices, including but not limited to exchange, production, and consumption of commodities in modern capitalist societies.

466 Alternative Economic Systems (3). An investigation of economic systems that are sustainable alternatives to the prevailing economic order. Topics include markets, the commons, cooperatives, local trading systems, and social movements working to achieve alternatives.

467 Culture, Wealth, and Poverty (3). Examines three broad perspectives used to explain inequality: ecological, cultural, and political. Students read theoretical works and evaluate arguments using ethnographies that describe local economies, institutions, and adaptive practices.

468 State Formation (3). The course examines the state, from its initial appearance 5,000 years ago to newly established nation–states, exploring the concepts of ethnicity, class, race, and history in state formation and maintenance.

469 History and Anthropology (3). Studies links between history and anthropology; cultures in historical perspective and history in cultural perspective; and effects of relations of power and historical interconnections on the peoples of the world.

470 Medicine and Anthropology (FOLK 470) (3). This course examines cultural understandings of health, illness, and medical systems from an anthropological perspective with a special focus on Western medicine.

472 Refugees and Exile (3). This anthropological exploration of refugees and forced migration addresses displacement across national borders, local repercussions, and the influence of the lived experience of exile on displaced people's identity.

473 Anthropology of the Body and the Subject (FOLK 473) (3). Anthropological and historical studies of cultural constructions of bodily experience and subjectivity are reviewed, with emphasis on the genesis of the modern individual and cultural approaches to gender and sexuality.

477 Visual Anthropology (3). This course introduces students to visual forms of communication through both the analysis and production of still and video materials. Ethics, cross-cultural representations, and ethnographic theory will all be explored.

484 Discourse and Dialogue in Ethnographic Research (FOLK 484, LING 484) (3). Study of cultural variation in styles of speaking applied to collection of ethnographic data. Talk as responsive social action and its role in the constitution of ethnic and gender identities.

491 Political Anthropology (3). Introduction to political anthropology. A thematically organized investigation of political processes in state societies, including state formation, with special attention to ethnographic and historical approaches.

499 Experimental Course in Anthropology IV (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

502 Globalization and Transnationalism (3). Anthropological examination of processes of globalization and transnationalism, with special attention to transnational migration, emergence of transnational ("global") institutions, commodity flows, and dissemination of ideologies, cultural frameworks, and media imagery.

520 Linguistic Phonetics (LING 520) (3). See LING 520 for description.

523 Phonological Theory I (LING 523) (3). See LING 523 for description.

525 Culture and Personality (FOLK 525) (3). Systems theory used to conceptualize relationship between cultural patterns and individual minds. Functional, dysfunctional, and therapeutic processes considered. Examples from Africa, Asia, Europe, and Native America. Lectures, films, recitations.

537 Gender in Practice (FOLK 537, WMST 438) (3). A study of the ways in which individuals constitute themselves as gendered subjects in the contemporary context of economic and cultural globalization.

539 Environmental Justice (3). Course examining issues of race, poverty, and equity in the environmental movement. Cases include the siting of toxic incinerators in predominantly people-of-color communities as well as resource exploitation on indigenous lands.

540 Action Research (3). Action research is a strategy for answering important questions, solving problems, and generating meaningful and democratic relationships. Through this course students will learn action research through academic and experiential techniques.

541 Sociolinguistics (LING 541) (3). See LING 541 for description.

542 Pidgins and Creoles (GERM 542, LING 542) (3). See GERM 542 for description.

545 The Politics of Culture in East Asia (ASIA 545) (3). Examines struggles to define culture and the nation in 20th-century China in domains like popular culture, museums, traditional medicine, fiction, film, ethnic group politics, and biography and autobiography.

559 History in Person (3). Extends anthropological approaches to identity in social life. Examines social position, power, and cultural imagination; the personal and collective dynamics of sociocultural change; and the concept of agency.

567 Urban Anthropology (3). Comparative study of the political economy and cultural politics of populations in spaces and landscapes in cities in America and the Third World undergoing globalization, economic restructuring, and transnational immigration.

574 Chinese World Views (ASIA 574, RELI 574) (3). Explores the indigenous Chinese sciences and the cosmological ideas that informed them. Topics include astronomy, divination, medicine, fengshui, and political and literary theory. Chinese sources in translation are emphasized.

578 Chinese Diaspora in the Asia Pacific (ASIA 578) (3). Examination of the histories, social organization, and cultures of the Chinese diasporas in the Asia Pacific region, focusing on

contemporary issues in the cultural politics and identities of "overseas Chinese."

581 Historical and Comparative Linguistics (3). Theories and methods of historical and comparative linguistics, with emphasis upon the Indo-European family.

585 Anthropology of Science (3). Cultural perspectives on science and technology at a global scale, including research settings and social contexts, knowledge claims and material practice, and relations between scientific worldviews, social institutions, and popular imagination.

586 The Gardens, Shrines, and Temples of Japan (ASIA 586) (3). The religious landscape and built environments of Japan. Attention to palace, courtyard, and teahouse architecture and gardens, with emphasis on Shinto shrines and the Zen Buddhist temple and garden.

599 Experimental Course in Anthropology V (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

625 Ethnography and Life Stories (3). The course focuses on the practical and research uses of ethnography and oral history, emphasizing life histories, life stories, biographies, and how these intersect with communities.

626 African Cultural Dynamics (3). In-depth reading of several books and articles that consider the interaction between indigenous African traditions and intrusive colonial and postcolonial forces. Emphasis on class discussion. Short papers and individual projects.

629 Language Minority Students: Issues for Practitioners (EDUC 629) (3). See EDUC 629 for description.

639 Beyond the Tragedy of the Commons (3). Reexamination of the "tragedy of the commons" concept in light of recent work on environmental problems, property rights, and community-based conservation. Case studies include fishery, waterway, forest, and pasture management.

660 Kinship, Reproduction, Reproductive Technology, and the New Genetics (WMST 660) (3). This course focuses on the relationship between family, kinship, new reproductive technologies, and the new genetics from a cross-cultural perspective.

675 Ethnographic Method (FOLK 675) (3). Intensive study and practice of the core research methods of cultural and social anthropology.

682 Contemporary Chinese Society (ASIA 682) (3). Presents recent anthropological research on the People's Republic of China. In addition to social sciences sources, fictional genres are used to explore the particular modernity of Chinese society and culture.

686 Schooling and Diversity: Anthropological Perspectives (3). Anthropological approaches to schooling and cultural diversity in the United States, including their relationship to gender, race, and class. Critical review of research on responses to diversity.

688 Observation and Interpretation of Religious Action (FOLK 688, RELI 688) (3). Permission of the instructor. Exercises (including field work) in learning to read the primary modes of public action in religious traditions, e.g., sermons, testimonies, rituals, and prayers.

691H Seniors Honors Project in Anthropology (3). Permission of the instructor. Open only to honors candidates.

692H Senior Honors Thesis in Anthropology (3). Permission of the instructor. Open only to honors candidates.

693H Senior Honors Thesis in Anthropology II (3). Permission of the instructor. Open only to honors candidates. Writing of an honors thesis based on independent research under the direction of a faculty member of the department.

694H Senior Honors Thesis in Anthropology III (3). Permission of the instructor. Open only to honors candidates. Writing of an honors thesis based on independent research under the direction of a faculty member of the department.

695H Senior Honors Thesis in Anthropology IV (3). Permission of the instructor. Open only to honors candidates. Writing of an honors thesis based on independent research under the direction of a faculty member of the department.

697 Ethnography and Culture after Empire (3). Examination of cultural anthropology's relations to global power, past and present. Critiques and revisions of key concepts (e.g., culture) and forms of knowledge (ethnography).

699 Experimental Course in Anthropology VI (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

Curriculum in Applied Sciences and Engineering

www.unc.edu/depts/appl_sci

ROBERT G. DENNIS, *Chair*

Lu Chang Qin, *Associate Chair for Graduate Studies*

Richard L. Goldberg, *Associate Chair for Undergraduate Studies*

Professors

Al Banes, Maurice Brookhart, Joseph M. DeSimone, Gregory Forest, Jianping Lu, Laurie E. McNeil, Royce W. Murray, Michael Rubinstein, Edward T. Samulski, Richard Superfine, Sean Washburn, Yue Wu, Otto Zhou.

Associate Professors

Robert G. Dennis, Dorothy Erie, Stephen Knisley, Nalin Parikh, Lu-Chang Qin, Stephen Quint, Russell Taylor, Alex Trophsha, Frank Tsui, Gregory Welch.

Assistant Professors

Michael Falvo, Richard L. Goldberg, Wenbin Lin, Paul Weinhold.

Introduction

One certainty about modern technology is change, continual change that occurs with increasing rapidity. People working in technological fields, those who develop new materials and devices and apply them to both old and new purposes, find themselves constantly challenged to create new developments and to keep pace with new concepts and the developments of others. Another characteristic of modern technological innovation is increasing sophistication of tools and ideas. As a result, it has become increas-

ingly important to have a footing in both the basic sciences and engineering. Indeed, these two areas have moved toward each other, deriving mutual benefits from the stimulus of basic concepts and device needs.

In response to the needs of students preparing for the challenging and ever-changing world of modern technology, the University initiated the Curriculum in Applied Sciences in 1984. It is directed toward students seeking a career in the sciences but having applied interests.

By their very nature, the applied sciences are interdisciplinary, cutting across traditional boundaries. The Curriculum in Applied Sciences and Engineering at Carolina is a cooperative effort of several departments: biomedical engineering from the School of Medicine; chemistry, physics and astronomy, computer science, and mathematics from the College of Arts and Sciences. Courses are taught by faculty from these departments and also by distinguished industrial scientists and engineers from the Research Triangle area.

A degree in applied sciences prepares the student for entry-level industrial positions, for graduate study in several fields of science or engineering, or for medical school.

Programs of Study

The degree offered is the bachelor of science with a major in applied science. Three tracks are available: biomedical engineering, computer engineering, and materials science.

- In the biomedical engineering track, students learn to apply engineering principles to solve medical and biological problems. This is a field of great breadth that incorporates the fields of medical imaging, informatics, prosthetics, medical devices, tissue engineering and genomics, and applications of signal processing and control.
- The computer engineering track emphasizes the analysis, design, and use of digital systems, microprocessors, and computers.
- Options in the materials science track allow the student to emphasize interests in biomaterials, electronic and optical materials, or polymeric materials.

For all tracks, the first two years of study have many courses in common with the B.S. programs in chemistry, physics, computer science, or mathematical sciences. Interchange of those majors is common during the student's time in the General College. Students in all tracks are encouraged to engage in research in a laboratory at UNC–Chapel Hill or elsewhere, or have an internship experience in industry. In addition, students in the two engineering tracks are required to complete a senior design project. The curriculum, as for all sciences, is vertically structured, with experience and knowledge from each course serving as a foundation for subsequent courses. Students' attention to prerequisites is important. The specific requirements are listed below.

Majoring in Applied Science: Bachelor of Science

Common Requirements

Students must satisfy all Foundations, Approaches, and Connections requirements, as outlined elsewhere in this bulletin. Some General Education requirements should be met with specific courses:

- CHEM 101/101L (preferably by placement through high school chemistry). The course satisfies the physical and life sciences with lab Approaches requirement.
- MATH 231 and 232 (quantitative reasoning Foundations and quantitative intensive Connections requirements)
- PHYS 116 (physical and life sciences Approaches requirement)
- Students must also take the following courses in their first two years: MATH 233 and 383; PHYS 117
- Other requirements specific to the major tracks are detailed below.

B.S. Major in Applied Science: Computer Engineering Track (128 hours)

Departmental Requirements

- APPL 210, 410, 430, 450, 460, 480 (PHYS 351 prerequisite), 697, and 698; COMP 401, 410, 411, 431, and 541; PHYS 351 and 352. Choose one of BIOS 600 or STOR 355 or 435

Additional Requirements

- MATH 381
- A choice of four category electives:
  - I. Choose one from APPL 392, 472; BIOL 101/101L, 202, 252; CHEM 102/102L; PHYS 128L, 331, 341
  - II. Choose one from COMP 520, 521, 523, 530, 575; MATH 529, 547
  - III. Choose two from list I or II above

B.S. Major in Applied Science: Biomedical Engineering Track (127 hours)

Departmental Requirements

- APPL 150, 160, 210, 310, 341, 410, 450, 460, 465, 697, and 698
- BIOL 202 and 252
- BMME 400
- MATH 528; PHYS 351 and 352; and one of the following: BIOS 600 or STOR 355 or 435

Additional Requirements

- Choose one of the following: COMP 110, 116, 401, or PHYS 331
- BIOL 101/101L
- CHEM 102/102L
- A choice of four biomedical specialty electives: Any BMME above 400, or PHYS 301, or PHYS 660/MASC 560

B.S. Major in Applied Science: Materials Science Track (125 hours)

Departmental Requirements

- APPL 150, BIOL 101/101L, and CHEM 261
- APPL 395 or 396 or take both 697 and 698
- APPL 420, 470, 472, 473, and 491L; APPL 492L or 520L; and APPL 341 or CHEM 481
- BMME 400 and 460
- CHEM 102/102L; CHEM 262/262L or PHYS 352; and CHEM 482 or PHYS 321
- MATH 528 and one of the following: COMP 110, 116, or PHYS 331
- PHYS 351

Additional Requirements

- Four materials specialty electives (12 hours) from the following list: APPL 392, 410, 421, 422, 423, 450, 465, 510; PHYS 352 (if

CHEM 262/262L was taken to fulfill a requirement above), 415, 471; MATH 529; MTSC 573, 615, 715, 720, 730
- One free elective (3 hours)

Honors in Applied Sciences

Students who successfully complete a research project and have a sufficiently outstanding academic record are eligible for graduation with honors or highest honors. The requirements of the curriculum for graduation with honors or highest honors are 1) overall grade point average of 3.2 or higher; 2) grade point average of 3.5 or higher in all science and mathematics courses specifically required in the curriculum; and 3) completion of a research project judged to be of honors or highest honors quality by a faculty committee. In addition, to be considered for highest honors, the research project must be judged to be of publishable quality. Students wishing to be considered for graduation with honors should apply in the curriculum office by September 15 for those who are graduating in May or August, or by January 15 for those who are graduating in December.

Special Opportunities in Applied Sciences and Engineering

Departmental Involvement

Student organizations include the BME club and Engineering World Health.

Experiential Education

All students in the biomedical engineering and computer engineering tracks participate in a capstone design experience in which they spend an entire year developing a device or system that has biomedical applications.

Undergraduate Awards

Two cash awards are given annually for excellent scholarship and research. The Crawford Award is given in memory of the founding chair of applied sciences, and the Flexcell Award is given through a corporate donation from Flexcell International Corporation.

Undergraduate Research

Students are strongly encouraged to undertake a research project during their junior and/or senior years. The applied sciences are heavily research-based. Through the challenge of a research project, students come face to face with the leading edge of an area, gain expertise with state-of-the-art techniques and instrumentation, and experience a professional scientific career firsthand. A number of faculty members on campus (particularly those in the Departments of Chemistry, Physics and Astronomy, Computer Science, and Biomedical Engineering and in the Dental Research Center) conduct research projects related to the applied sciences. A list of faculty members interested in working with undergraduates is available from the curriculum office and should be secured by students prior to interviewing with faculty about research projects. The UNC–Chapel Hill Office of Undergraduate Research is also an excellent resource for finding research opportunities.

Facilities

Students use laboratory facilities housed in the five departments that participate in this program.

Graduate School and Career Opportunities

Each line of study leads to the degree of bachelor of science with a major in applied sciences. Recipients of this degree have gone into entry-level positions in a wide range of technological industries, wafer fabrication, computer hardware and software, pharmaceutical concerns, business fields, and the polymer industry. Students also have continued their studies at the graduate level. Graduate programs leading to the M.S., Ph.D., and M.D. degrees have been entered by many of our graduates. Students who go on to the doctoral level pursue either an industrial or academic career. Through 2008, more than half of the graduates from the UNC–Chapel Hill Curriculum in Applied Sciences and Engineering entered graduate and professional programs, for example, in chemistry, physics, biochemistry, materials science, medical school, electrical engineering, computer science, and biomedical engineering.

Contact Information

Sallie McDevitt, Academic Affairs Secretary, 278 Phillips Hall, (919) 962-2078. Web site: www.unc.edu/depts/appl_sci.

APPL

150 Introduction to Materials Science (3). Prerequisite, CHEM 102; pre- or corequisites, MATH 383 and PHYS 117. The materials science of electronic, metallic, polymeric, ceramic, and composite materials and their processing are introduced. The electronic, optical, magnetic, and structural properties of materials are related to their uses.

160 Statics (3). Prerequisites, MATH 232 and PHYS 116. The resolution, distribution, and transfer of forces in rigid structural bodies.

170 Exploring Biomedical Engineering (1). Provides an initial framework for intended biomedical engineering education. Course is repeatable for credit. A required first- or second-year course for students enrolled in the biomedical engineering track of the Curriculum in Applied Sciences and Engineering; it is open to all students in the College of Arts and Sciences.

210 BME Design and Manufacturing I (1). Students will learn to use design software: SolidWorks and Express PCB, plus support/analysis programs such as COSMOS. Specific topics covered: generation of designed solid model, three-view drawings, dimensions, tolerances, etc.

310 BME Design and Manufacturing II (2). Prerequisite, APPL 210. Learn basic tools of design utilizing Web-based tutorials and a series of small CAD project assignments. This course includes lectures and Web-based instructional content.

341 Thermodynamics and Kinetics Applied to Solids (3). Prerequisites, APPL 150, MATH 383, and PHYS 117. The elements of thermodynamics and phenomenological kinetics of diffusion appropriate to solids are examined. Topics include equations of state, heat capacity, polyphase equilibria, phase transitions, diffusion, and interfaces.

392 Special Topics in Materials Science (.5–21). Permission of the instructor. Advanced specialty topics in material science for undergraduates.

395 Research in Applied Sciences and Engineering for Undergraduates (1–4). Permission of the director of undergraduate studies. At least nine hours of independent work a week. May be

repeated for elective credit. Work may be counted towards graduation with honors or highest honors by petition to the curriculum chair. Further details are available from the curriculum office.

396 Independent Study in Applied Sciences (1–3). Permission of the director of undergraduate studies. Independent study under a member of the applied sciences faculty.

410 Systems and Signals (3). Prerequisite, MATH 383. Analysis of linear systems by transform methods to networks, including stability analysis. Survey of numerical methods for network solutions.

420 Introduction to Polymer Chemistry (CHEM 420) (3). See CHEM 420 for description.

421 Synthesis of Polymers (CHEM 421, MTSC 421) (3). See CHEM 421 for description.

422 Physical Chemistry of Polymers (CHEM 422, MTSC 422) (3). See CHEM 422 for description.

423 Intermediate Polymer Chemistry (CHEM 423, MTSC 423) (3). See CHEM 423 for description.

425 Bioelectricity (3). Prerequisites, BIOL 252 and PHYS 351. Quantitative analysis of excitable membrane signals, origin of electrical membrane potentials, propagation, subthreshold stimuli, extracellular fields, membrane biophysics, and electrophysiology of the heart. Design and development of an electrocardiogram analysis system.

430 Digital Signal Processing I (3). Prerequisite, COMP 110 or 116. This is an introduction to methods of automatic computation of specific relevance to biomedical problems. Sampling theory, analog-to-digital conversion, and digital filtering will be explored in depth.

450 Linear Control Theory (3). Prerequisite, MATH 528. Linear control system analysis and design are presented. Frequency and time domain characteristics and stability are studied.

460 Survey of Engineering Math Applications (1). Corequisite, MATH 528. Computational laboratory that surveys engineering math with emphasis on differential equations, and Laplace and Fourier analysis. Applications in biomedical engineering emphasized through problem set computation using Matlab. This course should be taken concurrently with MATH 528.

465 Biomedical Instrumentation (4). Prerequisite, PHYS 351. Topics include basic electronic circuit design, analysis of medical instrumentation circuits, physiologic transducers (pressure, flow, bioelectric, temperate, and displacement). This course includes a laboratory where the student builds biomedical devices.

470 Fundamentals of Materials Science (CHEM 470) (3). See CHEM 470 for description.

472 Chemistry and Physics of Electronic Materials Processing (CHEM 472, MTSC 472, PHYS 472) (3). See PHYS 472 for description.

473 Chemistry and Physics of Surfaces (CHEM 473, MTSC 473) (3). See CHEM 473 for description.

480 Microcontroller Applications I (3). Prerequisites, COMP 110 or 116, and PHYS 351. Introduction to digital computers for online, real-time processing and control of signals and systems. Programming analog and digital input and output devices is stressed. Case studies are used for software design strategies in real-time systems.

490 Special Topics (3). Topics vary from semester to semester.

491L Materials Laboratory I (PHYS 491L) (2). See PHYS 491L for description.

492L Materials Laboratory II (PHYS 492L) (2). See PHYS 492L for description.

510 Biomaterials (BMME 510) (3). Prerequisite, BIOL 101 or BMME 589. Chemical, physical engineering, and biocompatibility aspects of materials, devices, or systems for implantation in or interfacing with the body cells or tissues. Food and Drug Administration and legal aspects.

520L Polymer Chemistry Laboratory (CHEM 520L) (2). See CHEM 520L for description.

691H Honors Thesis (3). Research honors course. Prior approval needed from the chair or associate chair of the program for topic selection and faculty research mentor. Minimum GPA requirement, written report, and abstract requirements as set forth by the honors program.

692H Honors Thesis (3). Research honors thesis continuation with required GPA, research topic selection with approved faculty mentor. Written abstract and report per honors program guidelines submitted by specific deadlines.

697 Senior Design Project I (2). Prerequisite, APPL 310. Conceptual prelude and preparation to APPL 698, in which the theoretical and practical knowledge acquired during the undergraduate tenure is applied to develop a solution to a real-world problem.

698 Senior Design Project II (4). Prerequisite, APPL 697. Implementation phase of the senior design experience. Students apply the theoretical and practical knowledge they have acquired in their previous seven semesters to the design and implementation of a solution to a real-world problem.

MTSC

421 Synthesis of Polymers (APPL 421, CHEM 421) (3). See CHEM 421 for description.

422 Physical Chemistry of Polymers (APPL 422, CHEM 422) (3). See CHEM 422 for description.

423 Intermediate Polymer Chemistry (APPL 423, CHEM 423) (3). See CHEM 423 for description.

472 Chemistry and Physics of Electronic Materials Processing (APPL 472, CHEM 472, PHYS 472) (3). See PHYS 472 for description.

473 Chemistry and Physics of Surfaces (APPL 473, CHEM 473) (3). See CHEM 473 for description.

573 Introductory Solid State Physics (PHYS 573) (3). See PHYS 573 for description.

615 Structure of Solids (3). Crystallography, reciprocal lattices, Bloch waves, band structure, electronic wave functions, phonons, thermal expansion. Superlattice structures, including liquid crystals. Overview of properties of ceramic, amorphous, polymeric, and composite materials.

Curriculum in Archaeology

archaeology.unc.edu

VINCAS P. STEPONAITIS, *Chair*

Professors

Carole L. Crumley (Anthropology), R.P. Stephen Davis Jr. (adjunct, Research Laboratories of Archaeology), Donald C. Haggis (Classics), Dale L. Hutchinson (Anthropology), Jodi Magness (Religious Studies), Patricia M. McAnany (Anthropology), G. Kenneth Sams (Classics), Vincas P. Steponaitis (Anthropology), Mary C. Sturgeon (Art).

Associate Professors

Brian Billman (Anthropology), Brett H. Riggs (adjunct, Research Laboratories of Archaeology), C. Margaret Scarry (Anthropology), John F. Scarry (adjunct, Anthropology), Monika Truemper (Classics).

Assistant Professors

Anna Agbe-Davies (Anthropology), Lidewijde de Jong (Classics), Laurie Cameron Steponaitis (adjunct, Anthropology).

Professors Emeriti

Donald L. Brockington (Anthropology), Richard A. Yarnell (Anthropology).

Introduction

The undergraduate major in archaeology focuses on the systematic study of the human past through its material remains by means of the excavation, recovery, and interpretation of artifacts and other associated evidence. Historical, environmental, and comparative components enable the examination of different culture systems through time and space, as well as the reconstruction of past lifeways and the interpretation of ancient social, political, and economic systems. The geographic scope of the program includes the Americas, Europe and the Mediterranean, Egypt, and the Near East. The educational goal of the program is to provide the student with a component of a liberal arts education that draws on both the social sciences and the humanities. It also will effectively prepare students for graduate study in anthropological archaeology, Mediterranean archaeology, museology, and historical preservation, or careers in contract archaeology and cultural resource management.

Program of Study

The degree offered is a bachelor of arts with a major in archaeology. The curriculum also offers a minor.

Majoring in Archaeology: Bachelor of Arts

Curriculum Requirements

- One course in the logic of archaeological inference: ANTH 220 or CLAR 411
- Two courses in archaeological practice. One must be a lab course: ANTH 411, 413, 414, 415, 417, or 418. One must be a field school: ANTH 451, 453, or CLAR 650
- Two courses in comparative perspectives from the following list: ANTH 121, 143, 145, 456, 468; CLAR 050, 120, 470
- One course in long-term history from the following list: ANTH 148, 231, 359, 450; ART/CLAR 244, 245, 262, 263, 460; CLAR 241, 242, 247, 268, 475, 561; CLAR/JWST/RELI 110
- One course in topics in archaeology from the following list: AMST/ANTH 054; ANTH 232, 252, 412, 416, 452; ANTH/ENST 460; ANTH/FOLK 455; ANTH/GEOL 421; ANTH/WMST 458; ART/CLAR 464, 465; CLAR 075, 243, 448, 449, 488, 489, 490; CLAR/JWST/RELI 512; CLAR/RELI 375; RELI 063
- One elective course chosen from any of the courses listed above. Independent research, directed readings, or honors thesis hours may be substituted for the elective chosen from the course offerings.
- Two additional electives from related fields. The following courses approved for electives are listed by potential student interest. Any two may be used to fulfill the major requirement.
  - General interest electives: ANTH 123, 151, 262, 377, 459; ANTH/FOLK 334; ANTH/RELI 438; ART 151, 152, 450, 551, 595; ART/HIST/INST 514; BIOL/ECOL/ENST 461; ENST 201, 202, 308, 479; ENST/GEOL 417; GEOG 110, 111, 123, 125, 228, 370, 419, 420, 444, 595; GEOG/PLAN 491; GEOL 077, 101, 105, 109, 301, 404, 501; HIST 671, 697
  - Electives appropriate for students interested in historical archaeology: AFAM 101, 102, 280; AFAM/HIST/WMST 569; AFAM/WMST 266; AFRI 264; AMST 210, 275, 384; AMST/FOLK 488; ANTH 205; ANTH/FOLK 340; ART 156, 274, 275, 286; FOLK/GEOG 454; GEOG 261, 262, 454; HIST 107, 127, 128, 227, 278, 366, 376, 467, 516, 531, 534, 541, 561, 584; HIST/WMST 568
  - Electives appropriate for students interested in the archaeology of the Americas: AMST 203; AMST/ANTH/HIST 234; AMST/HIST 110, 231, 233; ANTH/FOLK 230; ANTH/LING 303; ART 157, 469; GEOG 259, 260; HIST 142, 143, 232, 530, 531, 574; HIST/WMST 576; LTAM 411
  - Electives appropriate for students interested in the archaeology of the Mediterranean and ancient Near East: ART 467; CLAS 071, 073, 253, 254, 257, 258; CLAS/WMST 240, 241; FOLK/RELI 502; HIST 101, 225, 226, 420, 423, 424, 425, 427, 428; HIST/PWAD 421, 422; JWST/RELI 103, 106, 503; RELI 104, 105, 109, 117

Additional Requirements

- In choosing their comparative perspectives, long-term history, and topics in archaeology courses students are required to select courses from at least two of the participating departments (art, anthropology, classics, and religious studies).
- Of the 30 hours required for the major, at least 21 must be completed with a grade of C or better.
- Students may count only three introductory-level courses (numbered below 200) toward their major.
- For transfer students, at least half of the coursework in the major must be completed within the curriculum at UNC–Chapel Hill.
- Archaeology majors must complete all General Education requirements.

The archaeology major requires a minimum of 10 courses (30 hours) with at least 21 hours with a grade of C or better. Students must take one course in the logic of archaeological inference, two archaeological practice courses (a laboratory methods course and a field school), two comparative perspectives courses, one long-term history course, one topics in archaeology course, and three electives. One of the electives may be satisfied by offerings in any of these categories, selected according to the interests of the student. Independent research, directed readings, or honors thesis hours may be substituted for the elective chosen from the course offerings. The other two electives will be in related fields. Courses approved

to meet these two electives are listed according to potential student interests. These categories are intended to help students select electives that are relevant to their interests within archaeology. Courses not listed above may be approved as electives by the advisor for the major. In choosing their comparative perspectives, long-term history, and topics in archaeology courses, students will be required to select courses from at least two of the participating departments.

Students may count only three introductory-level courses (numbered below 200) toward their major. Subject to the approval of the advisor for the major, students may count graduate seminars towards fulfillment of their comparative perspectives, long-term history, and topics in archaeology or electives requirements. Also subject to the approval of the archaeology major advisor, field schools sponsored by Study Abroad or other universities may be used to fulfill the archaeological practice field experience requirement.

Minoring in Archaeology

The minor consists of five courses: two core courses (no more than one of which can be a field school), one comparative course, one area-studies course, and one topical course. The courses used to satisfy these requirements must come from at least two departments. Three of the courses used to fulfill the minor's requirements must be numbered 200 or above and come from two different divisions. (CLAR and RELI courses are in the Division of the Humanities; ANTH courses are in the Division of the Social and Behavioral Sciences.) At least one of the courses used to fulfill the minor's requirements must be numbered 300 or above.

- Two core courses (no more than one of which is a field school) from the following list: ANTH 220, 451, 453; CLAR 411, 650
- One comparative course from the following list: ANTH 121, 145, 456, 468; CLAR 050, 120, 470
- One area-studies course from the following list: ANTH 231, 232, 359, 450; CLAR 241, 242, 243, 244, 245, 247, 262, 268, 375, 464, 465, 475, 488, 489, 490; CLAR/JWST/RELI 110
- One topical course from the following list: AMST/ANTH 054; ANTH 143, 148, 252, 411, 412, 413, 414, 415, 416, 417, 418, 452, 455, 458, 460; ANTH/GEOL 421; CLAR 075; CLAR/ART 263, 460; CLAR/JWST/RELI 063; RELI 512

The minor in archaeology draws on a number of disciplines and departments—principally anthropology, classics, and art—in the study of the ancient world, the reconstruction of past lifeways, and the interpretation of ancient social, political, and economic systems.

The minor helps prepare students for graduate study in anthropological archaeology, classical archaeology, cultural resource management, and historical preservation. It also provides any student with a strong intellectual interest in archaeology with a structured introduction to this field. Students interested in the minor in archaeology may contact Director of Undergraduate Studies Margaret Scarry, and consult the Web site: archaeology.unc.edu/degrees/minor.html.

Honors in Archaeology

Students with a grade point average of 3.2 or higher are eligible to pursue a degree with honors. A student who wishes to take this track should identify and contact a faculty thesis advisor before the end of the junior year. During the senior year, the student enrolls in a two-semester course sequence, ARCH 691H and 692H, which provides the opportunity to carry out an independent research project and write a thesis under the direction of the faculty advisor. The thesis is evaluated by a committee consisting of the advisor and two readers. A student who successfully completes the thesis may be awarded honors or highest honors by the committee. Highest honors is awarded only in cases where the thesis is judged to be exceptional in comparison to other such works.

Special Opportunities in Archaeology

Research Laboratories of Archaeology

Founded in 1939, the Research Laboratories of Archaeology (RLA) was the first center for the study of North Carolina archaeology. Serving the interests of students, scholars, and the general public, it is currently one of the leading institutes for archaeological teaching and research in the South. Located within the College of Arts and Sciences, it provides support and research opportunities for UNC students working not only in North Carolina, but also throughout the Americas and overseas.

Duke–UNC Consortium for Classical and Mediterranean Archaeology (CCMA)

The Duke–UNC Consortium for Classical and Mediterranean Archaeology represents a collaboration between the institutions in order to enhance archaeology curricula and concentrations in the respective departments and programs in archaeology. The consortium fosters an interdisciplinary dialogue on methods, theory, and practice in classical archaeology and material culture, providing students access to coursework seminars, excavations, and other research opportunities; academic advising; and developing avenues for curricular and extracurricular interaction.

Experiential Education

The development of skills and perspectives beyond the classroom is considered central to the curriculum in archaeology. Hands-on training in field archeology provides students with the basic tools not only necessary for graduate training and advanced research in archaeology, but also for careers in cultural resource and heritage management through government agencies, contract firms, and museums. Developing an understanding of context and physical environment in archaeology requires field and laboratory experiences that are impossible to teach effectively in the classroom. Excavation and laboratory experiences allow students to participate directly in faculty research and to learn firsthand important aspects of the research process. Two or more field schools in archaeology are generally offered during summer sessions through the UNC Summer School or the Study Abroad Office, by faculty from the departments of anthropology, classics, religious studies, and history. In addition, many faculty research associates offer laboratory experiences through independent study projects and internships. These fieldwork and laboratory experiences are designed to enhance the classroom training, allowing students to work as assistants to field archaeologists and specialists—such as surveyors, archaeological architects, palaeoethnobotanists, zooarchaeologists, biological anthropologists, and geomorphologists—learning firsthand various aspects of data recovery, processing, and interpretation associated with archaeological field projects.

Graduate School and Career Opportunities

The undergraduate curriculum in archaeology prepares majors for specialized graduate study in archaeology and cognate fields. The specific area of graduate study will depend on the fields of concentration of major, minor, and supporting coursework.

Graduating majors (and double majors and minors) may pursue degree programs and careers in fields such as anthropology, Latin American studies, classical and medieval archaeology, Egyptology and ancient Near Eastern archaeology, art history, ancient history, and linguistics. Provided with a well-rounded undergraduate degree in the liberal arts, graduating students may pursue professional and graduate programs in diverse fields of the humanities and social sciences, utilizing their skills in various professions such as field archaeology (professional or contract archaeology), museology, conservation and historical preservation, cultural resource and heritage management, and teaching. Career resources are available on the curriculum's Web site, archaeology.unc.edu, as well as a list of former graduates and their careers.

Contact Information

Professor V. Steponaitis, Chair, Curriculum in Archaeology, Room 108, Alumni Building, (919) 962-6574, vin@unc.edu. Web site: archaeology.unc.edu.

Professor C.M. Scarry, Director of Undergraduate Studies and Undergraduate Advisor, Room 202, Alumni Building, (919) 962-3841, margie_scarry@unc.edu.

ARCH

691H Senior Honors Thesis, Part I (3). Permission of the instructor. Restricted to senior honors candidates. First semester of senior honors thesis. Independent research under the direction of an archaeology curriculum faculty member.

692H Senior Honors Thesis, Part II (3). Permission of the instructor. Restricted to senior honors candidates. Second semester of senior honors thesis. Independent research under the direction of an archaeology curriculum faculty member.

Department of Art

www.unc.edu/art

MARY SHERIFF, *Chair*

Professors

S. Elizabeth Grabowski, Jim Hirschfield, Juan Logan, Yun-Dong Nam, Mary D. Sheriff, Daniel J. Sherman, elin o'Hara slavick, Mary C. Sturgeon, Dennis J. Zaborowski.

Associate Professors

Pika Ghosh, Mary Pardo, Dorothy Verkerk, Jeff Whetstone.

Assistant Professors

Glaire Anderson, Ross Barrett, John Bowles, Paroma Chatterjee, Eduardo Douglas, Cary Levine, Wei-Cheng Lin, Carol Magee, Mario Marzan, Kimowan McLain, Roxana Pérez-Méndez, Lyneise Williams.

Adjunct Professor

Bernard Herman.

Lecturers

Jennifer J. Bauer, Susan Harbage Page, Michael Sonnichsen.

Ackland Art Museum

Adjunct Professor

Timothy Riggs.

Adjunct Assistant Professor

Carolyn Allmendinger.

Adjunct Instructor

Lyn Koehnline.

Institute for the Arts and Humanities

Adjunct Assistant Professor

Megan Granda.

North Carolina Museum of Art

Adjunct Associate Professors

John Coffey, Mary Ellen Soles, David H. Steel, Dennis P. Weller.

Adjunct Assistant Professor

Kinsey Katchka.

Professors Emeriti

Robert Barnard, Jaroslav T. Folda, James Gadson, Frances Huemer, Richard W. Kinnaird, Arthur Marks, Jerry Noe, Marvin Saltzman.

Introduction

From a strong central core in the traditional practices of making and interpreting art, the faculty and students at UNC–Chapel Hill move out in innovative and personal directions. As a department, we are committed to working closely with our students and to guide them in developing an individual voice, and we are diverse enough to offer a variety of choices in materials and methods. We cultivate exchange between the studio art and art history areas and offer maximum flexibility within our individual programs. We invite our studio art students to work in different media and across the various disciplines. We encourage art history students to develop connections with other fields of inquiry and to intertwine historical analysis with theoretical speculation.

The department welcomes undergraduates to take its introductory courses as electives. Foundation courses in studio art (ART 102, 103, 104, and 105) and introductory courses in art history (100 level) do not assume previous work in high school. Some students with sufficient high school experience may be eligible for placement at the 200 level of studio media classes. Nonmajors seeking placement in these upper-level studio or art history classes should see the appropriate department advisor, or in the case of studio art courses, students may seek permission directly from the instructor. For placement in studio classes, students should be prepared to show evidence of proficiency in the prerequisite by a portfolio review. Note, however, that studio art majors cannot use this permission of the instructor as a waiver of foundation course requirements. For official waiver of foundation courses, students must submit work for a formal portfolio review. (See also a more specific discussion of advanced placement under the studio art program description.)

Programs of Study

The degrees offered are the bachelor of arts with a major in art history, the bachelor of arts with a major in studio art, the bachelor of fine arts in studio art and a combined studio/art history degree: the bachelor of fine arts with an emphasis in art history. This combined degree was designed for those wishing a depth of study in both programmatic areas of the Department of Art. A minor in art history is also offered.

Majoring in Art History: Bachelor of Arts

Departmental Requirements

- Four art foundation courses from ART 150 to 199 and one studio art course
- Two intermediate courses from ART 200 to 399
- One advanced course from ART 400 to 699
- Three elective courses from ART 200 to 699
- Art history capstone: ART 697
- Area of concentration: Five courses of any level from the above categories must fall within one of the following five areas of concentration:
    - Concentration I: 5000 BCE–400 CE: ART 151, 153, 156, 158, 160, 262, 263, 266, 460, 461, 462, 463, 464, 465, 466, 467, 680, 683
    - Concentration II: 200–1500 CE: ART 151, 153, 154, 155, 156, 157, 158, 160, 251, 258, 264, 265, 266, 270, 272, 351, 361, 362, 363, 365, 457, 458, 466, 469, 470, 471, 472, 561, 562, 570
    - Concentration III: 1250–1850: ART 054, 064, 066, 077, 080, 151, 152, 153, 154, 155, 156, 157, 161, 254, 266, 270, 271, 272, 273, 274, 275, 277, 283, 287, 288, 352, 361, 365, 370, 451, 457, 458, 466, 469, 470, 471, 472, 473, 485, 561, 562, 570
    - Concentration IV: 1750–1950: ART 054, 061, 064, 066, 077, 080, 152, 153, 155, 156, 157, 159, 161, 254, 266, 267, 275, 282, 283, 284, 287, 288, 289, 352, 353, 370, 383, 387, 453, 456, 457, 473, 481, 483, 514, 551, 556, 583
    - Concentration V: 1900–Present: ART 053, 054, 061, 152, 153, 155, 156, 157, 159, 255, 259, 267, 283, 284, 285, 287, 289, 352, 353, 383, 386, 387, 453, 456, 457, 468, 473, 485, 488, 514, 551, 554, 556, 583, 586, 588

The undergraduate program in art history is directed toward two main educational goals: 1) to provide students with an excellent liberal arts foundation through an understanding of the historical and global significance, cultural diversity, and intellectual richness of human artistic traditions from prehistoric times to the present; and 2) to provide these students with the intellectual tools needed to investigate the complex roles played by the arts in a variety of social contexts. Skills in visual analysis, historical research, critical reading, analytical and descriptive writing, and oral communication are developed throughout the course of the study. The practice of art history is interdisciplinary, dynamically engaged with many fields in the humanities and social sciences, as well as with the University's diverse area studies programs and the Ackland Art Museum. The art history degree equips students with skills, knowledge, and values to negotiate rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities.

During the first and sophomore years, students who plan to major in art history should take four courses at the introductory level (numbered between ART 150 and 199) and one studio course. All of these courses satisfy the visual and performing arts Approaches requirement.

Of the remaining required courses, at least two courses must be at the intermediate level (ART 200–399) and one course at the advanced level (ART 400–699). Additionally, the student will elect three more courses numbered 200 or above. Students in their senior year will take a capstone course (ART 697). Students wishing to write an honors thesis will enroll in ART 691H and 692H as part of their electives. Students will choose an area of concentration of which the requirements will be filled by five courses at any level; concentrations are listed above. A maximum of two cross-listed courses taught by faculty outside the Department of Art may count toward the major. It is strongly recommended that before taking a course numbered above 399, students take a lower-level course devoted to the same period. Advanced courses numbered 400 to 699 are lecture and discussion classes open to both graduate and undergraduate students.

All General Education Foundations, Approaches, Connections, and Supplemental Education requirements must be satisfied.

Minoring in Art History

Students majoring in another department may elect to pursue a minor in art history. The minor consists of five courses at any level in art history. Studio art majors may not pursue an art history minor.

Credit by Examination

Students who pass the Advanced Placement (AP) examination in art history and earn a score of 4 or 5 will automatically receive credit for ART 152 History of Western Art II.

Honors in Art History

The honors program is open to students with a 3.2 grade point average who have demonstrated overall excellence in the discipline. Honors are generally pursued in the senior year. Students enroll in the honors courses (ART 691H in the fall; ART 692H in the spring) through the student services assistant in the Department of Art office. This should be done after consultation with the faculty honors advisor and department honors advisor. For more information, see the honors program description elsewhere in this bulletin and the departmental honors announcement. Honors work will allow a student to graduate with honors or with highest honors.

ART (Art History Courses)

053 First-Year Seminar: Art and the Body (3). This course will examine presentations and representations of the body in Western art and how such portrayals relate to their social, cultural, and political contexts.

054 First-Year Seminar: Art, War, and Revolution (3). Focusing on one or two works of art per week in a variety of media, this course explores the complex relationship between war and conflict in the modern world.

061 First-Year Seminar: Introduction to African American Art (3). The purpose of this class is to examine African American art and some of the historical considerations that affected the nature of its developments.

064 First-Year Seminar: Picturing Nature (3). This seminar focuses on how the collecting and study of natural and aesthetic wonders shaped ideas about knowledge in the arts and sciences.

066 First-Year Seminar: Art, Money, and the Market (3). This seminar explores the complex relationship between art and economy in the age of capitalism, focusing on artworks that interpret market activities and address the subject of economic value.

077 First-Year Seminar: Seeing the Past (3). This seminar will introduce students to practices of critical analysis that inform academic work in all the core humanistic disciplines: how do we ask analytical questions about texts, artwork, and other cultural artifacts that come down to us from the past or circulate in our own culture?

079 First-Year Seminar: Meaning and the Visual Arts (3). In the course of the semester, each student will learn to become an

art historian. Students will undertake a series of viewing, research, and writing exercises, which will culminate in the production of an exhibition catalogue on world art titled "In the Eye of the Beholder."

080 First-Year Seminar: Representing the City of Lights: Paris 1600–2000 (3). This class explores the cultural, political, and artistic circumstances in which images of Paris have been made and viewed, including technologies that have disseminated and marketed "Paris" as an image.

084 First-Year Seminar: Society of the Spectacle: Impressionism and Post-Impressionism (3). Students will pay special attention to recent historical and theoretical studies of Impressionist and post-Impressionist painting, as well as selected French novels of the period.

089 First-Year Seminar: Special Topics (3). Content varies by semester.

150 World Art (3). This course provides an introductory survey of some of the major traditions of art making throughout the world, from prehistory to the present.

151 History of Western Art I (3). This is the first semester of a two-semester survey that is designed to acquaint the beginning student with the historical development of art and with the offerings and instructors of the art history faculty. ART 151 covers ancient, medieval, and early Renaissance periods.

152 History of Western Art II (3). This is the second semester of the two-semester survey course including Western art from the Renaissance to modern art. ART 151 is not a prerequisite for ART 152, but all art history majors are required to take both courses.

153 Introduction to South Asian Art (ASIA 153) (3). An introductory survey of the visual arts of South Asia.

154 Introduction to Art and Architecture of Islamic Lands (Eighth–16th Centuries CE) (ASIA 154) (3). This course introduces the arts of the Islamic lands from the seventh-century rise of the Umayyad dynasty of Syria to the 16th-century expansion of the Ottoman Empire.

155 African Art Survey (3). A selective survey of sub-Saharan African art (sculpture, painting, architecture, performance, personal decoration) in myriad social contexts (ceremony, politics, royalty, domestic arenas, cross-cultural exchanges, colonialism, postcolonialism, the international art world).

156 Introduction to Architecture (3). What is architecture? What does it do? This course is designed to encourage students to consider architecture less as something technical, existing in a separate sphere from everyday life, but as social space.

157 Introduction to Latin American Visual Culture (3). This course examines manifestations of visual culture such as festivals and their related objects, comics, and painting in Latin America according to themes like indigenismo, religion, race, modernism, and identity.

158 Introduction to East Asian Art and Architecture (3). This course traces the history of art and architecture in premodern East Asia, emphasizing ideas and ways of seeing and representing that were common or different across East Asia.

159 The Film Experience: Introduction to the Visual Study of Film (3). A critical and historical introduction to film from a visual arts perspective. The course surveys the history of film from its inception to the present, drawing upon both foreign and American traditions.

160 Introduction to the Art and Architecture of Pre-Hispanic Mesoamerica (3). This course introduces the art, architecture, and cultures of Pre-Hispanic Mesoamerica, from the rise of Mesoamerica's first high civilization in the second millennium BCE to the defeat of the Aztec Empire in 1521 CE.

251 Art and Architecture in the Age of the Caliphs (Seventh–12th Centuries CE) (3). Introduces the art and architecture of the caliphal period, concentrating on the seventh through 12th centuries (the "classical" period of Islamic art).

254 Women in the Visual Arts I (WMST 254) (3). Required preparation, any introductory art history course or permission of the instructor. This course analyzes the role of women in Western art as art producers and consumers of art and looks at how women have been represented.

255 African Art and Culture (3). This course explores the art and culture of sub-Saharan Africa on the levels of both production and consumption both locally and globally.

258 Chinese Art and Culture: From Han to Tang (3). This course investigates cultural and artistic complexities and diversities in medieval China, resulting from its exchanges with neighboring peoples during the period between the Han and Tang dynasties.

259 Native American Art and Culture (3). A selective survey of Native North American art (sculpture, painting, architecture, performance, personal decoration) in myriad social contexts (ceremony, politics, domestic arenas, cross-cultural exchanges, colonialism, postcolonialism, the international art world).

262 Art of Classical Greece (CLAR 262) (3). Required preparation, any introductory art history course or permission of the instructor. A chronological study of the main developments of Greek sculpture, architecture, and painting from the fifth to the first centuries BCE.

263 Roman Art (CLAR 263) (3). See CLAR 263 for description.

264 Medieval Art in Western Europe (3). Required preparation, any introductory art history course or permission of the instructor. Survey of major developments in painting and sculpture in Europe during the Latin Middle Ages (300–1400 CE).

265 Medieval Iconography (3). Required preparation, any introductory art history course or permission of the instructor. Understanding the meaning of medieval art by examining the iconography of selected important works.

266 Arts of Early and Medieval India (ASIA 266) (3). Required preparation, any introductory art history course or permission of the instructor. This course is an introduction to the visual culture of early and medieval India.

267 Latin American Modernisms (3). This course focuses on the relationship between the national and international and art and politics within Latin American modernist movements from ca. 1900 to 1960.

270 Early Renaissance Art in Italy (3). Required preparation, any introductory art history course or permission of the instructor. The course develops a solid acquaintance with representative aspects of Italian art from about 1250 to 1450. In alternate semesters

the emphasis may change from central (Florence, Rome) to northern (Venice) Italy.

271 High Renaissance Art in Italy (3). Required preparation, any introductory art history course or permission of the instructor. The course is a survey of major Italian painting from about 1490 to 1575. From semester to semester the emphasis may alternate between central Italian and Venetian/northern Italian works.

272 Northern European Art: Van Eyck to Bruegel (3). Required preparation, any introductory art history course or permission of the instructor. Survey of painting and sculpture ca. 1400–1600 in the Netherlands—Belgium (Flanders) and Holland—as well as France and England.

273 Arts in Mughal India (ASIA 273) (3). Required preparation, any introductory art history course or permission of the instructor. This course explores the visual culture patronized by the Mughal dynasty in India from the 11th to the 17th centuries.

274 European Baroque Art (3). Required preparation, any introductory art history course or permission of the instructor. This course examines 17th-century art and architecture in Europe.

275 18th-Century Art (3). Required preparation, any introductory art history course or permission of the instructor. An introductory survey of architecture, sculpture, and painting with emphasis on European developments in the "fine" and "decorative" arts from the late 17th century to the Napoleonic era.

277 Art and Architecture of Viceregal Latin America (3). Prerequisite, ART 152 or 157. This course surveys the art and architecture of Hispanophone and Lusophone America of the Viceregal period (1492–ca. 1810).

282 Modernism I: Impressionism and Post-Impressionism (3). Required preparation, any ART 50–89 or 100–199. Permission of the instructor for students lacking the prerequisite. The development of European art from 1850 to 1905, with an emphasis on French avant-garde movements including realism and impressionism.

283 Picturing Paris: 1800–2000 (3). Required preparation, any introductory art history course or permission of the instructor. This class explores the cultural, political, and artistic circumstances in which images of Paris have been made and viewed, as well as various visual technologies that have disseminated and marketed.

284 Modernism II: 1905–1960 (3). Required preparation, any introductory art history course or permission of the instructor. Major figures, movements, and themes of modernism from cubism and the emergence of abstraction to the transfer of artistic energy and innovation to the United States after World War II.

285 Art since 1960 (3). This course will explore major trends in Western art since 1960. It focuses on key contemporary movements and their relations to social, cultural and political contexts.

286 American Art from Colonial Times to the Present (3). Required preparation, any introductory art history course or permission of the instructor. History of painting, sculpture, and architecture in North America.

287 African American Art Survey (AFAM 287) (3). An introduction to African American art and artists and their social contexts from early slavery.

288 19th-Century American Art (3). Prerequisite, ART 053, 054, 061, 064, 077, 079, 080, 084, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, or 161. Permission of the instructor for students lacking the prerequisite. This course surveys the broad spectrum of 19th-century artistic practice in the United States, focusing on academic and popular artworks that addressed the major conflicts and crises of the period.

289 American Modernisms (3). Prerequisite, ART 053, 054, 061, 064, 077, 079, 080, 084, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, or 161. This course surveys the wide field of early 20th-century American art, stressing the diverse and contested character of artistic modernism in the United States.

290 Special Topics in the Visual Arts (3). Required preparation, any introductory art history course or permission of the instructor. Selected topics in art history or art studio.

295 Egypt, Near East, and Aegean (3). Required preparation, any introductory art history course or permission of the instructor. This course surveys the ancient art and architecture of Egypt, the Near East, and the Aegean Bronze Age, from the Neolithic period to the end of the Neo-Assyrian empire.

351 Crusader Art (3). Required preparation, any introductory art history course or permission of the instructor. This course surveys the main works of Crusader art in order to understand their nature and development from 1099 to 1291. The Crusader monuments are set in their historical context and in relation to Byzantine and Western European art.

352 Religious Architecture and Visual Culture in Latin America (3). Prerequisite, ART 157. Permission of the instructor for students lacking the prerequisite. This course uses case studies to introduce students to the visual culture manifested in architecture, festivals, ritual spaces, clothing, and objects associated with religious practices of Latin America.

353 African Masquerade and Ritual (AFRI 353, ANTH 343) (3). Prerequisites AFRI 101, ANTH 102 or 120, and ART 155. Permission of the instructor for students lacking the prerequisites. Explores ideas of and contexts for select sub-Saharan African rituals/masquerades. Examines how people use objects in establishing and mediating relationships with one another, ancestors, and the spiritual world.

361 Saints in Medieval Art (3). The course explores the modes in which saints and issues related to sainthood are visualized in medieval art.

362 Early Christian Art and Modern Responses (3). Required preparation, any introductory art history course or permission of the instructor. The early Christian origins of art and architecture in domestic and public contexts of the 200–600 CE Christian communities; the 18th- and 20th-century adaptation of early Christian art.

363 Envisioning Buddhism in Medieval China (3). This course investigates different genres of Buddhist art in medieval China, produced to disseminate religion and give rise to a new religious vision and imagination.

365 Late Medieval Art (3). This course explores the art of the late medieval period in Byzantium and the Latin West.

370 Visual Art in the Age of Revolution (3). Required preparation, any introductory art history course or permission of the instructor. This course focuses on the visual arts of Europe between 1750 and 1830, and addresses the political, social, cultural, and aesthetic issues pertinent to art in an age of revolution.

383 Modern Architecture (3). Required preparation, any introductory art history course or permission of the instructor. This course will examine the history of architecture from the late 19th century to the present.

387 20th-Century African American Art (AFAM 387) (3). This course will focus upon the expression of African Americans in the United States in the 20th century.

390 Special Topics in the Visual Arts (1–21). Required preparation, any intermediate art history course or permission of the instructor. Selected topics.

396 Directed Readings in Art History (3). Permission of the instructor. Independent study under the direction of a faculty member.

397 Art History Practicum (1–3). Students complete an internship in an art history related field. Students will gain practical knowledge of the practice of art history.

450 The City as Monument (3). A city or cities will be considered as cultural artifact(s), with emphasis given to plans and planning, architecture, public monuments and to various institutions, such as religion, government, the arts, and commerce that initiate or affect these urban developments and forms.

451 Women in the Visual Arts II (WMST 451) (3). Prerequisite, ART 151 or 254. Permission of the instructor for students lacking the prerequisite. Discussion of topics related to the representation of women in Western art and/or women as producers of art.

453 Africa in the American Imagination (AFRI 453) (3). Restricted to sophomores, juniors, and seniors. Examines the ways African art appears in United States popular culture (advertisements, magazines, toys, films, art) to generate meanings about Africa. Addresses intersecting issues of nationalism, multiculturalism, imperialism, nostalgia, race.

456 Art and Visual Culture of South Asia (ASIA 456) (3). Required preparation, any intermediate art history course or permission of the instructor. This thematic course explores how objects and monuments are viewed, experienced, and used in a ritual context in South Asia.

457 Studies in the History of Graphic Art (3). Required preparation, any intermediate art history course or permission of the instructor. Study of prints and printmaking in Western art from ca. 1400 to the present focusing on selected topics.

458 Islamic Palaces, Gardens, and Court Culture (Eighth–16th Centuries CE) (3). Prerequisite, ART 154. Permission of the instructor for students lacking the prerequisite. This course focuses on palaces, gardens, and court cultures beginning with the eighth-century Umayyad period and ending with the 16th-century reigns of the Mughal, Safavid, and Ottoman dynasties.

460 Greek Painting (CLAR 460) (3). Required preparation, any intermediate art history course or permission of the instructor. A survey of the development of Greek art from geometric to Hellenistic painting through a study of Greek vases, mosaics, and mural paintings.

461 Archaic Greek Sculpture (CLAR 461) (3). Required preparation, any intermediate art history course or permission of the instructor. A focused study of sculpture during the Archaic period in Greece.

462 Classical Greek Sculpture (CLAR 462) (3). See CLAR 462 for description.

463 Hellenistic Greek Sculpture (CLAR 463) (3). Required preparation, any intermediate art history course or permission of the instructor. A focused study of Greek sculpture in the Hellenistic period.

464 Greek Architecture (CLAR 464) (3). See CLAR 464 for description.

465 Architecture of Etruria and Rome (CLAR 465) (3). See CLAR 465 for description.

466 History of the Illuminated Book (3). Required preparation, any intermediate art history course or permission of the instructor. Chronological survey of major developments in book painting during the European Middle Ages from 300 to 1450 CE.

467 Celtic Art and Cultures (3). Required preparation, any intermediate art history course or permission of the instructor. This course explores the art and culture from the Hallstat and La Tène periods (seventh century BCE) to the Celtic "renaissance" (ca. 400–1200 CE).

468 Visual Arts and Culture in Modern and Contemporary China (3). This course examines visual materials, including those from fine arts, commerce, popular culture, political propaganda, avant-garde movements, etc., produced in modern and contemporary China as an important means of defining China's self-identity in the modern and global world.

469 Art of the Aztec Empire (3). This course provides a comprehensive introduction to the art of the Aztec Empire, including architecture, monumental sculpture, small-scale sculpture, ceramics, painting, lapidary work, gold work, and feather work.

470 The Moving Image in the Middle Ages (3). The course explores the range of contexts in which images in the medieval period were made to move; for instance, in rituals, processions, and miracles.

471 Northern European Art of the 14th and 15th Centuries (3). Required preparation, any intermediate art history course or permission of the instructor. Advanced study of painting and sculpture in France, England, and the Netherlands, 1300 to 1400.

472 Early Modern Art, 1400–1750 (3). Required preparation, any intermediate art history course or permission of the instructor. This course explores specialized themes and/or broad topics in Western European art of the early modern period.

473 Early Modern and Modern Decorative Arts (3). Required preparation, any intermediate art history course or permission of the instructor. This course traces major historical developments in the decorative and applied arts, landscape design, and material culture of Western society from the Renaissance to the present.

480 British Art (3). Required preparation, any introductory art history course or permission of the instructor. Survey of British painting from the time of Hogarth (ca. 1750) through the 19th century. Emphasis will be given to significant artists (Hogarth, Reynolds, Turner, Gainsborough, Constable); movements (neoclassicism, romanticism, pre-Raphaelitism); and ideas (impact of science, industrialization).

481 American Art and the Civil War (3). Prerequisite, ART 053, 054, 061, 064, 077, 079, 080, 084, 151, 152, 153, 154, 155, 156, 157, 158,

159, 160, or 161. Permission of the instructor for students lacking the prerequisite. An exploration of the ways that American artists negotiated the Civil War, examining artworks and popular images that addressed slavery and sectionalism, the wartime experience, and the project of Reconstruction.

483 Art, Politics, and Society in France, 1850–1914 (3). An examination of the interaction of artists, criticism, and the market with larger political and social developments in France, with an emphasis on primary sources.

485 Art of the Harlem Renaissance (3). Examines the Harlem Renaissance (1918–1942) as an instance of both transnational modernism and cultural nationalism through study of how artworks articulate interrelated conceptions of race, gender, sexuality, and social class.

487 African Impulse in African American Art (AFAM 487) (3). Required preparation, any intermediate art history course or permission of the instructor. This class will examine the presence and influences of African culture in the art and material culture of Africans in the Americas from the colonial period to the present.

488 Contemporary African Art (AFRI 488) (3). Prerequisite, AFRI 101 or ART 152 or 155. Permission of the instructor for students lacking the prerequisite. Examines modern and contemporary African art (1940s to the present) for Africans on the continent and abroad. Examines tradition, cultural heritage, colonialism, postcolonialism, local versus global, nationalism, gender, identity, diaspora.

490 Special Topics in Visual Arts (3). Required preparation, any intermediate art history course or permission of the instructor. This course entails an intensive look at issues in the visual arts, and may cover specialized topics or broad themes from any part of the world or any historic period.

514 Monuments and Memory (HIST 514, INTS 514) (3). See INTS 514 for description.

550 Topics in Connoisseurship (3). Permission of the instructor. Works in the Ackland Museum's collection will be studied directly as a means of training the eye and exploring the technical and aesthetic issues raised by art objects.

551 Introduction to Museum Studies (3). Introduces careers in museums and other cultural institutions. Readings and interactions with museum professionals expose participants to curation, collection management, conservation, exhibition design, administration, publication, educational programming, and fundraising.

552 The Literature of Art (3). Required preparation, any intermediate art history course or permission of the instructor. A study of the principal critics and historians who have contributed to the development of modern art history. Also application of the principles to specific works of art.

553 The Body in Social Theory and Visual Representation (3). A study of how the human body has been represented in contemporary art and the relation of those representations to theories of the individual and society.

554 Imagining Otherness in Visual Culture in the Americas (AFAM 554) (3). Required preparation, any intermediate art history course or permission of the instructor. This course examines representational othering of black, Asian, Latina/o, and Native American people in images in the Americas through postcolonial topics like racial stereotyping, Orientalism, primitivism, essentialism, and universalism.

556 Visual Cultures of the American City, 1750–1950 (3). Prerequisite, ART 053, 054, 061, 064, 077, 079, 080, 084, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, or 161. Permission of the instructor for students lacking the prerequisite. An exploration of the wide field of American art and visual culture inspired by the spaces and social life of the modern city.

561 Art and Society in Medieval Islamic Spain and North Africa (ASIA 561) (3). Prerequisite, ART 154. Permission of the instructor for students lacking the prerequisite. This course introduces the art and architecture of medieval Islamic Spain and North Africa between the eighth and 16th centuries.

562 Islamic Urbanism (3). Prerequisite, ART 154. Permission of the instructor for students lacking the prerequisite. This course explores the development, urban forms, and social structures of some of the major cities of the medieval Islamic lands.

583 Theories of Modern Art (3). Required preparation, any intermediate art history course or permission of the instructor. A study of theoretical issues central to the understanding of trends in modern art (e.g., modernism, the avant-garde, formalism originality).

586 Cultural Politics in Contemporary Art (3). Permission of the instructor. This course will examine the strategies of critique in contemporary art. Organized thematically, it focuses on the tactics employed by artists who address political, social, or cultural issues through their work.

588 Current Issues in Art (3). Addresses select issues that have gained or re-gained prominence in today's art world, for example globalization, training, the market, and the nature of the "contemporary."

595 History and Theory of Museums (3). Required preparation, any intermediate art history course or permission of the instructor. Provides an historical overview of museums. Serves as an introduction to many of the theoretical issues museums face including: ethics, audiences, the role of museums in society, exhibiting dilemmas.

596 Experience in Research (1–3). Required preparation, one 100-level art history course and one 200- to 399-level art history course. An experiential learning opportunity in independent and original research on a topic or in a field of the student's choosing under the close direction of a faculty supervisor.

597 Studiolo to Wunderkammer (3). Required preparation, any intermediate art history course or permission of the instructor. This course explores the history of early modern collecting, encompassing scholars' and merchants' "study rooms," aristocrats' menageries, humanists' "sculpture gardens," and princely cabinets of wonders.

680 Roman Sculpture (CLAR 680) (3). See CLAR 680 for description.

683 Etruscan Art (CLAR 683) (3).

691H Honors in Art (3). Permission of the instructor. Independent research directed by a faculty member leading to an honors thesis

692H Honors in Art (3). Permission of the instructor. Independent research directed by a faculty member leading to an honors thesis.

697 Art History Capstone (3). Majors only. In this seminar, designed for undergraduate majors, students apply their training in art historical methods towards the creation of a geographically and chronologically inclusive online exhibition.

Studio Art Program

The program in studio art at UNC–Chapel Hill focuses on fine arts. Students may choose from a range of studio course work designed to develop both skill acquisition and a personal creative vision. We develop two critical skills: the means of self-expression and techniques for creative thinking. Our responsibility to the studio art major is to develop a sense of professional standards and future career potential. While the undergraduate program focuses on the fine arts, the course of study nonetheless offers a sound foundation for students to move into art education, applied arts, and other art-related careers as well as preparing for further study or careers in the fine arts.

Students choosing a studio art major begin with a series of foundation courses that are designed to develop their understanding and application of visual language across a range of media. In these courses, students address both skill development and the nature of artistic inquiry. Believing that technique serves the visual idea, we stress the integration of media skill and concept. Conventional issues of artisanship, technique, and skill acquisition are taught as part of a larger concept of art making. The goal is to equip students with a variety of skills and visual strategies that they will be able to apply in meaningful contexts. In the final analysis, we expect students to become technically competent, conceptually independent, critically aware, and dedicated to their passion of art making.

This philosophy encompasses our contextualization in an institution of higher education. We embrace the notion that being an artist today requires an intellectual curiosity and broad base of knowledge that, in turn, informs studio work. The University of North Carolina at Chapel Hill provides limitless resources to the studio artists in our program. The studio program in the Department of Art becomes a site of synthesis of intellectual inquiry and subjective lived experience.

The Department of Art offers two undergraduate degrees in studio art: the bachelor of arts (41 credit hours) and the bachelor of fine arts (60 credit hours). Additionally, a combined studio/art history degree, the bachelor of fine arts with art history emphasis (60 credit hours), has been designed for those wishing to have a depth of study in both programmatic areas in the Department of Art. The studio component of the B.F.A with an art history emphasis parallels the B.A. degree with some exceptions as noted.

Majoring in Studio Art: Bachelor of Arts

Departmental Requirements

- Four studio art foundation courses: ART 102, 103, 104, and 105
- Life course: ART 214 or 223
- Studio concentration plus studio electives must equal 15 credits
- Studio concentration: Two studio art courses from one of the following areas: Drawing/painting, sculpture, photography, electronic media, mixed media, printmaking
- Studio electives: Three studio art courses not in a student's studio concentration area
- Art history courses: Three art history courses, including one course with a contemporary focus from ART 255, 386, 387, 468, 488, or 586
- Professional seminar: ART 394
- Participation in the graduating senior exhibition

The B.A. degree is intended to expose the undergraduate student to a broad range of studio art ideas and practices. Students should choose this degree option if they are seeking a general liberal arts education. It is also the most often selected degree option when pursuing a double major. Second majors are frequent in communication studies, journalism (design track), biology, drama (costume and set design), psychology (art therapy), and any field augmented by visual arts study. In fact, whatever discipline students might choose to pursue, whether the arts, humanities, or sciences, medicine or law, success will depend on two abilities: the ability to find creative solutions to problems and the ability to express individuality. Art, by its very nature, gives these skills to those who study the discipline.

All General Education Foundations, Approaches, Connections, and Supplemental Education requirements must be satisfied. While the major consists of 41 credit hours, students may earn up to 45 credits in the Department of Art that will count toward graduation. Credits taken in the Department of Art beyond 45 will not count toward overall graduation requirements.

Majoring in Studio Art: Bachelor of Fine Arts

Departmental Requirements

- Four studio art foundation courses: ART 102, 103, 104, 105
- Life course: ART 214 or 223
- Studio concentration plus studio electives must equal 34 credits
- Studio concentration: Five to seven studio art courses from one of the following areas: Drawing/painting, sculpture, photography, electronic media, mixed media, printmaking
- Studio electives: Five to seven studio art courses not in a student's studio concentration area
- Art history courses: Three art history courses, including one course with a contemporary focus from ART 255, 386, 387, 468, 488, or 586
- Professional seminar: ART 394
- Participation in the graduating senior exhibition

The B.F.A. is considered the preprofessional course of study, providing a more in-depth experience of visual concept and practice. Students intending to pursue further study in visual arts disciplines (master of fine arts, design fields, or architecture) should choose this degree option. Students considering the B.F.A. degree are advised to contact the undergraduate advisor for studio art during the first year and no later than the sophomore year. All General Education Foundations, Approaches, and Connections requirements must be satisfied. Because of the increased number of Department of Art hours required for the B.F.A., these students are not required to complete the Supplemental General Education requirements. B.F.A. students should be aware that courses taken in the Department of Art beyond the 60 credits outlined in the major will not count toward graduation.

Majoring in Studio Art: Bachelor of Fine Arts with Art History Emphasis

Departmental Requirements

- Four studio art foundation courses: ART 102, 103, 104, 105
- Two courses from ART 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, or 161
- Life course: ART 214 or 223
- Studio concentration plus studio electives must equal 16 credits
- Studio concentration: Two to three studio art courses from one of the following areas: Drawing/painting, sculpture, photography, electronic media, mixed media, printmaking

- Studio electives: Three to four studio art courses not in a student's studio concentration area
- Art history emphasis: Seven art history courses numbered from 200 to 699, including two courses numbered above 400
- Professional seminar: ART 394
- Participation in the graduating senior exhibition

The bachelor of fine arts with art history emphasis degree was established to allow students to pursue concentrated study in both studio art and art history. Essentially, it represents a double major of studio art and art history. Unique to UNC–Chapel Hill, this degree has been well received for students wishing to pursue graduate study in fields that demand knowledge in both history and practice, such as curatorial studies, museum studies, or education. Students pursuing this degree are advised by the director of undergraduate studies for both studio art and art history. Students interested in this degree should contact both advisors no later than the sophomore year.

All General Education Foundations, Approaches, and Connections requirements must be satisfied. Because of the increased number of Department of Art hours required for the B.F.A.–A.H. major, these students are not required to complete the Supplemental General Education requirements. B.F.A.–A.H. students should be aware that courses taken in the Department of Art beyond the 60 credits outlined in the major will not count toward graduation.

Additional Information for Majors

Students should not take more than two intermediate- or upper-level courses before they have completed all of the following foundation courses: ART 102, 103, 104, and 105.

In general, courses are numbered to reflect the concentration areas in the last digit. Painting courses end in 2, sculpture 3, drawing 4, photography 5, electronic media 6, mixed media 7, printmaking 8. Other thematic or media courses may count in a variety of media areas depending on the topic. Some courses may bridge multiple areas of concentration. Be sure to check with the undergraduate advisor for studio art to know whether certain courses can apply to your area of concentration.

Some intermediate and advanced courses may be taken for variable credit with instructor permission only. Students must consult with individual instructors to outline and contract specific requirements for variable credit hour study. Students taking variable credit should expect to engage in a minimum of two hours of supervised work and an additional two hours per credit outside of class work per week.

ART 151, 152, or any art history survey course is recommended as a first course in art history

ART 394, taken in the spring of the junior year, explores topics such as further academic study in art (graduate school), exhibiting work (galleries, museums, competitive exhibitions), and career options (including art education, art therapy, design fields, curatorial, critical writing).

All graduating art majors participate in a graduation exhibition. In the spring of the senior year, a designated faculty member facilitates the senior exhibition. Organizational meetings usually begin in February. The Senior Exhibition is hung during exam week and is on view through graduation.

Studio Art Credit Summary: B.A., B.F.A., B.F.A.–A.H.

	B.A.	B.F.A.	B.F.A.–A.H.
Foundation courses (ART 102, 103, 104, 105)	12	12	12
Two 100-level art history courses			6
Life course (ART 214 or 223)	3	3	3
Studio concentration	6	15 to 19	6 to 7
Studio electives	9	15 to 19	9 to 10
Art history credits	9	9	21
Professional seminar (ART 394)	2	2	2
Senior exhibition requirement	0	0	0
Total Department Credits	**41**	**60**	**60**

Studio Courses and Nonmajors

Studio art courses, especially foundation courses, are extremely popular. Because these are required prerequisite courses for studio art majors, registration is limited to majors during the first part of the preregistration period. Remaining spaces are made available to nonmajors during the registration time for first-year students. Because the department gives this preference to studio art majors, nonmajors, undeclared students, or continuing study students often find it difficult to enroll in these courses. Individuals seriously considering a studio art major and experiencing such difficulty should see the undergraduate advisor for studio art. We reserve a small number of spaces for such students. Students may be asked to demonstrate commitment to studio art with some examples of artwork.

Independent Study

Students may pursue independent study course work with individual faculty members. Such work may be undertaken only with permission of the sponsoring faculty member and is appropriate only after the typical sequence of courses has been completed. Students should consult individual faculty members prior to registration to secure permission. Most faculty members require a written plan for the proposed semester's work. Students should submit a proposal outlining technical and conceptual motivations and goals for production for the semester.

Independent study work requires a minimum of three hours per week per credit hour. Students must meet with the faculty member within the first week of classes initially to confirm goals, review expectations, and establish semester deadlines. Thereafter, students must meet regularly to review work in progress. The suggested frequency for these meetings is every two weeks but should not be less than once per month.

Honors in Studio Art

The honors program in studio art is designed to provide senior majors an opportunity to pursue serious and substantial work culminating in a senior honors project. Successful completion of the project qualifies the student to graduate with honors or with highest honors. Studio art majors with a grade point average of 3.2 or above are eligible for consideration. Admission to the studio art honors program is determined by a review of work by a designated faculty committee. For this review, students must submit the following materials:

- A completed application,
- A written statement regarding the work, and
- A specified body of work for review by the honors committee.

The work must demonstrate a mature capability to perform visual research. These reviews are scheduled each spring, in early April, for rising seniors.

Students who will be studying abroad or are otherwise not in residence during the scheduled review period must make alternate arrangements to submit an application and work samples for honors study. This may be done via a digital portfolio.

Once accepted as a studio art honors candidate, students enroll in the honors courses (ART 691H in the fall and ART 692H in the spring) through the student services assistant. These credit hours are applied toward the concentration. All studio honors students must exhibit their honors project work in the Honors Exhibition scheduled for the June and John Allcott Gallery or in an approved alternate venue. Specific requirements for the honors project and a schedule of departmental and University deadlines are issued at the time of acceptance into the studio honors program and are available on the studio art majors' Blackboard site.

ART (Studio Art Courses)

050 First-Year Seminar: The Artistic Temperament (3). Class examines how to advance and sustain artistic production, focusing not only on being a successful artist, but also on the importance of creativity and hard work in any successful venture.

051 First-Year Seminar: Assumed Identities: Performance in Photography (3). This course will look at historical and contemporary photographers who use assumed identities and personas to comment on and explore their changing identity roles in society and challenge society's stereotypes.

057 First-Year Seminar: Narrative Sight/Site (3). A mixed media course investigating visual storytelling.

058 First-Year Seminar: Book Art (3). The book as a structural format for expression has a long history in visual arts. We will address aspects of the book that function visually, considering both design and content.

059 First-Year Seminar: Time, A Doorway to Visual Expression (3). This class will study one of the lesser considered, but most intriguing, visual components: the element of time.

071 First-Year Seminar: Contemporary Native North American Art Practice (3). This course provides an overview of contemporary Native American art from the late 1800s and will focus on regional styles and three major art exhibitions from the 1980s and 1990s.

075 First-Year Seminar: Stories in Sight: The Narrative Image (3). This class looks at the theory and practice of telling stories through photographs.

078 First-Year Seminar: The Visual Culture of Photography (3). This course will investigate how photography is inextricably entwined in our lives and histories.

082 First-Year Seminar: Please Save This: Exploring Personal Histories through Visual Language (3). This class will investigate the idea of personal histories in visual art. As a studio class, the course will be organized around several art making projects. As a catalyst to our own art making, we will explore the idea of personal history and memory through readings, as well as looking at contemporary artists whose work functions in an autobiographical framework.

089 First-Year Seminar: Special Topics (3). Content varies by semester.

102 Two-Dimensional Design (3). The study of the anatomy of a visual message. Through manipulation and analysis of the formal elements of line, shape, value, texture, and color, students will explore psychological and intellectual consequences and strategies for controlling compositional structures.

103 Three-Dimensional Design/Introduction to Sculpture (3). Designed to develop aesthetic sensibility, analytical capacity, and fundamental skills in three-dimensional media.

104 Basic Drawing and Composition (3). Designed to develop aesthetic sensibility, analytical capacity, creative interpretation and fundamental skills in two-dimensional media.

105 Basic Photography (3). A beginning course in creative digital and analog photography.

106 Electronic Media (3). A beginning course in electronic media; introduction to various programs frequently used in art making.

202 Painting I (3). Prerequisites, ART 102 and 104. Permission of the instructor for students lacking the prerequisites. Introduction to the techniques of two-dimensional thought and process through the application of various painting media.

203 Sculpture I (3). Prerequisite, ART 103. Permission of the instructor for students lacking the prerequisite. Introduction to the techniques of three-dimensional thought and process through the application of the various sculpture media.

206 Intermediate Electronic Media (3). Prerequisite, ART 106. Permission of the instructor for students lacking the prerequisite. Continuation of ART 106.

208 Print Survey (3). Introduction to four basic approaches to printmaking: intaglio, relief, planographic, and stencil processes. Students will explore creative strategies unique to the printed process.

213 Ceramic Sculpture I (3). Prerequisite, ART 103. Permission of the instructor for students lacking the prerequisite. An investigation of clay as a sculptural medium; developing technical skills, aesthetic awareness, and historical perspective.

214 Life Drawing I (3). Prerequisite, ART 104. Development of proficiency in figure drawing through the use of various drawing and painting materials (study from the model).

223 Life Sculpture (3). Prerequisite, ART 103. Permission of the instructor for students lacking the prerequisite. Conceptual investigation of the figure and issues of the body through the combined use of various sculptural materials.

230 Women in Contemporary Art (3). What does the increasing presence of women in the art world look like? This seminar will explore the lives and work of women in contemporary art.

233 Wood Sculpture (3). This class examines wood sculpture from both a technical and intuitive perspective. Students are taught woodworking skills and are then encouraged to use these skills to discover their creative potential.

243 Metal Sculpture (3). This class examines metal sculpture from both a technical and intuitive perspective. Students are taught metalworking skills and are then encouraged to use these skills to discover their creative potential.

290 Special Topics in the Visual Arts (3). Required preparation, any introductory studio art course or permission of the instructor. Selected topics in studio art.

302 Intermediate Painting (1–21). Prerequisite, ART 202. Continuation of ART 202.

303 Intermediate Sculpture (1–21). Prerequisite, ART 203. Continuation of ART 203.

305 Intermediate Photography (3). Prerequisite, ART 105. Continuation of ART 105.

307 Mixed Media Seminar (3). Prerequisite, ART 103 or 104. Permission of the instructor for students lacking the prerequisite. Work produced in this class crosses media boundaries. Students consider the codedness of media and stylistic approaches and how these mediate specific content ideas as determined from specific readings.

313 Intermediate Ceramic Sculpture (1–21). Prerequisite, ART 213. Continuation of ART 213.

314 Life Drawing II (3). Prerequisite, ART 214. Continuation of ART 214.

324 Intermediate Drawing (3). Prerequisite, ART 104. Continuation of ART 104.

328 Serigraphy (3). Prerequisite, ART 102 or 104. Permission of the instructor for students lacking the prerequisite. Serigraphy is an intermediate printmaking class. The course provides basic technical introduction primarily in silkscreen. Students will explore the printed image through hand-drawn, photographically, and digitally produced images.

330 Time, the Forgotten Element (3). Prerequisite, ART 103, 104, or 105. Required preparation, one additional ART course numbered in the 100s. Permission of the instructor for students lacking the prerequisites. Concept-driven studio course explores issues of time. Students consider scientific, philosophical, and personal definitions of time to inform projects using a variety of two-, three-, and multidimensional approaches.

336 Digitizing the Body (3). This class examines contemporary artistic production by international artists that engage, question, and challenge ideas of the body. Students will create work in relation to the body using digital technology.

338 Intaglio and Relief Printmaking (3). Prerequisite, ART 208. Continuation of ART 208, with emphasis on intaglio and relief.

348 Lithography (3). Prerequisite, ART 208. Permission of the instructor for students lacking the prerequisite. Lithography is an intermediate printmaking class. The course provides basic technical introduction to stone and plate lithography. Students will investigate artistic strategies to forge visual literacy in print media.

356 Introduction to Digital Photography (3). Prerequisite, ART 105. Permission of the instructor for students lacking the prerequisite. Exploration of the transition of photography from traditional darkroom processes to digital formats. Includes methods of interpretation, analysis of images, scanning, retouching, color correction, basic composition, and inkjet printing.

390 Special Topics in the Visual Arts (1–21). Required preparation, any intermediate studio art course or permission of the instructor. Selected topics.

394 Professional Seminar (2). Required preparation, 20 hours in studio art or second-semester junior status. Art majors only. The professional seminar introduces the studio major to practical aspects involved in a career in studio art.

397 Art History Practicum (3). Students complete an internship in an art history related field. Students will gain practical knowledge of the practice of art history.

399 Professional Practices (3). A professional practices seminar designed as a capstone course for the art major. Its primary purpose is to prepare art majors for professional lives after undergraduate school.

402 Advanced Painting (1–21). Prerequisite, ART 302. Permission of the instructor for students lacking the prerequisite. Continuation of ART 302. May be repeated for credit.

403 Advanced Sculpture (1–21). Prerequisite, ART 303. Permission of the instructor for students lacking the prerequisite. Continuation of ART 303. May be repeated for credit.

405 Color Photography (3). Prerequisite, ART 105. The class will focus on lectures, readings, technical demonstrations, and visual assignments investigating color photography. Students will be responsible for completing a series of photographic assignments. Emphasis will be placed on intensive final projects.

406 Interactive Media (COMM 636) (3). See COMM 636 for description.

407 Body Imaging (3). Prerequisite, ART 102. Required preparation, one intermediate ART class or permission of the instructor. Work is made through close examination and analysis of the human "body." Work may be made using any technical or theoretical approach. Required readings provide a conceptual grounding.

410 Public Art (3). Prerequisite, ART 302, 303, or 305. Permission of the instructor for students lacking the prerequisite. This studio class explores public art from historical and critical perspective. Students will propose and create works of public art. Opportunities to implement projects will be explored through the Department of Art and other resources.

413 Advanced Ceramic Sculpture (1–21). Prerequisite, ART 313. Permission of the instructor for students lacking the prerequisite. Continuation of ART 313. May be repeated for credit.

415 Conceptual-Experimental Photography (3). Prerequisites, ART 105 and either 305 or 405. An advanced photography course for students interested in contemporary photographic practices, critical theory, art history, and experimental processes: theory and practice, formal and conceptual investigations, and historical and contemporary strategies will all be given equal attention.

416 Video Art (3). Prerequisite, ART 106. Permission of the instructor for students lacking the prerequisite. An introduction to the creative and technical processes in producing video art. Students will shoot and edit their own independent video projects. Some class time will be devoted to viewing video art and other media-based work.

417 Advanced Mixed Media Projects (3). Cultural production and practice, theory, and criticism. Pursuit of individual visual projects, formally and conceptually, through theoretical, poetic, art historical, and autobiographical texts, critiques, collaboration, and discussion using all media.

418 Advanced Printmaking (1–6). Prerequisites, ART 208 and any two of 318, 328, 338, or 348. Permission of the instructor for students lacking the prerequisites. This course is appropriate for students who have had a minimum of three semesters of prior printmaking experience. Students submit a proposal outlining technical and artistic goals for the semester.

423 Installation (3). Prerequisite, ART 303. Permission of the instructor for students lacking the prerequisite. This class explores art that encompasses its audience. Conceptual motivations as well as practical realities of dealing with a specific three-dimensional space will be considered.

428 Book Art (3). Prerequisite, ART 102. Required preparation, one additional two-dimensional studio course (drawing, photography, or printmaking). Defining the book as a "multiple and sequential picture plane," this course considers a range of traditional approaches and conceptual departures of the book as a format for creative expression.

490 Special Topics in Visual Arts (3). Required preparation, any intermediate art history course or permission of the instructor. This course entails an intensive look at issues in the visual arts and may cover specialized topics or broad themes from any part of the world or any historic period.

515 Advanced Photography (3). Prerequisite, ART 305. Permission of the instructor for students lacking the prerequisite. May be repeated for credit.

590 Independent Study in Studio Art (1–9). Permission of the instructor. For students wishing to pursue additional media or thematic study beyond the advanced level. Students register with section numbers designated for faculty. May be repeated for credit.

691H Honors in Art (3). Permission of the instructor. Independent research directed by a faculty member leading to an honors thesis.

692H Honors in Art (3). Permission of the instructor. Independent research directed by a faculty member leading to an honors thesis.

Special Opportunities in Art

Credit by Examination

Students who fulfill the studio art portfolio requirements for the Advanced Placement Examination and earn a score of 4 or 5 will automatically receive credit for ART 102, 103, or 104. Students who score a 3 may petition for a portfolio review to determine if they should receive credit for one of these courses (see the undergraduate advisor in studio art). Students earning a score of 6 or higher on the International Baccalaureate portfolio will be granted three credits for ART 104. Students who score a 5 on the International Baccalaureate should contact the Department of Art about credit.

Advanced Placement by Portfolio Review

Art majors who have broad experience in visual art may petition to waive foundation-level requirements by submitting to a portfolio review. If the review is successful, students DO NOT receive credit for these courses; rather, the credit hours are redistributed to the studio concentration or elective component of the degree. Portfolio requirements are modeled after the College Board Advanced Placement portfolio guidelines. These guidelines are available from the director of undergraduate studies in studio art or on the art majors' Blackboard site.

Departmental Involvement

The extracurricular programs in studio art are significant experiences for all studio art students outside of regular class structures. Students have opportunities to see and interact with professional artists and their work through exhibition in the Allcott Galleries, installations of sculptural works in the Alumni Sculpture Garden, artist-in-residence programs, and the Hanes Visiting Artist Lecture Series.

The Undergraduate Art Association (UAA) is a social and professional club aimed at extracurricular experiences in studio art. The Art History Liaisons is the undergraduate art history group. Kappa Pi is the art majors honors society which includes both studio and art history majors. These groups serve as an important link between the majors and the department's administration. The department utilizes these organizations to facilitate communication about matters of interest, including participation in departmental initiatives or other extracurricular opportunities. The UAA and Kappa Pi sponsor several student-initiated events (exhibitions, competitions, speakers, film screenings, social gatherings) throughout the year and participate in the planning and programming for the John and June Allcott Undergraduate Gallery. The Liaisons group sponsors events of interest to art historians and often serves as a link between the majors and the Student Friends of the Ackland Art Museum. For more information about any of these groups and their activities, contact the current club presidents listed on the Department of Art's Web page or the undergraduate coordinator in art history or studio art.

Internships

Students are encouraged to pursue internships at local, regional, or national arts institutions. Information about internship opportunities is available in the department office. To receive academic credit for an internship, the student must arrange in advance with a department faculty member a directed readings course (ART 396) that is approved by the department advisor.

Study Abroad

Studio art students are encouraged to pursue study abroad opportunities. While there are many opportunities to study art abroad, the Department of Art maintains a special affiliation with the Studio Art Centers International (SACI) in Florence, Italy, and the Glasgow School of Art in Scotland. Students should discuss their study abroad plans with the director of undergraduate studies in studio art to obtain prior approval for courses taken abroad. Basically, courses that have an equivalent in the UNC–Chapel Hill curriculum usually are approved. Courses that fall outside the UNC–Chapel Hill curriculum must be evaluated on a case-by-case basis.

Undergraduate Awards

Each December there is a competition for undergraduate scholarship awards in studio art. Students submit up to four works to be considered for the following scholarships: The Alexander Julian Prize (one award to our best student), the Sharpe Scholarships (multiple awards for students receiving financial aid), Kachergis Memorial Scholarships (multiple awards chosen by a student-designated committee), The Anderson Award (one award) and The Penland School of Craft Scholarship (covers expenses for a summer course at the Penland School of Craft). Awards range from a minimum of $400 up to $2,000.

Undergraduate Research

Opportunities for undergraduate research in the Department of Art exist in several forms. Detailed descriptions and application guidelines are available on the art majors' Blackboard site and from the student services representative in the Department of Art office.

Allcott Travel Fellowships support two summer research projects in studio art or art history. The Pearman fund supports art history research; competitions are held for this in the fall and the spring.

The R.M. Hanes Summer Fellowship in Studio Art awards up to $3,000 for a studio art research project. It is a Summer Undergraduate Research Fellowship (SURF) administered through the UNC Office of Undergraduate Research.

Facilities

The department possesses outstanding facilities for the teaching of both art history and studio art in the Hanes Art Center. The building houses state-of-the-art facilities for image projection and other art history classrooms as well as specialized classroom studios for painting, drawing, printmaking, photography, and electronic media. Students enrolled in studio classes have 24-hour access to these studio labs. In addition, the 17,686 square-foot Art Lab, located 1.8 miles north of the Hanes Art Center (108 Airport Drive), houses the department's sculpture facilities.

Department of Art resources also include the Joseph C. Sloane Art Library with its collection of 100,000 volumes, which is supplemented by the University's Academic Affairs Libraries, with holdings of more than five million volumes. The department's Visual Resources Library contains 250,000 slides, 40,000 photographs, and 20,000 digitized images. The University's Ackland Art Museum is located adjacent to the Hanes Art Center. The Ackland's programming regularly augments the educational experience of the University community.

The John and June Allcott Galleries in the Hanes Art Center are the sites for numerous exhibitions throughout the year. The main gallery has an exhibition schedule of 12 to 15 shows each year, including work by professional artists, faculty, and graduate students, and the annual award and graduation shows of undergraduate work. The John and June Allcott Undergraduate Gallery is the exhibition space designed especially for work produced or chosen by undergraduate students. The Alumni Sculpture Garden occupies the grounds surrounding the Hanes Art Center. Temporary exhibitions of sculpture are commissioned by the department and are on display for a two-year period. An annual student competition awards commissions to undergraduate and graduate students.

UNC–Chapel Hill's location affords easy access to several regional art venues, including the North Carolina Museum of Art in Raleigh, the Green Hill Center in Greensboro, and the Southeastern Center for Contemporary Art in Winston-Salem. Additionally, the Center for Documentary Studies, the Nasher Museum at Duke University, and the Weatherspoon Museum at UNC–Greensboro offer expanded opportunities to view art in the immediate area. Several smaller galleries and alternative exhibition spaces in the Triangle region also offer regular opportunities to see contemporary art. In particular, Lump Gallery and the Contemporary Art Museum in Raleigh have hosted exceptional exhibitions. The rich museum and gallery scene in Washington, DC, is about a four-and-a-half-hour drive. Flights to New York are relatively inexpensive from the Raleigh-Durham airport.

Contact Information

Department of Art, CB# 3405, 101 Hanes Art Center, (919) 962-2015. Web site: www.unc.edu/art.

Department of Asian Studies

www.unc.edu/depts/asia

JAN BARDSLEY, *Chair*

Professors

Sahar Amer, Kevin Hewison.

Associate Professors

Janice B. Bardsley, Mark Driscoll, Li-ling Hsiao, Wendan Li, Afroz Taj, Robin Visser, Nadia Yaqub, Gang Yue.

Assistant Professors

Pamela Lothspeich, Yaron Shemer.

Adjunct Assistant Professor

Inger Brodey.

Senior Lecturer

Eric Henry.

Lecturers

Yuki Aratake, Doria El Kerdany, Lili Fan, Luceil Friedman, Nasser Isleem, Fumi Iwashita, Ji-Yeon Jo, Charles Joukhadar, Yuko Kato, Katsu Sawamura, Hang Zhang, Yi Zhou.

Affiliated Faculty

Barbara Ambros (Religious Studies), Glaire Anderson (Art), Daniel Botsman (History), Yong Cai (Sociology), Thomas Campanella (City and Regional Planning), Nila Chatterjee (Anthropology), Xi Chen (Political Science), Peter A. Coclanis (History), Barbara Entwisle (Sociology), Carl Ernst (Religious Studies), W. Miles Fletcher (History), Pika Ghosh (Art), Banu Gokariksel (Geography), Guang Guo (Sociology), Gail Henderson (Social Medicine), Norris Johnson (Anthropology), Michelle King (History), Charles Kurzman (Sociology), Lauren Leve (Religious Studies), Allan R. Life (English), Wei-Cheng Lin (Art), Melinda Meade (Geography), Christopher Nelson (Anthropology), Donald M. Nonini (Anthropology), Joseph Palis (Geography), James L. Peacock (Anthropology), Lisa Pearce (Sociology), Ronald Rindfuss (Sociology), Xue Lan Rong (Education), Steven Rosefielde (Economics), Omid Safi (Religious Studies), Yasmin Saikia (History), Wenhua Shi (Communication Studies), Sarah Shields (History), Jennifer Smith (Linguistics), Yan Song (City and Regional Planning), Meenu Tewari (City and Regional Planning), Michael Tsin (History), Margaret Wiener (Anthropology), Xinshu Zhao (Journalism).

Professor Emeritus

Jerome P. Seaton.

Affiliated Professors Emeriti

J. Douglas Eyre, Michael Hunt, Lawrence Kessler, Steven Levine, James H. Sanford, James W. White.

Introduction

The interdisciplinary major within the Department of Asian Studies provides an intellectual challenge as well as sound training

for students who intend to go on to graduate school in the social sciences or humanities and focus their research on Asia. It also provides an essential background for students who are contemplating professions (such as business, law, or journalism) with the intent of doing extensive work in Asia. The department offers students an extensive range of language classes in Arabic, Chinese, Hebrew, Hindi-Urdu, Japanese, Korean, Persian, and Turkish, as well as a wide selection of courses taught by both our core and affiliated faculty in the humanities (art, literature, and religious studies) and in the social sciences (anthropology, economics, geography, history, political science, and sociology).

Programs of Study

The degree offered is the bachelor of arts with a major in Asian studies; within the major it is possible to pursue the general interdisciplinary track or one of the following concentrations: Arab cultures, Chinese, Japanese, or South Asian studies. Minors in Asian studies, Arabic, Chinese, modern Hebrew, Hindi-Urdu, Japanese, and Korean are also offered. Students majoring in the Department of Asian Studies also may pursue a minor in the Department of Asian Studies that is different from their major.

Majoring in Asian Studies: Bachelor of Arts

Departmental Requirements

- ASIA 150
- At least one other course (other than a language course or senior honors thesis course) taken within the Department of Asian Studies and chosen from the following list: ARAB 150, 151, 350, 433, 434, 452, 453; ASIA 050, 051, 052, 054, 055, 056, 057, 058, 060, 061, 147, 150, 151, 152, 161, 162, 163, 164, 165, 232, 235, 237, 252, 253, 261, 331, 333, 344, 435, 451, 452, 453, 454, 455, 457, 460, 461; CHIN 150, 252, 354, 361, 451, 452, 463, 464, 544, 551, 552, 562, 563; HEBR 142, 436; HNUR 592; JAPN 160, 161, 261, 375, 376, 377, 378, 381, 384, 482; KOR 150, 151; VIET 252
- At least one major course each from any two other departments
- At least two major courses each from any two of the five geographic regions: China, Japan, Middle East, South Asia, Southeast Asia

Additional Requirements

- Any Asian language through level 4

The major in Asian studies consists of eight courses. The same courses can be used to fulfill both departmental and geographic requirements within the major. The following courses can be counted for the Asian studies major:

China Courses: ANTH/ASIA 545, 574, 578, 682; ASIA 052, 055, 056; ASIA/HIST 133, 282, 283; ASIA 303/RELI 288; CHIN 150, 252, 253, 354, 361, 451, 452, 463, 464, 544, 551, 552, 562, 563

Japan Courses: ANTH/ASIA 586; ASIA 054, 058, 237, 344; ASIA/CMPL 379, 380, 481, 483, 486; ASIA/HIST 281, 286, 287, 288; ASIA/POLI 440; ASIA 301/RELI 286; ASIA 302/RELI 287; ASIA/RELI 487, 488; JAPN 160, 161, 162, 261, 375, 376, 377, 378, 381, 384, 482; JAPN/LING 563

Middle East Courses: ARAB 150, 151, 350, 433, 434, 452, 453; ARAB/ASIA/RELI 681; ART 351; ART/ASIA 154, 458, 561; ASIA 050, 051, 060, 235, 435, 451; ASIA/GEOG 447; ASIA/HIST 138, 139, 275, 276, 277, 536, 537, 538; ASIA/RELI 187, 192, 584; HEBR 142, 436; RELI 110, 503; SOCI 419

South Asia Courses: ANTH/ASIA 155; ART/ASIA 153, 266, 273, 456; ASIA 061, 152, 161, 162, 163, 164, 165, 232, 261, 331, 333; ASIA/HIST 135, 136; ASIA 300/RELI 283; ASIA/RELI 582, 583; HNUR 592; RELI 592

Southeast Asia Courses: ANTH/ASIA 375, 429; ASIA 151, 252, 461; ASIA/HIST 131, 132, 539, 570; ASIA/MUSC 240; ASIA/RELI 285; GEOG 266; VIET 252

Other Courses: AMST 253; ASIA 057, 147, 150, 241, 242, 243, 244, 253, 255, 350, 452, 453, 454, 455, 457, 460, 692H; ASIA/ECON 469; ASIA/GEOG 265, 267; ASIA/HIST 134; ASIA/POLI 226, 250; ASIA/RELI 183, 284, 445, 581; CMPL 255; ENGL 289; GERM 056, 270; HIST 262; KOR 150, 151; RELI 103, 106, 107, 205, 206, 343, 480, 481, 512, 602. One language course beyond level 4, or a course at level 2 or above in a second Asian language, may count as a major course.

A student may not count toward the interdisciplinary major in Asian studies both of any of the following pairs of courses: ASIA/HIST 138 and ASIA/RELI 180, ASIA/HIST 139 and ASIA/RELI 181, ASIA 451 and ASIA/HIST 538, ASIA 053 and JAPN 161.

No more than one first-year seminar may be counted among the eight major courses.

With the approval of the associate chair of Asian studies, a student may substitute a course in directed readings (ASIA 496) for one of the major courses. To register for ASIA 496, a student must obtain the approval of the associate chair and the faculty member who will supervise the project.

Of the eight major courses, at least six must be passed with a grade of C (not C-) or better. No major course may be taken Pass/D+/D/Fail.

B.A. Major in Asian Studies: Arab Cultures Concentration

Departmental Requirements

- Two Arabic language courses beyond ARAB 204. Students whose initial language placement is above ARAB 305 should consult the department.
- ARAB 123 or 223. Students who are already conversant with an Arabic dialect may substitute an additional literature or culture course with departmental permission.
- One of the following introductory-level classes: ASIA 050 or 051 or ARAB 150 or 151. It is recommended that students take this course either prior to or concurrent with upper-level Arabic literature and culture classes.
- Four Arabic literature and culture courses, of which at least three must be chosen from ARAB 350, 407 (taught in Arabic), 408 (taught in Arabic), 433, 434, 452, 453; ASIA 451, 452, 455, and 692H. At most one course may be chosen from ARAB/ASIA/RELI 681; ART 351, 458; ART/ASIA 154, 458, 561; ASIA 435; ASIA/GEOG 447; ASIA/HIST 138, 139, 275, 276, 277, 536, 537, 538; ASIA/RELI 180, 181, 187, 192, 581, 582, 584; RELI 480; SOCI 419; or approved courses taken in UNC–Chapel Hill-sponsored study abroad programs.

Additional Requirements

- Arabic through level 4

Students majoring in Arab cultures are strongly encouraged to take additional Arabic literature or culture courses as electives or to fulfill General Education requirements.

A student may not count both of any of the following pairs of courses toward the Arab cultures concentration: ASIA/HIST 138 and ASIA/RELI 180, ASIA/HIST 139 and ASIA/RELI 181, ASIA 451 and ASIA/HIST 538.

With the approval of the associate chair of Asian studies, a student may count a course in directed readings (ASIA 496 or ARAB 496) in the concentration in Arab cultures. To register for ASIA 496 or ARAB 496, a student must obtain the approval of the associate chair and the faculty member who will supervise the project.

Of the eight courses in the concentration in Arab cultures, at least six must be passed with a grade of C (not C-) or better. No course in the concentration may be taken Pass/D+/D/Fail.

B.A. Major in Asian Studies: Chinese Concentration

The concentration in Chinese can be pursued along one of two tracks, depending on the student's initial Chinese language placement. Students whose initial language placement is above CHIN 305 or 313 should consult the department. Track A, for students who have completed CHIN 204, requires nine courses. Track B, for students who have completed CHIN 212, requires eight courses.

Departmental Requirements (Track A)

- CHIN 305, 306, 307, 407, and 408
- CHIN 462 or 490
- CHIN 510
- Two culture courses, chosen from ASIA 052, 055, 056, 453, 692H; CHIN 150, 252, 253, 354, 361, 451, 452, 463, 464, 544, 551, 552, 562, 563. Additional Chinese language courses above CHIN 408 may be substituted for one or both of these courses.

Additional Requirements (Track A)

- CHIN 101, 102, 203, and 204

Departmental Requirements (Track B)

- CHIN 313, 414, 462, 490, 510, and 590
- Two culture courses chosen from ASIA 052, 055, 056, 453, 692H; CHIN 150, 252, 253, 354, 361, 451, 452, 463, 464, 544, 551, 552, 562, 563. Additional Chinese language courses above CHIN 414 may be substituted for one or both of these courses.

Additional Requirements (Track B)

- CHIN 111 and 212

Approved courses taken in UNC–Chapel Hill-sponsored study abroad programs may count in the concentration. No more than one first-year seminar or senior honors thesis course may be included among the two culture courses.

Students majoring in Chinese are also encouraged to take the following courses as electives or to fulfill some of the General Education requirements: ANTH/ASIA 545, 574, 578, 682; ASIA/GEOG 265; ASIA/HIST 133, 134, 282; ASIA/POLI 226; ASIA/RELI 183, 284.

With the approval of the associate chair of Asian studies, a student may count a course in directed readings (ASIA 496 or CHIN 496) in the concentration in Chinese. To register for ASIA 496 or CHIN 496, a student must obtain the approval of the associate chair and the faculty member who will supervise the project.

Of the eight or nine courses in the concentration in Chinese, at least six must be passed with a grade of C (not C-) or better. No course in the concentration may be taken Pass/D+/D/Fail.

B.A. Major in Asian Studies: Japanese Concentration

Departmental Requirements

- JAPN 305 and 306. Students whose initial language placement is above JAPN 305 should consult the department.
- Four advanced Japanese courses from the following list: JAPN 408, 409, 410, 411, 412, 490, 517, 518, 519, 590
- Two culture courses from the following list: ASIA 054, 058, 457, 692H; ASIA/CMPL 379, 380, 481, 483, 486; JAPN 160, 161, 162, 261, 375, 376, 377, 378, 381, 384, 482; JAPN/LING 563

Additional Requirements

- Japanese through level 4

Approved courses taken in UNC–Chapel Hill-sponsored study abroad programs may count in the concentration. No more than one first-year seminar or senior honors thesis course may be included among the two culture courses.

Students majoring in Japanese are also encouraged to take the following courses as electives or to fulfill some of the General Education requirements: ANTH/ASIA 586; ASIA/GEOG 265; ASIA/HIST 134, 281, 286, 287, 288; ASIA/POLI 226, 440; ASIA/RELI 183, 284.

With the approval of the associate chair of Asian studies, a student may count a course in directed readings (ASIA 496 or JAPN 496) in the concentration in Japanese. To register for ASIA 496 or JAPN 496, a student must obtain the approval of the associate chair and the faculty member who will supervise the project.

Of the eight courses in the concentration in Japanese, at least six must be passed with a grade of C (not C-) or better. No course in the concentration may be taken Pass/D+/D/Fail.

B.A. Major in Asian Studies: South Asian Studies Concentration

Departmental Requirements

- Two Hindi-Urdu courses beyond HNUR 204. Students whose initial language placement is above HNUR 305 should consult the department.
- One of the following introductory classes: ASIA 061, 152, 161, 162. It is recommended that students take this course either prior to or concurrent with upper-level South Asian literature and culture classes.
- Five of the following courses: ANTH/ASIA 155; ART/ASIA 153, 266, 273, 456; ASIA 163, 164, 165, 232, 261, 331, 333, 692H; ASIA/HIST 135, 136; ASIA 300/RELI 283; HNUR 407, 408, 410, 490, 592; RELI 481, 582.

Additional Requirements

- HNUR through level 4
- HNUR 220 (not required if the student has taken HNUR 101)
- HNUR 221

Approved courses taken in UNC–Chapel Hill-sponsored study abroad programs may count in the concentration. No more than one first-year seminar may be counted among the eight major courses.

With the approval of the associate chair of Asian studies, a student may count a course in directed readings (ASIA 496 or HNUR 496) in the concentration in South Asian studies. To register for ASIA 496 or HNUR 496, a student must obtain the approval of the associate chair and the faculty member who will supervise the project.

Of the eight courses in the concentration in South Asian studies, at least six must be passed with a grade of C (not C-) or better. No course in the department may be taken Pass/D+/D/Fail.

Minoring in Asian Studies

A student may take an interdisciplinary minor in Asian studies by completing five courses from among those accepted for the interdisciplinary Asian studies major. At least two courses must be taken within the Department of Asian Studies, chosen from the following list: ARAB 150, 151, 350, 433, 434, 452, 453; ASIA 050, 051, 052, 054, 055, 056, 057, 058, 060, 061, 147, 150, 151, 152, 161, 162, 163, 164, 165, 232, 235, 237, 252, 253, 255, 261, 331, 333, 344, 435, 451, 452, 453, 454, 455, 457, 460, 461; ASIA 300/RELI 283; CHIN 150, 252, 253, 354, 361, 451, 452, 463, 464, 544, 551, 552, 562, 563; HEBR 142, 436; HNUR 592; JAPN 160, 161, 162, 261, 375, 376, 377, 378, 381, 384, 482; KOR 150, 151; VIET 252. The courses taken for the minor must include one from three of the five regions of Asia (China, Japan, Middle East, South Asia, Southeast Asia), as defined in the major. Students interested in advanced Asian language training should consider the Arabic, Chinese, Hebrew, Hindi-Urdu, or Japanese minors.

No more than one first-year seminar may be counted toward the minor.

A student may not count toward the interdisciplinary minor in Asian studies both of any of the following pairs of courses: ASIA/HIST 138 and ASIA/RELI 180, ASIA/HIST 139 and ASIA/RELI 181, ASIA 451 and ASIA/HIST 538, ASIA 053 and JAPN 161.

Minoring in Arabic

The undergraduate minor in Arabic consists of four courses.

Three courses are language courses beyond ARAB 203 (the first semester of Intermediate Arabic), with the exception of ARAB 223, which cannot count for the minor.

The other course must be chosen from among the following: ARAB 150, 151, 350, 433, 434, 452, 453; ARAB/ASIA/RELI 681; ART 351, 548; ART/ASIA 154, 458, 561; ASIA 050, 051, 435, 451, 452, 455; ASIA/GEOG 447; ASIA/HIST 138, 139, 275, 276, 277, 536, 537, 538; ASIA/RELI 180, 181, 187, 192, 581, 582, 584; RELI 480; SOCI 419.

Minoring in Chinese

The undergraduate minor in Chinese consists of five courses.

At least three of the courses must be language courses beyond CHIN 203 (the first semester of Intermediate Chinese), chosen from among the following: CHIN 204, 212, 305, 306, 307, 313, 407, 408, 414, 462, 490, 510, or 590.

The other two courses may be chosen either from the same list or from among the following: ASIA 052, 055, 056, 453; CHIN 150, 252, 253, 354, 361, 451, 452, 463, 464, 544, 551, 552, 562, 563. No more than one first-year seminar may be counted toward the minor.

Minoring in Modern Hebrew

The undergraduate minor in Hebrew consists of four courses.

Three courses are language courses beyond HEBR 203 (the first semester of Intermediate Hebrew).

The other course must be chosen from among the following: AMST 253; ASIA 060, 235, 435; ASIA/HIST 276, 277, 538; ENGL 289; GERM 056, 270; HEBR 142, 436; HIST 262; RELI 103, 106, 107, 110, 205, 206, 343, 401, 402, 403, 404, 503, 512, 602.

Minoring in Hindi-Urdu

The undergraduate minor in Hindi-Urdu consists of four courses.

Three courses are language courses beyond HNUR 203 (the first semester of Intermediate Hindi-Urdu), chosen from among HNUR 204, 305, 306, 407, 408, 410, or 490.

The other course must be chosen from among the following: ANTH/ASIA 155; ART/ASIA 153, 266, 273, 456; ASIA 061, 152, 161, 162, 163, 164, 165, 232, 261, 331, 333; ASIA/HIST 135, 136; ASIA 300/RELI 283; ASIA/RELI 582; HNUR 592.

Minoring in Japanese

The undergraduate minor in Japanese consists of four language courses beyond JAPN 203 (the first semester of Intermediate Japanese), chosen from among the following: JAPN 204, 305, 306, 408, 409, 410, 411, 412, 490, 517, 518, 519, 590.

Minoring in Korean

The undergraduate minor in Korean consists of four courses. Three courses are language courses beyond KOR 203 (the first semester of Intermediate Korean): KOR 204, 305, and 306. The fourth course must be chosen from among the following courses: ART 159; ASIA 253; ECON 469; JAPN 376; KOR 150, 151.

Honors in Asian Studies

A candidate for honors in Asian studies will write a substantial paper under the guidance of a faculty member. While researching and writing the honors paper, the student will enroll in ASIA 691H and 692H. ASIA 692H may count as one of the interdisciplinary courses of the major; ASIA 691H will count for elective credit only. In the case of the concentrations in Arab cultures, Chinese, Japanese, and South Asian studies, ASIA 692H may count toward the major in the concentration.

A committee composed of at least two faculty members will examine the candidate. To be accepted as an honors candidate, a student must meet the College of Arts and Sciences requirement of a minimum overall grade point average of 3.2, secure the consent of a faculty member in the Asian studies field to act as advisor for the project, and submit a proposal to the associate chair of Asian studies for approval.

Special Opportunities in Asian Studies

Departmental Involvement

The department sponsors a wide variety of cultural events—lectures, film series, performances, and more—as well as social and informational events where students can get to know each other and faculty members in an informal setting. Faculty in the department serve as advisors to some of the many Asia-related student organizations on campus, such as the Japan Club, Chinese Conversation Club, and more.

Languages across the Curriculum

The department participates in the Languages across the Curriculum (LAC) program, offering a one-credit-hour discussion section that is conducted in Arabic but associated with a variety of courses offered in English, both in Asian studies and in other departments such as history or religious studies. This LAC recitation section offers students the opportunity to use their Arabic language skills in a broader intellectual context.

Libraries

The University has rich collections of books and periodicals on Asia in the relevant Asian languages, as well as in English and other Western languages. Experts in the collection development department of Davis Library are available to help students locate

the materials they need. The University also has an outstanding collection of Asian films and other audiovisual materials, housed in the Media Resource Center at House Library.

Speaker Series

The department sponsors an annual speaker series. These events include lectures by prominent artists, scholars, and writers and are often cosponsored by other units on campus.

Study Abroad

UNC–Chapel Hill sponsors several study programs (summer, semester, and yearlong) in China, Egypt, India, Israel, Japan, Jordan, Korea, Mongolia, Morocco, Nepal, Oman, Singapore, Taiwan, Thailand, Turkey, and Vietnam. Asian studies majors are strongly encouraged to take advantage of these opportunities to live and study in an Asian setting, which also satisfy the experiential education requirement. For further information on these programs and other study abroad opportunities in Asia, contact the University's Study Abroad Office.

Undergraduate Research

The department actively encourages undergraduate student research. Through classes, advising, and office hour consultations, faculty guide students toward defining areas of interest, conceptualizing research questions, identifying sources, and writing academic papers. Students may pursue research through independent studies, the senior honors thesis, and study abroad research opportunities such as the Burch Fellowship. Asian studies students have received a variety of competitive research support and travel awards, won regional contests for undergraduate papers, published papers in academic journals, and presented their work at such events as the Senior Colloquium in Asian Studies and the campuswide Annual Celebration of Undergraduate Research in the spring.

Facilities

Students taking courses in the Department of Asian Studies have support for their work through the Foreign Language Resource Center (FLRC), housed on the ground floor of Dey Hall. The FLRC provides resources and services for language teaching and learning, including audio and video materials; smart classrooms with PCs and projection equipment; listening, viewing, and recording facilities; a walk-in computer lab; and online databases for language learning.

Graduate School and Career Opportunities

As a liberal arts major, the Asian studies major trains undergraduates to read and think analytically and to present their ideas effectively in oral and written communication, essential preparation for a variety of careers and for the responsibilities of living in an interdependent world. Graduates of the program have continued their academic preparation in top-ranked graduate programs across the country while others have built distinguished careers in banking, journalism, international education, and government.

Contact Information

Department of Asian Studies, 113 New West, CB# 3267, (919) 962-4294, asia@unc.edu. Web site: www.unc.edu/depts/asia.

Asian Studies Courses in English

ASIA (Asian Studies General)

050 First-Year Seminar: Real World Arabic (3). What are the historical roots of Arabic? How has Arabic affected identity for its speakers? How do Arabs today use standard and dialectal Arabic? No prior knowledge of Arabic is necessary.

051 First-Year Seminar: Cultural Encounters: The Arabs and the West (3). Examines the historical, cultural, literary, and artistic relations between the Arab world and the West (Europe and the United States) from the 18th century until today.

052 First-Year Seminar: Food in Chinese Culture (3). Examines the cultural practice and meanings of food, cooking, eating, and drinking through Chinese literature and cinema. Main themes include food and rituals, gourmandism and poetic taste, cannibalism and the grotesque, and hunger and revolution.

054 First-Year Seminar: The American Life of Japanese Women (3). Considers how American popular culture has portrayed Japanese women since the 1860s, asking what this reveals about changing American ideas of race, gender, and national identity.

055 First-Year Seminar: Kung-Fu: The Concept of Heroism in Chinese Culture (3). Film, history, novels, and theater are used to explore the rich, complex kung-fu tradition in Chinese culture from ancient to modern times, as well as its appropriation in foreign films.

056 First-Year Seminar: Writing Women in Modern China (3). Compares the rhetoric of equality between the sexes presented by late Qing, May Fourth, and communist thinkers to perspectives on gender and society by 20th-century Chinese women writers.

057 First-Year Seminar: Dis-Orienting the Orient (3). Examines how the East is constructed as the Orient in different historical periods: 19th-century European colonialism, 1950s to 1960s Hollywood films, contemporary Japanese animation, and the current global war on terrorism.

058 First-Year Seminar: Chasing Madame Butterfly (3). Course explores diverse tales of Madame Butterfly from Puccini's famous opera to productions of *M. Butterfly* and *Miss Saigon*, asking questions about constructions of race, gender, nation, travel, and romance.

059 First-Year Seminar: Media Masala: Popular Music, TV, and the Internet in Modern India and Pakistan (3). Explores different examples of broadcast and digital media (music videos, soap operas and reality shows, radio and the internet) with respect to history, gender, sexuality, globalization, religion, regionalism, and activism.

060 First-Year Seminar: Israeli Culture and Society: Collective Memories and Fragmented Identities (3). The course explores selected themes and case studies pertinent to culture and society in modern Israel, with emphasis on debates about "Israeliness" in various cultural and social arenas.

061 First-Year Seminar: India through the Lens of Master Filmmakers (3). Elements of Indian culture and history are illuminated through works chiefly in the art film genre. Basic film theory is also introduced to help students read the text of film.

089 First-Year Seminar: Special Topics (3). Special topics course. Content will vary each semester.

131 Southeast Asia to the Early 19th Century (HIST 131) (3). See HIST 131 for description.

132 Southeast Asia since the Early 19th Century (HIST 132, PWAD 132) (3). See HIST 132 for description.

133 Introduction to Chinese History (HIST 133) (3). See HIST 133 for description.

134 Modern East Asia (HIST 134, PWAD 134) (3). See HIST 134 for description.

135 South Asian History to 1750 (HIST 135) (3). See HIST 135 for description.

136 South Asian History since 1750 (HIST 136) (3). See HIST 136 for description.

138 History of Muslim Societies to 1500 (HIST 138) (3). See HIST 138 for description.

139 History of Muslim Societies since 1500 (HIST 139) (3). See HIST 139 for description.

147 Lost in Translation: Understanding Western Experience in East and Southeast Asia (3). An examination of the experiences of Western travelers in East/Southeast Asia, from both fictional and nonfictional accounts in print and film.

150 Asia: An Introduction (3). The course introduces Asia's historical, cultural, and political diversity by examining some of the global forces that have shaped Asian societies (e.g., colonialism, orientalism, and neoliberalism).

151 Literature and Society in Southeast Asia (CMPL 151) (3). This course is an introduction to the societies of Southeast Asia through literature. Background materials and films will supplement the comparative study of traditional works, novels, short stories, and poems.

152 Survey of South Asian Cultural History (3). Readings from diverse disciplines illuminate the broad features of South Asia throughout history. Topics include political history and social thought, including gender and caste, and religious and imaginative literature.

153 Introduction to South Asian Art (ART 153) (3). See ART 153 for description.

154 Introduction to Art and Architecture of Islamic Lands (Eighth–16th Centuries CE) (ART 154) (3). See ART 154 for description.

155 Anthropology of South Asia (ANTH 155) (3). See ANTH 155 for description.

161 Survey of Indian Literature in Translation (3). Features the Sanskrit *Ramayana* and *Mahabharata*, poetry from Tamil, Bengali, and Hindi, as well as the Islamic ghazal. Concludes with the colonial impact and the rise of the novel.

162 Nation, Film, and Novel in Modern India (3). Focus on how modern Indian writers and filmmakers have represented the creation of an Indian national identity through such historical periods as British colonialism, the Rebellion of 1857, the Indian Independence Movement, the Partition, and the eras of national integration and globalization.

163 Hindi-Urdu Poetry in Performance (3). This course examines the connection between poetry and performance in the context of Hindi-Urdu literature, particularly the genres of Sufi poetry (qawwali), Bhakti poetry, and the Ghazal.

164 Music of South Asia (3). This course provides a comprehensive overview of the music of South Asia, focusing on India, Pakistan, and Bangladesh. The entire spectrum of musical genres will be covered.

165 Bollywood Cinema (3). This course explores the development of the Indian cinema, with particular emphasis on the Hindi-Urdu films produced in Mumbai (Bollywood).

180 Introduction to Islamic Civilization (RELI 180) (3). See RELI 180 for description.

181 Later Islamic Civilization and Modern Muslim Cultures (RELI 181) (3). See RELI 181 for description.

183 Asian Religions (RELI 183) (3). See RELI 183 for description.

226 Government and Politics of East Asia (POLI 226) (3). See POLI 226 for description.

232 Cities and Villages of South Asia: A Historical and Cultural Tour (3). The history, cultures, and societies of South Asia are explored through virtual visits to various cities, towns, and villages of the region. An interdisciplinary approach will be employed.

235 Israeli Cinema: Gender, Nation, and Ethnicity (3). The course explores major periods and trends in Israeli cinema. Focus is given to issues pertaining to gender, ethnicity, and the construction of national identity.

237 Global Whiteness: Race and Righteousness in Britain, the United States, and Japan (3). This course will look at whiteness as an ethno-racial ideology and practice in popular culture and social struggle, primarily in the United States, Great Britain, and Japan.

240 Performance in Southeast Asia: Gongs, Punks, and Shadow Plays (MUSC 240) (3). See MUSC 240 for description.

241 Asian Literature/Study Abroad Program (3–6). This course, taught in a study abroad program in Asia, will focus on topics related to Asian literature. The Office of Undergraduate Curricula must approve use for General Education.

242 Asian Fine Arts/Study Abroad Program (3–6). This course, taught in a study abroad program in Asia, will focus on topics related to Asian fine arts. The Office of Undergraduate Curricula must approve use for General Education.

243 Asian Societies/Study Abroad Program (3–6). This course, taught in a study abroad program in Asia, will examine Asian society from a social science perspective. The Office of Undergraduate Curricula must approve use for General Education.

244 Asian History/Study Abroad Program (3–6). This course, taught in a study abroad program in Asia, will focus on topics related to Asian history. The Office of Undergraduate Curricula must approve use for General Education.

250 Asia and World Affairs (POLI 250, PWAD 250) (3). See POLI 250 for description.

252 Popular Culture in Modern Southeast Asia (CMPL 252, INTS 252) (3). This course examines popular culture in Southeast Asia as a response to colonialism, nationalism, modernization, the

state, and globalization. Topics include theater, film, pop songs, television, rituals, and the Internet.

253 The Social History of Popular Music in East Asia (3). This course traces the origins, nature, development, and social function of popular music in China, Japan, Korea, and Vietnam from the 1920s to the present.

255 The Feast in Film, Fiction, and Philosophy (3). Comparative and interdisciplinary study of feasting and its philosophical underpinnings, with special attention to the multiple purposes and nuances of food and feasting in literature, film, and the visual arts.

261 India through Western Eyes (3). Examines Western views of India and Indian culture and how these views differ from the way Indians in India and Indian immigrants in the West understand themselves and express their relationship to India through novels and travelogues.

265 Eastern Asia (GEOG 265) (3). See GEOG 265 for description.

266 Arts of Early and Medieval Asia (ART 266) (3). See ART 266 for description.

267 Tropical Asia (GEOG 267) (3). See GEOG 267 for description.

273 Arts in Mughal India (ART 273) (3). See ART 273 for description.

275 History of Iraq (HIST 275, PWAD 275) (3). See HIST 275 for description.

276 The Modern Middle East (HIST 276) (3). See HIST 276 for description.

277 The Conflict over Israel/Palestine (HIST 277, PWAD 277) (3). See HIST 277 for description.

281 The Pacific War, 1937–1945: Its Causes and Legacy (HIST 281, PWAD 281) (3). See HIST 281 for description.

282 China in the World (HIST 282, INTS 282) (3). This course explores the evolution of China as a geopolitical entity from global perspectives, 1350 to the present.

284 The Buddhist Tradition: East Asia (RELI 284) (3). See RELI 284 for description.

285 The Buddhist Tradition: Southeast Asia and Sri Lanka (RELI 285) (3). See RELI 285 for description.

286 Samurai, Peasant, Merchant, and Outcaste: Japan under the Tokugawa, 1550–1850 (HIST 286) (3). See HIST 286 for description.

287 Japan's Modern Revolution (HIST 287) (3). See HIST 287 for description.

288 20th-Century Japan (HIST 288) (3). See HIST 288 for description.

300 The Buddhist Tradition: India, Nepal, and Tibet (RELI 283) (3). See RELI 283 for description.

301 Premodern Japanese Religions (RELI 286) (3). See RELI 286 for description.

302 Japanese Religions after 1868 (RELI 287) (3). See RELI 287 for description.

303 Chinese Religions (RELI 288) (3). See RELI 288 for description.

331 Cracking India: Partition and Its Legacy in South Asia (3). What happened when the British carved Pakistan out of the Muslim-dominated corners of India? Readings and films focus on the causes and consequences of this event, the Partition of India.

333 The *Mahabharata*: Remembered, Reimagined, Performed (3). This course offers an introduction to the Sanskrit *Mahabharata* as well as modern retellings/recastings of the epic in contemporary literature, film, and folk productions of India.

344 Alienation: Nature, Network, and the (Cyborg) Ningen (3). Alienation is a theme that cuts across the fields of environmental studies, philosophy, and religious studies. This class will focus on ecology, new technology, and East Asian religious traditions.

350 The Asian American Experience (3). The course addresses the history and sociology of Asian immigration and experience in the United States, as well as the formation of diasporic identities among Asian Americans.

375 Memory, Massacres, and Monuments in Southeast Asia (ANTH 375) (3). See ANTH 375 for description.

379 Cowboys, Samurai, and Rebels in Film and Fiction (CMPL 379) (3). See CMPL 379 for description.

380 Almost Despicable Heroines in Japanese and Western Literature (CMPL 380, WMST 380) (3). See CMPL 380 for description.

390 Seminar in Asian Studies (3). Permission of the instructor. When offered, the topic will vary with the instructor. The class will be limited to a seminar size.

429 Culture and Power in Southeast Asia (ANTH 429, FOLK 429) (3). See ANTH 429 for description.

435 The Cinemas of the Middle East and North Africa (3). This course explores the social, cultural, political, and economic contexts in which films are made and exhibited and focuses on shared intra-regional cinematic trends pertaining to discourse, aesthetics, and production.

440 Government and Politics in Japan (POLI 440) (3). See POLI 440 for description.

445 Asian Religions in America (RELI 445) (3). See RELI 445 for description.

447 Gender, Space, and Place in the Middle East (GEOG 447, INTS 447) (3). See GEOG 447 for description.

451 Orientalist Fantasies and Discourses on the Other (FREN 451, INTS 451) (3). This interdisciplinary course (literature, film, painting, music) examines the Eastern and Western encounters with and discourses on the other from the 18th century to the present.

452 Muslim Women in France and the United States (INTS 452) (3). This class will follow Muslim women's experiences and changing roles in France and the United States from the 1970s through today.

453 Global Shangri-La: Tibet in the Modern World (INTS 453) (3). An examination of the history, society, and culture of modern Tibet and its imagination in the context of international politics and from a multidisciplinary perspective.

454 Critical Theory East/West (3). Two major thinkers, one from East Asia and one from Western Europe, will be used to develop theoretical vocabularies that transcend the Eurocentric ones currently dominating philosophy and literary and cultural theory.

455 Arabs in America (INTS 455) (3). Traces the history and development of Arab American communities in the United States from the slave trade to the most important immigration waves over the past two centuries.

456 Art and Visual Culture of South Asia (ART 456) (3). See ART 456 for description.

457 Globalization in East Asia/East Asianized Globalization (INTS 457) (3). Focusing on East Asia, this course will treat globalization as a truly global phenomenon and not one centered in the United States or even Euro-America. Here, the emphasis will be on the often overlooked impact of Japanese and Chinese pop culture, film, technology, and finance on different fields of globalization.

458 Islamic Palaces, Gardens, and Court Cultures (ART 458) (3). See ART 458 for description.

460 Sex, Crime, and Corruption in East and Southeast Asia (3). A political economy and comparative approach to crime and corruption in Asia, seeking to understand linkages and relationships between corruption and development in changing political, social, and economic contexts.

461 The Political Economy of Southeast Asia (3). The course examines critical linkages between economic policy and processes and political decisions—neoclassical, institutionalist, dependency/world-systems, and structuralist approaches. These theories are applied to contemporary Southeast Asia.

469 Western and Asian Economic Systems (ECON 469) (3). See ECON 469 for description.

481 Rhetoric of Silence: Cross-Cultural Theme and Technique (CMPL 481) (3). See CMPL 481 for description.

483 Cross-Currents in East-West Literature (CMPL 483) (3). See CMPL 483 for description.

486 Literary Landscapes in Europe and Japan (CMPL 486) (3). See CMPL 486 for description.

487 Mountains, Pilgrimage, and Sacred Places in Japan (RELI 487) (3). See RELI 487 for description.

488 Shinto in Japanese History (RELI 488) (3). See RELI 488 for description.

490 Advanced Topics in Asian Studies (1–4). The course topic will vary with the instructor.

496 Independent Readings (3). Permission of the department. For the student who wishes to create and pursue a project in Asian studies under the supervision of a selected instructor. Course is limited to three credit hours per semester.

536 Revolution in the Modern Middle East (HIST 536) (3). See HIST 536 for description.

537 Women in the Middle East (HIST 537, WMST 537) (3). See HIST 537 for description.

538 The Middle East and the West (HIST 538) (3). See HIST 538 for description.

539 The Economic History of Southeast Asia (HIST 539) (3). See HIST 539 for description.

545 The Politics of Culture in East Asia (ANTH 545) (3). See ANTH 545 for description.

561 Art and Society in Medieval Islamic Spain and North Africa (ART 561) (3). See ART 561 for description.

570 The Vietnam War (HIST 570, PWAD 570) (3). See HIST 570 for description.

574 Chinese World Views (ANTH 574, RELI 574) (3). See ANTH 574 for description.

578 Chinese Diaspora in the Asia Pacific (ANTH 578) (3). See ANTH 578 for description.

581 Sufism (RELI 581) (3). See RELI 581 for description.

582 Islam and Islamic Art in South Asia (RELI 582) (3). See RELI 582 for description.

583 Religion and Culture in Iran, 1500–Present (RELI 583) (3). See RELI 583 for description.

584 The Qur'an as Literature (RELI 584) (3). See RELI 584 for description.

586 The Gardens, Shrines, and Temples of Japan (ANTH 586) (3). See ANTH 586 for description.

681 Readings in Islamicate Literatures (ARAB 681, RELI 681) (3). See RELI 681 for description.

682 Contemporary Chinese Society (ANTH 682) (3). See ANTH 682 for description.

691H Senior Honors Thesis I (3). Permission of the department. Required for honors students in Asian studies.

692H Senior Honors Thesis II (3). Permission of the department. Required for honors students in Asian studies.

ARAB (Arab World)

150 Introduction to Arab Cultures (3). Introduction to the cultures of the Arab world and of the Arabs in diasporas: art, literature, film, music, dance, food, history, religion, folklore, etc.

151 Survey of Arabic Literature (3). Introduces the rich literary heritage of the Arabic language from pre-Islamic to modern times and covers all major genres. Emphasis on critical thinking, literary analysis, and academic writing.

350 Women and Leadership in the Arab World (3). A service-learning, study abroad course focusing on women and leadership in the Arab world. Topics include women and religion, family, community and selfhood, citizenship and legal rights, and politics.

433 Medieval Arabic Literature in Translation (3). Introduction to the main literary themes and genres from the pre-Islamic era to the early 16th century; course will include discussion of Andalusian literature.

434 Modern Arabic Literature in Translation (3). Course treats a variety of themes and genres of Arabic literature from the mid-20th century to the present.

452 Imagining Palestine (PWAD 452) (3). Explores how Palestine is portrayed in writings, films, and other creative works and how Palestinian portrayals of homeland affect others' perceptions of the Palestinian-Israeli conflict and the Arab World.

453 Film, Nation, and Identity in the Arab World (3). Introduction to history of Arab cinema from 1920s to present.

Covers film industries in various regions of the Arab world and transnational Arab film. All materials and discussion in English.

CHIN (China)

150 Introduction to Chinese Civilization (3). A course designed to introduce students to the Chinese world of past and present. Chinese civilization is explored from a variety of perspectives: political, social, cultural, intellectual, and economic.

252 Introduction to Chinese Culture through Narrative (3). This course shows how Chinese historical legends define and transmit the values, concepts, figures of speech, and modes of behavior that constitute Chinese culture.

253 Chinese Language and Society (3). Prerequisite, CHIN 102 or 111. Chinese language in social, cultural, historical, and political contexts in China. Topics include basic linguistic features, dialects, writing, literacy, and language reform in the era of modernization and globalization.

354 Chinese Culture through Calligraphy (3). Prerequisite, CHIN 102, CHIN 111, or JAPN 102. An introduction to the basic skills of brush writing and the cultural, historical, and artistic aspects of Chinese calligraphy.

361 Chinese Traditional Theater (3). This course introduces traditional Chinese theater from its earliest development to modern times by examining the interrelation of its elements—music, dance, poetry, and illustration—with performance footage, visual art, and dramatic texts.

451 Chinese Literature in Translation through the T'ang (3). A survey of Chinese literature from the classical period to the end of the T'ang dynasty (906 CE).

452 Chinese Literature in Translation since the Sung (3). A survey of Chinese literature from the Sung Dynasty to 1949.

463 Narrative Ethics in Modern China (3). By exploring intersections of the narrative and the normative, this course considers relations between text, ethics, and everyday life in 20th-century China by reading texts on aesthetics.

464 The City in Modern Chinese Literature and Film (3). This course analyzes historical changes of the city through examining the individual, national, and global identity of Shanghai, Beijing, Taipei, and Hong Kong as reflected in their histories, politics, built environment, ethos, language, and culture.

544 Chinese Cinema (3). This course surveys Chinese film from the mainland, Taiwan, and Hong Kong, examining films and criticism in social and historical contexts. Major topics will include nationalism, tradition, gender, and ethnicity.

551 Chinese Poetry in Translation (3). Selected topics in Chinese poetry concentrating on one period or one genre.

552 Chinese Prose in Translation (3). Selected topics in Chinese fiction, historical writing, and prose belles lettres, concentrating on one period or one genre.

562 Post-Mao Chinese Urban Culture and Arts (3). This course examines contemporary art, architecture, film, fiction, and city planning documents to consider the impact of three decades of market-based, postrevolutionary, urban transformation on a traditionally rural-based, agricultural civilization.

563 Post-Mao Chinese Literature in Translation (3). A study of Chinese literature since 1977, its historical context in the New Era of reform, and influences from modern Western literature.

HEBR (Israel)

142 Jerusalem in Israeli Literature, Cinema, and Art (3). A focus on stories, poems, essays, paintings, and films in which Jerusalem and its people figure prominently. Course will address the multifaceted and often schizophrenic description of the city.

436 Language, Exile, and Homeland in Zionist Thought and Practice (3). Employing Zionist and post- and anti-Zionist documents, treatises, and mostly literary and cinematic texts, this class will focus on the relations between language, Jewish-Israeli identity, and the notion of homeland.

HNUR (India/Pakistan)

592 Religious Conflict and Literature in India (RELI 592) (3). Historical causes of violence between Hindus and Muslims in modern India. Short stories, poetry, and novels in translation are used to explore how conflicts over religious sites, religious conversion, image worship, and language contributed to a sense of conflicting religious identity.

JAPN (Japan)

160 Introduction to Japanese Literature in Translation (3). The major genres, aesthetic concepts, and classic and modern works of Japanese literature in English translation.

161 Geisha in History, Fiction, and Fantasy (3). Explores the artistic traditions of Japanese performers known as geisha. Sources include woodblock prints, novels, photographs, academic studies, and popular Japanese and American films.

162 Japanese Popular Culture (3). This course will examine how and why Tokyo emerged as a dominant locale in global mass culture. Students will be introduced to major figures and genres in Japanese pop culture.

261 Japanese Theater (3). Explores the major forms of classical Japanese theater (Noh, Kabuki, Bunraku), modern innovations in dramatic art, and contemporary reinventions of the classical theater in Japanese animated film.

375 The Culture of Modern, Imperial Japan, 1900–1945 (3). This course will examine the various expressions of cultural modernity in Japan with a focus on film, literature, and popular culture from 1900 to the end of the Pacific War.

376 Colonial East Asia/Postcolonial Japan (INTS 376) (3). Focusing on literary, philosophical, and media works, this course will first examine Japanese colonialism from 1895 to 1940 and then the postcolonial effects of that colonialism within Japan after 1945.

377 Cultural Studies of Early Modern Japan (3). Introduction to political, aesthetic, and intellectual works of Japan's Tokugawa period (1603–1868). Examines the characteristics of Tokugawa cultural works alongside developments in critical thought in ethics, economics, and social philosophy.

378 Introduction to Japanese Film and Animation (3). Students will be introduced to major works in Japanese film and animation. They will also be introduced to themes in contemporary visual theory and media studies.

381 Women and Work in Japan (WMST 381) (3). Examines construction of traditional women's roles in Japan and feminist challenges to them by exploring various aspects of "women's work." Interdisciplinary readings consider law, social custom, media representations, and feminist activism.

384 Women Writers in Japanese Society (WMST 384) (3). Examines Japanese literature and culture through fiction and poetry by women. Explores ideas in contemporary feminist criticism in Japan and the West as a means to read Japanese women's writing.

482 Embodying Japan: The Cultures of Beauty, Sports, and Medicine in Japan (3). Explores Japanese culture and society through investigating changing concepts of the human body. Sources include anthropological and history materials, science fiction, and film.

563 Structure of Japanese (LING 563) (3). See LING 563 for description.

KOR (Korea)

150 History, Memory, and Reality in Contemporary Korea (3). This course will provide an introduction to Korean studies and examine contemporary issues in Korean society and culture through social and cultural movements, multiple genres of texts, and artistic manifestations.

151 Education and Social Changes in Contemporary Korea (3). This course will provide an introduction to Korean studies and examine contemporary issues in Korean society through policies and systems in education, social and cultural trends and phenomena, and globalism.

VIET (Vietnam)

252 Introduction to Vietnamese Culture through Music and Narrative (3). This course shows how Vietnamese music and historical legends define, reinforce, and transmit core values, concepts, figures of speech, and modes of behavior in Vietnamese culture.

Asian Studies Language Courses

ARAB (Arabic)

101 Elementary Arabic I (4). Introduction to Modern Standard Arabic, including the Arabic script, basic grammar, and vocabulary, and developing skills in reading, writing, listening, and speaking.

102 Elementary Arabic II (4). Prerequisite, ARAB 101. Introduction to Modern Standard Arabic, including the Arabic script, basic grammar, and vocabulary, and developing skills in reading, writing, listening, and speaking.

123 Conversational Arabic Abroad (3). Conversational course introducing one of the major dialects of Arabic. Only offered within the context of a University faculty-led study abroad program in the Arab world.

203 Intermediate Arabic I (4). Prerequisite, ARAB 102. A proficiency-based course centered on reading, writing, speaking, and listening to Modern Standard Arabic with an emphasis on understanding the application of grammatical structures and vocabulary development.

204 Intermediate Arabic II (4). Prerequisite, ARAB 203. A proficiency based course centered on reading, writing, speaking, and listening to Modern Standard Arabic with an emphasis on understanding the application of grammatical structures and vocabulary development.

223 Conversational Arabic (3). Prerequisite, ARAB 203. Conversational course introducing one of the major dialects of Arabic. Egyptian and Levantine dialects each offered in alternate years. Emphasis on building oral proficiency while increasing awareness of Arab culture.

305 Advanced Arabic I (3). Prerequisite, ARAB 204. Intensive reading of a variety of texts; films, oral presentations, and writing; extensive vocabulary development.

306 Advanced Arabic II (3). Prerequisite, ARAB 305. Intensive reading of a variety of texts; films, oral presentations, and writing; extensive vocabulary development.

308 Arabic Languages across the Curriculum Recitation (1). Prerequisite, ARAB 204. Arabic recitation offered in conjunction with selected content courses. Weekly discussion and readings in Arabic relating to attached content courses.

407 Readings in Arabic I (3). Prerequisite, ARAB 306. Classical and/or modern readings in Arabic, according to the students' interest.

408 Readings in Arabic II (3). Prerequisite, ARAB 306. Classical and/or modern readings in Arabic, according to the students' interest.

496 Independent Readings in Arabic (1–3). Permission of the department. For the student who wishes to create and pursue an independent project in Arabic under the supervision of a selected instructor. Maximum three credit hours per semester.

681 Readings in Islamicate Literatures (ASIA 681, RELI 681) (3). See RELI 681 (only when offered in Arabic) for description.

CHIN (Chinese)

101 Elementary Chinese I (4). Introduction to Mandarin Chinese, focusing on pronunciation, simple conversation, and basic grammar. Reading and writing Chinese characters are also taught. Four hours per week.

102 Elementary Chinese II (4). Prerequisite, CHIN 101. Continued training in listening, speaking, reading, and writing on everyday topics. Four hours per week.

111 Elementary Written Chinese (3). Designed for students who already understand and speak some Chinese. The training in the course centers on reading and writing. This course is taught in Chinese. CHIN 111 is equivalent to CHIN 101 and 102. CHIN 111 does not count toward the Chinese minor. Three hours per week.

203 Intermediate Chinese I (4). Prerequisite, CHIN 102. Second-year level of modern standard Chinese. Four hours per week.

204 Intermediate Chinese II (4). Prerequisite, CHIN 203. Second-year level of modern standard Chinese. Four hours per week.

212 Intermediate Written Chinese (3). Prerequisite, CHIN 111. Designed for students who already understand and speak some Chinese. The training in the course centers on reading and writing. This course is taught in Chinese. CHIN 212 is equivalent to CHIN 203 and 204. Three hours per week.

305 Advanced Chinese (3). Prerequisite, CHIN 204. Permission of the instructor for students lacking the prerequisite. This course

emphasizes the development of conversational skills with readings on everyday topics and vocabulary buildup. Three hours per week.

306 Business Chinese (3). Prerequisite, CHIN 305. Permission of the instructor for students lacking the prerequisite. This course provides training in advanced conversation and composition with readings that cover a wide range of topics on Chinese society, economics, history, politics, etc. Three hours per week.

307 Chinese Conversation (3). Prerequisite, CHIN 305. Chinese language course at third-year level for nonheritage students. Designed to further practice and develop speaking proficiency.

313 Advanced Written Chinese (3). Prerequisite, CHIN 212. This is the third course in modern written Chinese for heritage students. The material covered is comparable to the material dealt with in the third year of the regular Chinese language sequence. Three hours per week.

407 Readings in Modern Chinese I (3). Prerequisite, CHIN 306. Readings selected from high quality authentic texts of modern Chinese, including newspaper articles and published writings of literary, cultural, and social interest relating to modern Chinese society. This course is taught in Chinese, with further training in speech and writing.

408 Readings in Modern Chinese II (3). Prerequisite, CHIN 306. Readings selected from high quality authentic texts of modern Chinese, including newspaper articles and published writings of literary, cultural, and social interest relating to modern Chinese society. This course is taught in Chinese, with further training in speech and writing.

414 Advanced Reading and Composition (3). Prerequisite, CHIN 313. Fourth course for heritage students, comparable to fourth year of the regular sequence. Focuses on reading and writing skills in modern Chinese, using authentic reading materials. Three hours per week.

462 Studies in Chinese Language (3). Prerequisite, CHIN 306 or 313. Overview of the Chinese language: sociolinguistic aspects, history, standard vs. dialects, spoken vs. written language, language reform, and Chinese language acquisition. Taught partially in Chinese.

490 Topics in Chinese Literature and Language (3). Prerequisite, CHIN 306 or 313. Readings in Chinese literature and language on varying topics. May be taken more than once for credit as topics change.

496 Independent Readings in Chinese (1–3). Permission of the department. For the student who wishes to create and pursue an independent project in Chinese under the supervision of a selected instructor. Maximum three credit hours per semester.

510 Introduction to Classical Chinese (3). Prerequisite, CHIN 306 or 313. Advanced study of the Chinese classics.

590 Advanced Topics in Chinese Literature and Language (3). Prerequisite, CHIN 408, 414, 462, 490, or 510. This is an advanced topics course in Chinese literature and language, culture and society. The instruction is entirely in Chinese with the use of authentic materials. Three hours per week.

HEBR (Hebrew)

101 Elementary Modern Hebrew I (JWST 101) (3). Introduces the essential elements of modern Hebrew structure and vocabulary and aspects of modern Israeli culture. Aural comprehension, reading, speaking, and writing are stressed.

102 Elementary Modern Hebrew II (JWST 102) (3). Prerequisite, HEBR 101. Continued instruction in the essential elements of modern Hebrew structure and vocabulary and aspects of modern Israeli culture. Aural comprehension, reading, speaking, and writing are stressed.

203 Intermediate Modern Hebrew I (JWST 203) (3). Prerequisite, HEBR 102. Second-year level instruction in the essential elements of modern Hebrew structure and vocabulary and aspects of modern Israeli culture. Aural comprehension, reading, speaking, and writing are stressed. An introduction to representative literary works is included.

204 Intermediate Modern Hebrew II (JWST 204) (3). Prerequisite, HEBR 203. Continued instruction in the essential elements of modern Hebrew structure and vocabulary and aspects of modern Israeli culture. Aural comprehension, reading, speaking, and writing are stressed. An introduction to representative literary works is included.

305 Advanced Modern Hebrew I (JWST 305) (3). Prerequisite, HEBR 204. Third year of instruction in modern Hebrew with an emphasis on Israeli culture, literature, and media.

306 Advanced Modern Hebrew II (JWST 306) (3). Prerequisite, HEBR 305. Third year of instruction in modern Hebrew with an emphasis on Israeli culture, literature, and media.

HNUR (Hindi-Urdu)

101 Elementary Hindi-Urdu I (4). Introduction to modern spoken and written Hindi-Urdu. Speaking and listening practice, basic sentence pattern exercises, grammar fundamentals, the writing system, and creative applications exploring South Asian culture are included. Five hours per week, three devoted to instruction in grammar and two to oral practice.

102 Elementary Hindi-Urdu II (4). Prerequisite, HNUR 101. Continued instruction in modern spoken and written Hindi-Urdu. Sessions include speaking and listening drills, skits, role-play, and discussion of video and audio materials. Five hours per week, three devoted to instruction in grammar and two to oral practice.

203 Intermediate Hindi-Urdu I (4). Prerequisite, HNUR 102. Second year of instruction in modern spoken and written Hindi-Urdu, including situational speaking and listening practice, complex sentence pattern exercises and idioms, vocabulary building, intermediate grammar topics, and reading exercises. The Urdu writing system is introduced.

204 Intermediate Hindi-Urdu II (4). Prerequisite, HNUR 203. Continued second year of instruction in modern spoken and written Hindi-Urdu. Students practice writing short essays and letters and continue to develop mature oral competency in Hindi-Urdu.

220 Introduction to the Hindi Script (Devanagari) (1). In this course, students will master the Hindi alphabet, the Sanskrit-based Devanagari writing system. This course complements the regular Hindi-Urdu language sequence.

221 Introduction to the Urdu Script (Nastaliq) (1). This course introduces the Urdu alphabet (Nastaliq). Prior knowledge of spoken Urdu or Hindi is helpful but not required.

305 Advanced Hindi-Urdu I (3). Prerequisite, HNUR 204. Third year of instruction in spoken and written Hindi-Urdu with an emphasis on the reading and discussion of literary works by major South Asian authors.

306 Advanced Hindi-Urdu II (3). Prerequisite, HNUR 305. Third year of instruction in spoken and written Hindi-Urdu with an emphasis on the reading and discussion of literary works by major South Asian authors.

407 Readings in Hindi-Urdu Poetry (3). Prerequisite, HNUR 306. Introduces the development of Hindi and Urdu poetry from the 15th century to the present, including the epic, devotional, dramatic, and romantic genres.

408 Readings in Hindi-Urdu Prose (3). Prerequisite, HNUR 306. Introduces the range of Hindi-Urdu prose genres: the short story, the romance, the novel, and the autobiography.

410 Seminar on the Urdu-Hindi Ghazal (3). Ghazal is the most important genre of Urdu-Hindi poetry from the 18th century to the present. This course, taught in Hindi-Urdu, concerns the analysis and interpretation of ghazals.

490 Topics in Hindi-Urdu Literature and Language (3). Directed readings in Hindi-Urdu literature and language on topics not covered by scheduled classes. Possible areas of study include Indian film and literature, Hindi-English translations, the Indian diaspora, Hindi journalism, and readings in comparative religions.

496 Independent Readings in Hindi-Urdu (1–3). Permission of the department. For the student who wishes to create and pursue an independent project in Hindi-Urdu under the supervision of a selected instructor. Maximum three credit hours per semester.

JAPN (Japanese)

101 Elementary Japanese I (4). Introduction to modern Japanese with text and supplementary materials. Hiragana, katakana, and basic kanji are introduced. Weekly class hours devoted to basic sentence pattern exercises, speaking and writing practice, and creative application. Participation in relevant extracurricular activities encouraged.

102 Elementary Japanese II (4). Prerequisite, JAPN 101. Continued beginning course of modern Japanese with text and supplementary materials. Approximately 150 additional kanji are introduced. Focus on basic sentence pattern exercises, speaking and writing practice, and creative application. Participation in relevant extracurricular activities encouraged.

203 Intermediate Japanese I (4). Prerequisite, JAPN 102. Emphasis on situational expressions, mastery of basic structures, and approximately 150 new kanji. Conversation practice, reading and writing of passages, and creative application expected. Participation in relevant extracurricular activities encouraged.

204 Intermediate Japanese II (4). Prerequisite, JAPN 203. Continued emphasis on situational expressions, mastery of basic structures, and approximately 150 to 200 new kanji. Conversation practice, reading and writing of passages, and creative application expected. Participation in relevant extracurricular activities encouraged.

305 Advanced Japanese (3). Prerequisite, JAPN 204. Advanced written and spoken Japanese introduced to students who have learned more than 500 kanji. Emphasis is placed on advanced expressions, conversation for a variety of situations, reading and writing longer texts, and approximately 150 additional kanji. Class conducted in Japanese. Participation in relevant extracurricular activities encouraged.

306 Topics in Japanese Society and Culture (3). Prerequisite, JAPN 305. A study of geography, history, social structures, customs, and traditions of Japan through written and spoken materials. Advanced expressions, vocabulary, and approximately 150 additional kanji are learned. Class conducted in Japanese. Participation in relevant extracurricular activities encouraged.

408 Japanese Journalism (3). Prerequisite, JAPN 306. Uses newspaper and magazine articles and television broadcasts to introduce journalistic writing and speech as well as contemporary social and cultural issues. Class conducted in Japanese. Participation in relevant extracurricular activities encouraged.

409 Japanese Modernism (3). Prerequisite, JAPN 306. This course instructs students in how to read prewar forms of modern Japanese and introduces them to the writers and ideas of the Modern influential between the years 1907 and 1930. Class conducted in Japanese. Participation in relevant extracurricular activities encouraged.

410 Topics in Contemporary Japanese Literature (3). Prerequisite, JAPN 306. This course introduces students to the popular writing, both fiction and nonfiction, designed for mass-market consumption in contemporary Japan. Class conducted in Japanese. Participation in relevant extracurricular activities encouraged.

411 Food and Culture in Japan (3). Prerequisite, JAPN 306. Advanced Japanese course designed to develop Japanese skills and deepen appreciation of Japanese cooking. Students will develop the ability to discuss and write about topic-oriented issues in Japanese.

412 Making Music in Japan (3). Prerequisite, JAPN 306. Students will learn a history of postwar Japanese music as an integral part of Japanese society and culture, and try to understand what messages each song attempts to communicate.

490 Topics in Japanese Language and Literature (3). Prerequisite, JAPN 306. Possible areas of study include popular culture, business Japanese, and Japanese-English translation. Course may be repeated for credit as topic changes. Participation in relevant extracurricular activities encouraged.

496 Independent Readings in Japanese (1–3). Permission of the department. For the student who wishes to create and pursue an independent project in Japanese under the supervision of a selected instructor. Maximum three credit hours per semester.

517 Literary Japanese (3). Prerequisite, JAPN 306. Designed to further improve reading skills. Students work independently using newspaper and magazine articles, literary works, academic publications, etc. Oral reports, discussions, and original compositions in Japanese required. Participation in relevant extracurricular activities encouraged.

518 Literary Japanese (3). Prerequisite, JAPN 517. Designed to further improve reading and speaking skills. Students work independently using newspaper and magazine articles, literary works, academic publications, etc. Oral reports, discussions, and original compositions in Japanese required. Participation in relevant extracurricular activities encouraged.

519 Structure of Modern Japanese Language (3). Prerequisite, JAPN 306. Introduction to phonology, morphology, syntax, semantics, and pragmatics of modern standard Japanese. Class conducted in Japanese. Participation in relevant extracurricular activities encouraged.

590 Advanced Topics in Japanese Language and Literature (3). Prerequisite, JAPN 306. Topic varies by instructor. Possible topics include Japanese literature, popular culture, and media. Course may be repeated for credit as topic changes. Participation in relevant extracurricular activities encouraged.

KOR (Korean)

101 Elementary Korean I (4). Introduction to the basics of modern Korean, including the pronunciation of spoken Korean, the writing system of Hangul, communication and reading skills in controlled contexts, and fundamentals of grammar.

102 Elementary Korean II (4). Prerequisite, KOR 101. Develops speaking and listening skills for everyday communication, reading skills for simple narratives and descriptive texts, and understanding for core grammatical patterns.

203 Intermediate Korean I (4). Prerequisite, KOR 102. Continues developing reading and writing skills for narrative and descriptive texts and increasing communicative competence in applied social contexts.

204 Intermediate Korean II (4). Prerequisite, KOR 204. Develops and applies comprehensive grammatical knowledge and vocabularies in complex listening, speaking, reading, and writing contexts. Emphasis on Korean cultural and historical understanding.

305 Advanced Korean I (3). Prerequisite, KOR 204. Advanced study of written and spoken Korean language and Korean culture. Three hours per week.

306 Advanced Korean II (3). Prerequisite, KOR 305. Advanced study of written and spoken Korean language and Korean culture. Three hours per week.

PRSN (Persian)

101 Elementary Persian I (3). Introduction to the spoken and written Persian (Farsi) language.

102 Elementary Persian II (3). Prerequisite, PRSN 101. Introduction to the spoken and written Persian (Farsi) language.

203 Intermediate Persian I (3). Prerequisite, PRSN 102. Second-year level instruction in the spoken and written Persian (Farsi) language.

204 Intermediate Persian II (3). Prerequisite, PRSN 203. Second-year level instruction in the spoken and written Persian (Farsi) language.

TURK (Turkish)

101 Elementary Turkish I (4). Introduces the essential elements of Turkish structure and vocabulary and aspects of Turkish culture. Aural comprehension, reading, speaking, and writing are stressed.

102 Elementary Turkish II (4). Prerequisite, TURK 101. Continued instruction in the essential elements of Turkish structure and vocabulary and aspects of Turkish culture. Aural comprehension, reading, speaking, and writing are stressed.

203 Intermediate Turkish I (4). Prerequisite, TURK 102. Second-year level instruction in the essential elements of Turkish structure and vocabulary and aspects of Turkish culture. Aural comprehension, reading, speaking, and writing are stressed. Introduces representative literary works.

204 Intermediate Turkish II (4). Prerequisite, TURK 203. A proficiency-based course centered on reading, writing, speaking, and listening to Turkish with an emphasis on understanding the application of grammatical structures and vocabulary development through the study of literature.

Department of Biochemistry and Biophysics

www.med.unc.edu/wrkunits/2depts/biochem

LESLIE V. PARISE, *Chair*

The Department of Biochemistry and Biophysics offers a number of courses to undergraduate students though it has no program leading to a B.A. or B.S. degree. Students interested in these areas should take relevant undergraduate courses in the Department of Chemistry and the Department of Physics. The department serves undergraduate students who are interested in biochemistry, particularly students seeking a health-related career. It offers courses, research opportunities, and counseling to students taking premedical, predental, nursing, pharmacy, or public health curricula. Students majoring in other scientific disciplines such as chemistry, biology, or physics also are served by the Department of Biochemistry and Biophysics.

BIOC

107 Introduction to Biochemistry (4). Recommended preparation, one year of high school chemistry. Designed for prenursing, predental hygiene, allied health, and other students who desire a background in biochemistry as it relates to the human body. Brief review of inorganic and organic chemistry, followed by a survey of biochemistry (survey continues in BIOC 108).

108 Introduction to Biochemistry (4). Designed for prenursing, predental hygiene, allied health, and other students who desire a background in biochemistry as it relates to the human body. Continuation of BIOC 107; covers basic and clinically relevant aspects of biochemistry. Three lecture hours and one two-hour laboratory a week.

442 Biochemical Toxicology (ENVR 442, TOXC 442) (3). See ENVR 442 for description.

505 Molecular Biology (GNET 505) (3). Required preparation, undergraduate biochemistry or genetics, and organic chemistry. Techniques in molecular biology; mechanisms of DNA replication, transcription, and translation of genetic material in prokaryotic and eukaryotic systems; genomics, gene organization; regulatory and signaling mechanisms; and molecular biology of cancer.

601 Enzyme Properties, Mechanisms, and Regulation (3). Prerequisite, CHEM 430. Permission of the instructor for students lacking the prerequisite. Focuses on enzyme architecture to illustrate how the shapes of enzymes are designed to optimize the catalytic step and become allosterically modified to regulate the rate of catalysis.

631 Advanced Molecular Biology I (BIOL 631, GNET 631, MCRO 631, PHCO 631) (3). See GNET 631 for description.

632 Advanced Molecular Biology II (BIOL 632, GNET 632, MCRO 632, PHCO 632) (3). See GNET 632 for description.

643 Cell Structure, Function, and Growth Control I (CBIO 643, MCRO 643, PHCO 643) (3). See CBIO 643 for description.

644 Cell Structure, Function, and Growth Control II (CBIO 644, MCRO 644, PHCO 644) (3). See CBIO 644 for description.

650 Basic Principles: From Basic Models to Collections of Macromolecules (1.5). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Basic molecular models and their use in developing statistical descriptions of macromolecular function. Course intended primarily for graduate students.

651 Macromolecular Equilibria: Conformation, Change, and Binding (1.5). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Macromolecules as viewed with modern computational methods. Course intended primarily for graduate students.

652 Macromolecular Equilibria (1.5). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Stability of macromolecules and their complexes with other molecules. Course intended primarily for graduate students.

655 Case Studies in Structural Molecular Biology (3). Prerequisite, CHEM 430. Permission of the instructor for students lacking the prerequisite. Principles of macromolecular structure and function with emphasis on proteins, molecular assemblies, enzyme mechanisms, and ATP enzymology.

662 Macromolecular Interactions (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. Theory and practice of biophysical methods used in the study of interactions between macromolecules and their ligands, including surface plasmon resonance, analytical ultracentrifugation, and calorimetry.

663A Macromolecular NMR (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. Principles and practice of nuclear magnetic resonance spectroscopy: applications to biological macromolecule structure and dynamics in solution. Course intended primarily for graduate students.

663B Macromolecular NMR Practice (1). Prerequisite, BIOC 653. Permission of the instructor for students lacking the prerequisite. Lab section for BIOC 663A. Course intended primarily for graduate students.

664 Macromolecular Spectroscopy (1). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Principles of UV, IR, Raman, fluorescence, and spin resonance spectroscopies; applications to the study of macromolecules and membranes. Course intended primarily for graduate students.

666 X-Ray Crystallography of Macromolecules (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. Principles of protein crystallography, characterization of crystals, theory of diffraction, phasing of macromolecular crystals and structure refinement. Course intended primarily for graduate students.

667 Macromolecular Crystallographic Methods (2). Prerequisite, BIOC 666. Permission of the instructor for students lacking the prerequisite. A combined lecture/laboratory workshop for serious students of protein crystallography. Course intended primarily for graduate students.

668 Principles of and Simulation of Macromolecular Dynamics (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. A combined lecture/computer lab treatment of the principles of macromolecular dynamics and structure as approached using the tools of molecular dynamics simulations. Course intended primarily for graduate students.

670 Biomolecular Informatics (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. A combined lecture/computer lab course introducing the methods and principles of biological data management as this relates to macromolecular sequence analysis. Course intended primarily for graduate students.

673 Proteomics, Protein Identification and Characterization by Mass Spectrometry (1). Prerequisites, BIOC 650–653. Required preparation, one semester of physical chemistry or permission of the instructor. A lecture module that introduces students to the basics of mass spectrometry as applied to protein science. Course intended primarily for graduate students.

678 Electrical Signals from Macromolecular Assemblages (2). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisite. An intensive, six-hour per week introduction to the fundamentals of ion channel biophysics, including laboratory sessions to demonstrate principles and methods. Course intended primarily for graduate students.

Department of Biology

www.bio.unc.edu

WILLIAM M. KIER, *Chair*

Professors

Albert S. Baldwin Jr., Victoria L. Bautch, Kerry S. Bloom, Jeffrey L. Dangl, Robert J. Duronio, Patricia G. Gensel, Albert K. Harris, Alan M. Jones, Joseph J. Kieber, William M. Kier, Joel G. Kingsolver, Kenneth J. Lohmann, William F. Marzluff, A. Gregory Matera, Steven W. Matson, Ann G. Matthysse, Robert K. Peet, Mark A. Peifer, Charles H. Peterson, David W. Pfennig, Patricia J. Pukkila, Edward D. Salmon, Darrel W. Stafford, Peter S. White, R. Haven Wiley.

Associate Professors

Shawn Ahmed, Christina L. Burch, Gregory P. Copenhaver, Robert P. Goldstein, Jason D. Lieb, Jason W. Reed, Seth R. Reice, Lillie L. Searles, Jeff J. Sekelsky, Maria R. Servedio, Todd J. Vision.

Assistant Professors

Lauren B. Buckley, Sabrina E. Burmeister, Mara C. Duncan, Tyson L. Hedrick, Allen H. Hurlbert, Corbin D. Jones, Sarah J. Liljegren, Charles E. Mitchell, Karin S. Pfennig, Stephen L. Rogers, Kevin C. Slep, Keith W. Sockman.

Senior Lecturer

Jean S. DeSaix.

Lecturers

Jennifer S. Coble, Kelly A. Hogan, Corey S. Johnson, Catherine M.F. Lohmann, Gideon Shemer.

Affiliated Faculty

John F. Bruno, Frank L. Conlon, Stephen T. Crews, Sarah R. Grant, Punita Nagpal, Barbara D. Stegenga, James A. Umbanhower, Alan S. Weakley, Christopher S. Willett, Elaine Y. Yeh.

Professors Emeriti

Edward G. Barry, Aristotle Domnas, J. Alan Feduccia, Lawrence I. Gilbert, Max H. Hommersand, Gustavo P. Maroni, Donald W. Misch, Helmut C. Mueller, Clifford R. Parks, Tom K. Scott, Alan E. Stiven.

Introduction

Biology is the study of life from both basic and applied perspectives across a broad range of analytical levels, from the molecule and cell to the organism and ecosystem. The bachelor of science and bachelor of arts degrees with a major in biology provide a liberal education directed toward an appreciation of the complexity of nature and prepare students for careers in the biological, environmental, and medical sciences. The B.S. and B.A. majors in biology train students for careers in the health professions (including medical, dental, and veterinary) and in research, teaching, or medical practice in institutions of higher education, government, and private industry. Professional (M.D., D.V.M., D.D.S., and D.D.M.) and advanced academic (M.A., M.S., Ph.D.) degree programs in the health and life sciences usually require knowledge of biological processes provided by the degree programs in biology.

Departmental majors gain a firm foundation in essential areas of biology through the core curriculum and have ample opportunity to specialize in animal behavior, biomechanics, botany, cell biology, developmental biology, ecology, evolutionary biology, genetics, genomics, marine biology, microbiology, molecular biology, neurobiology, organismal biology, physiology, and plant biology. There are many opportunities for mentored undergraduate research and internships.

Programs of Study

The degrees offered are the bachelor of arts with a major in biology and the bachelor of science with a major in biology. A quantitative biology track in the bachelor of science with a major in biology is also offered for those students who are interested in mathematical and computer analyses of biological phenomena. A minor in biology is offered.

Majoring in Biology: Bachelor of Science

This program is designed for students who intend to continue graduate study in biological or health sciences.

Departmental Requirements

- BIOL 201, 202, and 205 (the core courses) and one organismal structure and diversity course chosen from 271, 272, 273, 274, 275/275L, 276/276L, 277/277L, 278/278L, 279/279L, 471, 472, 473/473L, 475, 476/476L, 478, 479/479L, or 579
- Four biology electives numbered above 205 (not including 213, 291, 292, 293, 295, 296, 396, and 692H), at least two of them with a laboratory. At least two courses in biology must be numbered above 400 (not including 501, 691H, 692H)
- Two additional courses in biology, other natural sciences, or mathematics

Additional Requirements

- CHEM 102/102L, 241/241L, 261, 262/262L
- PHYS 104 and 105, or 116 and 117
- Students must fulfill all General Education requirements (Foundations, Approaches, and Connections) with these restrictions and additions:
  - Foundations: Foreign language: through level 4 (language level 4 may be taken Pass/D+/D/Fail)
  - Foundations: Quantitative reasoning: MATH 231 or 241, and one of the following: MATH 232 or 283; COMP 110, 116; STOR 155 or 215
  - Approaches: Natural sciences: BIOL 101/101L and CHEM 101/101L with a C grade or better
- Enough free electives to accumulate 123 academic hours

Suggested Program of Study for B.S. Majors

First Year

- BIOL 101/101L; CHEM 101/101L, 102/102L; ENGL 101, 102; language levels 2, 3; MATH 231 or 241 plus a second course in mathematics, computer science, or statistics/operations research; lifetime fitness

Sophomore Year

- Two of the three biology core courses (201, 202, 205); language level 4; CHEM 241/241L, 261, 262/262L; Approaches (one course)

Junior Year

- Remaining biology core course, organismal biology course, biology electives (three courses); PHYS 104 and 105, or 116 and 117; Approaches and Connections (three courses)

Senior Year

- Biology electives (two courses); natural science or biology electives (two courses); Approaches and Connections (two courses); free electives as needed to complete 123 academic hours

B.S. Major in Biology: Quantitative Biology Track

This program is designed for students with a strong interest in a multidisciplinary approach to biological problems in preparation for graduate study in biological or health sciences.

Departmental Requirements

- BIOL 201, 202, and 205 (core courses for biology majors)
- Two laboratory courses. One must be a quantitative laboratory chosen from BIOL 452, 526, or 527/527L. The other can be any biology laboratory course, including two semesters of BIOL 395
- A choice of three biology electives, of which at least two quantitative electives must be chosen from BIOL 405, 452*, 454, 465, 526*, 527*, 542, 551, 562, or 642 (*asterisked courses cannot count as both a quantitative laboratory and a quantitative elective)
- A choice of two allied sciences electives or additional biology courses numbered above 205 (not including 213, 291, 292, 293, 295, 296, 396, and 692H). Premedical students are encouraged to take CHEM 241/241L and 262/262L

Additional Requirements

- BIOS 600 or STOR 155
- CHEM 102/102L and 261
- COMP 116 or 401
- MATH 233
- PHYS 104 and 105, or 116 and 117
- Students must fulfill all General Education requirements (Foundations, Approaches, and Connections) with these restrictions and additions:
  - Foundations: Foreign language through level 4 (level 4 may be taken P/D+/D/F unless 4 is placement level)
  - Foundations: Quantitative reasoning: MATH 231 or 241 and MATH 232 or 283
  - Approaches: Physical and life sciences: BIOL 101/101L and CHEM 101/101L with a grade C or better
- Enough free electives to accumulate 127 academic hours

Suggested Program of Study for the Quantitative Track

First Year

- BIOL 101/101L; CHEM 101/101L, 102/102L; ENGL 101, 102; language levels 2, 3; MATH 214 or 231, 232 or 283; lifetime fitness; Approaches (two courses)

Sophomore Year

- Two of three biology core courses (201, 202, 205); BIOS 600 or STOR 155; CHEM 261, 262/262L if premed; COMP 116 or 401; language level 4; MATH 233; Approaches (one course)

Junior Year

- Remaining biology core course; biology electives including one quantitative laboratory (three courses); PHYS 104 and 105, or 116 and 117; Approaches and Connections (three courses)

Senior Year

- Second laboratory course; biology electives (two courses); allied sciences elective (CHEM 241/241L if premed); Approaches and Connections; electives to accumulate 127 academic hours

Majoring in Biology: Bachelor of Arts

This program is designed to provide greater flexibility than the B.S. in meeting broad student interests.

Departmental Requirements

- BIOL 201, 202, and 205 (the core courses) and one organismal structure and diversity course chosen from 271, 272, 273, 274, 275/275L, 276/276L, 277/277L, 278/278L, 279/279L, 471, 472, 473/473L, 475, 476/476L, 478, 479/479L or 579
- Three biology electives numbered above 205 (not including 213, 291, 292, 293, 295, 296, 396, and 692H), at least one with a laboratory. At least one course in biology must be numbered above 400 (not including 501, 691H, 692H)
- Four additional courses in biology, other natural sciences, or mathematics (these courses should also complete the Approaches physical and life sciences requirement)

Additional Requirements

- CHEM 102/102L
- Students must fulfill all General Education requirements (Foundations, Approaches, Connections, and Supplemental Education) with these restrictions and additions:
  - Foundations: Quantitative reasoning: one of COMP 110, 116; MATH 130, 152, 231, 241; STOR 155 or 215
  - Approaches: Natural sciences: BIOL 101/101L and CHEM 101/101L with a C grade or better
- General electives to complete the 120 academic hours required for graduation

Suggested Program of Study for B.A. Majors

First Year

- BIOL 101/101L; CHEM 101/101L, 102/102L; ENGL 101, 102; language levels 2, 3; Foundations quantitative reasoning requirement as specified above; lifetime fitness

Sophomore Year

- Two of the three biology core courses (201, 202, 205); natural sciences electives (two courses); Approaches and Connections (four courses)

Junior Year

- Remaining biology core course, organismal biology course, biology electives (two courses); natural sciences electives (two courses); Approaches and Connections (two courses); Distributive or Integrative option/free electives (two courses)

Senior Year

- Biology electives (two courses); Approaches and Connections (one course); Distributive or Integrative option and free electives as needed to complete 120 academic hours and other requirements

Minoring in Biology

A student may minor in biology by taking four biology courses beyond BIOL 101/101L distributed as follows:

- Two of the three core courses: BIOL 201, 202, and 205
- One course with a laboratory, and
- One course numbered above 400

Honors in Biology

Candidates for honors or highest honors must secure approval from the departmental honors advisor. They must have three hours of BIOL 395, take BIOL 691H or 692H, and maintain an overall grade point average of 3.2 and a grade point average in biology courses (exclusive of BIOL 395 and 691H) of at least 3.4 (for honors) or 3.85 (for highest honors) at the end of the semester preceding the semester in which they graduate. Other requirements are detailed in a document available in the departmental office and at www.bio.unc.edu/undergraduate/honors/guidelines.htm.

Special Opportunities in Biology

Students are encouraged to speak with their advisor about opportunities to serve as peer advisors in the biology or health professions advising office, or to join Tri-Beta, the national biological sciences honor society.

Experiential Education

After completing BIOL 201 or 202, students are encouraged to consider how they plan to meet the experiential education requirement. Either BIOL 293 Undergraduate Internship in Biology or BIOL 295 Undergraduate Research in Biology fulfill this requirement and also connect students' academic course work to current biological research and inquiry. Students who wish to meet this requirement

with course work that also counts toward the major in biology should enroll in BIOL 395 rather than 295 or other courses approved to satisfy this requirement (provided the students meet the prerequisites to enroll in these courses).

Laboratory Teaching Internships and Assistantships

Opportunities exist for assisting graduate instructors (and for instruction in undergraduate laboratories). Interested students should contact the instructor of the course or obtain approval from either the departmental director of undergraduate studies or the department chair.

Undergraduate Awards

All awards include a personal plaque, a monetary gift, and a place on Coker Hall's list of department honorees. The prizes include

- The Henry Van Peters Wilson Award, given annually to the senior honors student in biology whose research in molecular-cellular biology is judged by a faculty committee to be the most outstanding
- The Robert Ervin Coker Award, given annually to the senior honors student in biology whose research in organismal biology and ecology is judged most outstanding by a faculty committee
- The John N. Couch Award, given annually to the senior honors student with interests in plant biology who has demonstrated the highest ideals of scholarship and research
- The Irvine R. Hagadorn Award, given annually to the junior in biology with the highest overall scholastic average
- The Francis J. LeClair Award, given annually to the outstanding member of the graduating class for academic excellence in biology with an emphasis in plant sciences

Undergraduate Research

An undergraduate research experience is extremely valuable to a student who intends to pursue postgraduate work in the biological sciences. Undergraduates may participate directly in the research of faculty in the Department of Biology. This research opportunity allows students to put their knowledge of biology into practice through participation in a biological research program and is encouraged by faculty. Students' participation in research can begin as early as their second year by registration in BIOL 395.

Undergraduates with a 3.0 or higher grade point average in biology courses are encouraged to enroll in BIOL 395. Information concerning the procedure for enrolling in a research course can be obtained from the chair of the department's undergraduate honors research program. Additional information can be found at www.bio.unc.edu/undergraduate/research.htm.

Facilities

The Department of Biology occupies three buildings: Wilson Hall and its annex, Coker Hall, and Fordham Hall. In the spring of 2008 construction of the Genome Sciences Building (GSB) began. When completed in 2012, the GSB will house interdisciplinary research programs focused on genomics. The department's library, the John N. Couch Library, is located in the Wilson Library Annex. It houses more than 70,000 volumes, receives over 1,200 serials related to the wide variety of research fields represented by the department, and provides access to more than 700 online journal titles and the major indexes in the biological sciences. In addition, the department has greenhouses contiguous to Coker Hall, a microscopy facility that contains three confocal microscopes and associated support facilities, a P3 laboratory, a small-mammal facility, insect culturing rooms, marine aquaria, and a microarray facility.

Graduate School and Career Opportunities

Those who plan careers in health sciences including dentistry, medicine, and veterinary medicine should consult with the Health Professions Advising Office in Steele Building. Those interested in science teaching can take the educational coursework required for a high school science teaching license through the UNC Baccalaureate Education in Science and Teaching (UNC–BEST) program (www.unc.edu/uncbest). Special courses in marine science are offered through the Department of Biology and the Curriculum in Marine Sciences at the Institute of Marine Sciences, Morehead City, NC.

Contact Information

Abbey Fellow, biology advising. Biology majors may contact Dr. Elaine Y. Yeh, Research Associate Professor, Department of Biology, CB# 3280, 603 Fordham Hall, (919) 962-2331, yeh@email.unc.edu.

Ms. Denise Hargis, Assistant for Undergraduate Services, Department of Biology, CB# 3280, 213 Coker Hall, (919) 962-3390, fax: (919) 962-1625, hargis@bio.unc.edu.

Dr. Ann G. Matthysse, Professor and Director of Undergraduate Studies, Department of Biology, CB# 3280, 103 Coker Hall, (919) 962-6941, ann_matthysse@unc.edu.

Dr. Gideon Shemer, Lecturer and Departmental Advisor, Department of Biology, CB#3280, G41 Wilson Hall, bishemer@email.unc.edu.

Course List and Description

Stated prerequisites are understood to mean "or equivalent" and may be waived by the course instructor for students who are adequately prepared. BIOL 101/101L is the prerequisite for most advanced work in biology. However, entering first-year students may earn placement credit for BIOL 101/101L by either 1) scoring 3 or higher on the Biology Advanced Placement examination or 2) taking and passing the Department of Biology placement test offered several times during the year.

Course numbers in the Department of Biology have been assigned according to the following principles:

First Digit

Under 100: first-year seminars
100 to 199: first-year courses
200 to 299: second-year courses
300 to 399: advanced undergraduates only
400 to 499: courses for advanced undergraduates and graduate students
500 to 599: advanced courses for undergraduates and graduate students
600 to 699: courses for graduate students that are open to exceptionally well-prepared undergraduates
700 and above: courses for graduate students only

Second Digit

0–1 general topics courses
2 genetics and molecular genetics
3 molecular biology and biochemistry
4 cell and developmental biology
5 organismal and ecological courses

6 ecology courses
7 courses that fulfill the organismal biology requirement
8 special courses
9 special topics and research

BIOL

053 First-Year Seminar: Biotechnology: Genetically Modified Foods to the Sequence of the Human Genome (3). Restricted to first-year students. Introduction, in a first-year seminar, to recent advances in genetics and cell biology, and discussion and debate concerning how these advances are changing medicine, agriculture, and other aspects of our lives.

055 First-Year Seminar: The Roots and Flowering of Civilization: A Seminar on Plants and People (3). Restricted to first-year students. The focus of this first-year seminar will be on the transition from hunter-gatherer, the interchange of crops, medicinal and psychoactive plants, and organic vs. industrial farming methods.

057 First-Year Seminar: Detecting the Future: Human Diseases and Genetic Tests (3). Restricted to first-year students. A first-year seminar focusing on the future of human diseases and genetic tests.

061 First-Year Seminar: Sea Turtles: A Case Study in the Biology of Conservation (3). Restricted to first-year students. An examination of the biology and conservation of sea turtles, with an emphasis on how current scientific research informs conservation practices.

062 First-Year Seminar: Mountains beyond Mountains: Infectious Disease in the Developing World (3). Restricted to first-year students. In this course we will examine the challenges of treating infectious disease in the developing world, and explore the root causes of global health care inequity.

065 First-Year Seminar: Pneumonia (3). Restricted to first-year students. Pneumonia will be a lens to examine a thread of history of biology and medicine. Current research to understand the condition, discover treatment and enact prevention options will be examined.

081 First-Year Seminar: Intuition, Initiative, and Industry: Biologists as Entrepreneurs (3). Successful biologists are necessarily entrepreneurs. This course will explore the parallels between biology and entrepreneurship. We follow these steps: generating ideas, marketing those ideas, testing them, and producing a product.

089 First-Year Seminar: Special topics (3). Restricted to first-year students. This is a special topics course; content will vary.

101 Principles of Biology (3). Open to all undergraduates. This course is the prerequisite to most higher courses in biology. An introduction to the fundamental principles of biology, including cell structure, chemistry, and function; genetics; evolution; adaptation; and ecology. (See department concerning Advanced Placement credit.) Three lecture hours a week.

101L Introductory Biology Laboratory (1). Pre- or corequisite, BIOL 101. An examination of the fundamental concepts in biology with emphasis on scientific inquiry. Biological systems will be analyzed through experimentation, dissection, and observation. Three laboratory hours a week.

111 Biology Inquiry (1). A seminar course that focuses on how biologists ask questions and resolve controversy. Students read and discuss excerpts from the original literature. Designed for first-year students but open to all interested students. Does not count as a course in the major.

113 Issues in Modern Biology (3). For students not majoring in biology. Students who have taken any other course in the Department of Biology may not register for this course. Recent advances in the understanding of major principles in biology. Emphasis on genetics and medicine. Does not count as a course in the major. Three lecture hours a week.

128 Biology of Human Disease (PATH 128) (3). Open to all undergraduates. An overview of basic human molecular and cellular biology in the setting of common human diseases. The course emphasizes how an understanding of disease mechanisms provides the knowledge base for informed use of modern health care. Does not count as a course in the major.

159 Prehistoric Life (GEOL 159) (3). See GEOL 159 for description. Does not count as a course in the major.

159L Prehistoric Life Laboratory (GEOL 159L) (1). See GEOL 159L for description. Does not count as a course in the major.

190 Special Topics in Biology at an Introductory Level (3). Special topics in biology at an introductory level. This course does not count as a course in the biology major.

190L Laboratory in Special Topics in Biology at an Introductory Level (1). Laboratory in special topics in biology at an introductory level. This course does not count as a course in the biology major.

195 Introduction to Research (1). The research work must involve at least four hours per week of mentored research in a campus research laboratory. Does not count as a course in the major.

201 Ecology and Evolution (4). Prerequisites, BIOL 101 and CHEM 101 or 102. A grade of C or better in BIOL 101 and CHEM 101 or 102 required. Principles governing the ecology and evolution of populations, communities, and ecosystems, including speciation, population genetics, population regulation, and community and ecosystem structure and dynamics. Three lecture hours and one recitation-demonstration-conference hour a week.

202 Molecular Biology and Genetics (4). Prerequisites, BIOL 101 and CHEM 101 or 102. A grade of C or better in BIOL 101 and CHEM 101 or 102 is required. Structure and function of nucleic acids, principles of inheritance, gene expression, and genetic engineering. Three lecture hours and one recitation-demonstration-conference hour a week.

205 Cellular and Developmental Biology (4). Prerequisite, BIOL 202. Fundamentals of cell structure and activity in relation to special functions, metabolism, reproduction, embryogenesis, and with an introduction to the experimental analysis of cell physiology and development. Three lectures and one recitation-demonstration-conference hour a week.

211 Introduction to Research in Biology (3). Prerequisite, BIOL 201 or 202. Not open to seniors. Permission of the instructor for students lacking the prerequisite. Seminar based on current investigations at UNC. Students examine sources of scientific information, explore the logic of investigation, and develop proposals.

Students with BIOL 211 credit may take a maximum of three hours of BIOL 395.

213 Evolution and Life (3). Prerequisite, BIOL 101. Permission of the instructor for students lacking the prerequisite. For students not majoring in biology. Introduction to the scientific study of biological evolution and its applications. The mechanisms that cause evolution and general patterns of evolution during the history of life. Does not count as a course in the major.

251 Introduction to Human Anatomy and Physiology (3). This course relates the way in which the human body is constructed to the way in which it functions and is controlled. Credit for only one of BIOL 251 and 252. Only offered through Continuing Studies.

251L Human Physiology Virtual Laboratory (1). Pre- or corequisite, BIOL 251. Permission of the instructor for students lacking the prerequisite. This is a course of simulated laboratory measurements exercises using typical data derived from actual physiological measurements on human subjects. Only offered though continuing education. May not be taken in addition to 252.

252 Fundamentals of Human Anatomy and Physiology (4). Prerequisites, BIOL 101 and 101L. One biology course over 200 recommended. An introductory course emphasizing the relationship between and function of the body's organ systems. Three lecture and three laboratory hours each week.

253 Mountain Biodiversity (ENST 404) (4). See ENST 404 for description.

262 Global Ecology: An International Perspective on Ecological and Environmental Problems (ENST 262) (3). Prerequisite, BIOL 201. Ecological basis of global environmental problems and their solutions. Topics include human population growth; food and water shortages; biodiversity loss; deforestation; desertification; emerging diseases; and climate change. These are elements in an interconnected ecological system at a global scale.

271 Plant Biology (4). Prerequisites, BIOL 101 and 101L. Designed for students with an interest in natural sciences. An introduction to the principles of botany including structure, function, reproduction, heredity, environmental relationships, evolution and classification of plants. Three lectures and three laboratory hours a week.

272 Local Flora (4). Prerequisites, BIOL 101 and 101L. Open to all undergraduates. North Carolina's flora: recognition, identification, classification, evolution, history, economics, plant families, ecology, and conservation. Three lecture and three laboratory hours per week

273 Horticulture (4). Prerequisite, BIOL 101. The cultivation, propagation, and breeding of plants, with emphasis on ornamentals. Control of environmental factors for optimal plant growth. Laboratory exercises include plant culture, propagation, pruning, and identification of common ornamentals. Two lecture, one recitation, and three laboratory hours a week.

274 Plant Diversity (4). Prerequisites, BIOL 101 and 101L. A survey of the major groups of plants emphasizing interrelationships, comparative morphology, and other topics of biological importance. Culturing techniques and some field work are included. Two lecture and four laboratory hours a week.

275 Biology of Insects (3). Prerequisites, BIOL 101 and 101L. Permission of the instructor for students lacking the prerequisites. Study of insects with emphasis on physiology, ecology, and behavior. Three lecture, discussion, and demonstration hours a week.

275L Biology of Insects Laboratory (1). Pre- or corequisite, BIOL 275. Identification of insects and laboratory studies in insect physiology, ecology, and behavior; student projects in insect biology. Three laboratory hours a week and field collections.

276 Evolution of Vertebrate Life (3). Prerequisites, BIOL 101 and 101L. Permission of the instructor for students lacking the prerequisites. Evolutionary history of the vertebrates. Emphasis on anatomical, physiological, behavioral adaptations accompanying major transitions: the move from water to land, the development of complex integrating systems.

276L Vertebrate Structure and Evolution Laboratory (1). Pre- or corequisite, BIOL 276. Recommended preparation, BIOL 252 or familiarity with anatomy. Vertebrate comparative anatomy of organ systems and their evolution with emphasis on human anatomy. Three laboratory hours a week.

277 Vertebrate Field Zoology (3). Prerequisites, BIOL 101 and 101L. Introduction to the diversity, ecology, behavior, and conservation of living vertebrates. Three lecture hours a week.

277L Vertebrate Field Zoology Laboratory (1). Corequisite, BIOL 277. Permission of the instructor for students lacking the corequisite. Study of the diversity of vertebrates in the field. Three laboratory and field hours a week, including one or two weekend trips.

278 Animal Behavior (3). Prerequisites, BIOL 101 and 101L. Introduction to animal behavior with emphases on the diversity and adaptation of behavior in natural conditions. Three lecture hours a week.

278L Animal Behavior Laboratory (1). Pre- or corequisite, BIOL 278. Techniques of observation and experiments in animal behavior. Three laboratory hours a week.

279 Special Topics in Organismal Biology (2–3). Permission of the instructor. An undergraduate course devoted to consideration of pertinent aspects of a selected organismal biological discipline.

279L Special Topics in Organismal Biology Laboratory (1–2). Permission of the instructor. An undergraduate laboratory course covering aspects of a specific organismal biological discipline. Laboratory reports will be required. Research work is not included in this course.

290 Special Topics (1–3). Permission of the instructor. An undergraduate seminar course devoted to consideration of pertinent aspects of a selected biological discipline.

290L Special Topics Laboratory (1–2). Permission of the instructor. An undergraduate laboratory course covering aspects of a specific biological discipline. Laboratory reports will be required. Research work is not included in this course.

291 Laboratory Intern in Biology (1). Permission of the instructor. 3.0 or higher in course in question and all biology courses. Experience to include laboratory preparations, demonstrations, assistance, and attendance at weekly laboratory preparation meetings. Interns will not be involved in any aspects of grading. May be repeated with credit. Three laboratory hours a week.

292 Laboratory Teaching Assistant in Biology (2). Permission of the instructor. 3.0 or higher in course in question and all biology courses. Experience and duties include attendance at weekly laboratory preparation meetings, laboratory preparations, demonstra-

tions, instruction, and grading in one section of laboratory course. May be repeated for credit. Three laboratory hours a week.

293 Undergraduate Internship in Biology (3). Prerequisite, BIOL 201 or 202. Permission of the instructor. Biology majors only. The sponsored, off-campus work must involve at least 135 hours. Does not count as a course in the major.

294 Service Learning in Biology: APPLES (1–2). Permission of the instructor. APPLES service-learning component for students enrolled in biology courses.

295 Undergraduate Research in Biology (3). Prerequisite, BIOL 201 or 202. Permission of the instructor. Majors only. The work must involve at least 135 hours of research effort in which students learn to ask appropriate questions and place results within suitable frameworks. Does not count as a course in the major.

296 Directed Reading (1–3). Permission of the instructor. Extensive and intensive reading of the literature of a specific biological field directly supervised by a member of the biology faculty. Written reports on the readings, or a literature review paper will be required. Cannot be used as a course toward the major.

321 Introduction to Immunology (MCRO 321) (3). Prerequisites, BIOL 202 and 205. Permission of the instructor for students lacking the prerequisites. This course provides a general overview of the evolution, organization, and function of the immune system. Instruction will be inquiry-based with extensive use of informational and instructional technology tools.

324 Molecular Basis of Disease (3). Prerequisites, BIOL 202 and 205. Permission of the instructor for students lacking the prerequisites. This course covers the molecular mechanisms of human diseases, including genetic diseases, infectious diseases, immunodeficiencies, nutritional disorders, cancer, metabolic diseases, cardiovascular diseases, and neurological disorders.

350 Oceanography (ENVR 417, GEOL 403, MASC 401) (3). See MASC 401 for a description.

382 Senior Seminar (1). Permission of the instructor. Seniors only. A detailed and comprehensive exposure to unifying principles in biology. Discussions and analyses of selected topics by students. Three seminar hours a week.

395 Undergraduate Research (1–3). Prerequisite, BIOL 201 or 202. Permission of the instructor. Biology majors only. Overall 3.0 grade point average required. Laboratory study addressing biological questions. Requires final written report. May be repeated for up to six credit hours. One through five hours counts as lecture course. Six (or BIOL 211 and three hours) counts as lecture/laboratory course.

396 Undergraduate Research (1–3). Prerequisite, BIOL 395. Permission of the instructor. Majors only. An overall 3.0 grade point average required. Laboratory study on a selected topic and directed readings. A final written report is required each term. May be repeated. This course is offered for pass/fail credit only.

402 Infectious Disease in the Developing World (3). Prerequisites, BIOL 202 and 205. We will explore the challenges of infectious disease in the developing world, focusing on tuberculosis, HIV, and malaria. We will also examine the economics of different approaches to health care.

410 Principles and Methods of Teaching Biology (4). Prerequisites, two of the three biology core courses: BIOL 201, 202, and/or 205. This course will develop the knowledge and skills teachers need to implement inquiry-based biology instruction: rich, conceptual knowledge of biology and mastery of inquiry-based teaching methods.

422 Microbiology (3). Prerequisite, BIOL 202. Permission of the instructor for students lacking the prerequisite. Bacterial form, growth, physiology, genetics, and diversity. Bacterial interactions including symbiosis and pathogenesis (animal and plant). Use of bacteria in biotechnology. Brief introduction to viruses.

422L Microbiology Laboratory (1–2). Pre- or corequisite, BIOL 422. Sterile technique, bacterial growth and physiology, bacterial genetics, bacteriophage, and bacterial diversity.

423L Laboratory Experiments in Genetics (4). Prerequisite, BIOL 205. Experiments using a range of organisms—from bacteria to Drosophila, higher plants, and man—to sample organismal and molecular genetics. One lecture hour, four laboratory hours.

425 Human Genetics (GNET 425) (3). Prerequisite, BIOL 202. Permission of the instructor for students lacking the prerequisite. Pedigree analysis, inheritance of complex traits, DNA damage and repair, human genome organization, DNA fingerprinting, the genes of hereditary diseases, chromosomal aberrations, cancer and oncogenes, immunogenetics and tissue transplants. Three lecture hours a week.

426 Biology of Blood Diseases (PATH 426) (3). See PATH 426 for description.

427 Human Diversity and Population Genetics (3). Pre- or corequisites, BIOL 201 and 202. Permission of the instructor for students lacking the prerequisites. This course investigates the facts, methods, and theories behind human population genetics, evolution, and diversity. Specifically, it addresses questions of human origins, population structure, and genetic diversity.

430 Introduction to Biological Chemistry (CHEM 430) (3). See CHEM 430 for description.

431 Biological Physics (3). Prerequisites, PHYS 116 and 117. How diffusion, entropy, electrostatics, and hydrophobicity generate order and force in biology. Topics include DNA manipulation, intracellular transport, cell division, molecular motors, single molecule biophysics techniques, nerve impulses, neuroscience.

434 Molecular Biology (3). Prerequisites, BIOL 202 and CHEM 261. Permission of the instructor for students lacking the prerequisites. Emphasis is on prokaryotic molecular biology, plasmids, lambda-phage, and single-strand phages. Three lecture hours a week.

439 Introduction to Signal Transduction (3). Prerequisites, BIOL 202 and 205. Permission of the instructor for students lacking the prerequisites. This course presents an introduction to signal transduction pathways used by higher eukaryotes. Several signaling paradigms will be discussed to illustrate the ways that cells transmit information. Three lecture hours per week.

441 Vertebrate Embryology (3). Prerequisite, BIOL 252 or 205. Permission of the instructor for students lacking the prerequisite. Principles of development with special emphasis on gametogenesis, fertilization, cleavage, germ layer formation, organogenesis, and mechanisms, with experimental analysis of developmental processes. Three lecture hours a week.

441L Vertebrate Embryology Laboratory (1). Pre- or corequisite, BIOL 441. Descriptive and some experimental aspects of vertebrate development. Three laboratory hours a week.

443 Developmental Biology (3). Prerequisites, BIOL 202 or 205 and CHEM 261. Permission of the instructor for students lacking the prerequisites. An experimental approach to an understanding of animals and plants. The approach covers developmental processes, molecular, genetic, cell biological and biochemical techniques, with an emphasis on the molecules involved in development.

445 Cancer Biology (3). Prerequisites, BIOL 202 and 205. Selected examples will be used to illustrate how basic research allows us to understand the mechanistic basis of cancer and how these insights offer hope for new treatments.

446 Unsolved Problems in Cellular Biology (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. A survey of areas of current interest in cytology, embryology, and genetics with concentration on problems that remain unsolved but that appear to be near solution. Three lecture and discussion hours a week.

447 Laboratory in Cell Biology (4). Prerequisite, BIOL 205. Required preparation, a grade of C or better in BIOL 205. Modern methods to study cells, technical skills necessary for research in cell and molecular biology, knowledge of good lab practice, operation of technical instrumentation. Three lecture and three laboratory hours a week.

448 Advanced Cell Biology (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. An advanced course in cell biology, with emphasis on the biochemistry and molecular biology of cell structure and function. Three lecture hours a week.

450 Introduction to Neurobiology (3). Recommended preparation, BIOL 205. Survey of neurobiological principles in vertebrates and invertebrates, including development, morphology, physiology, and molecular mechanisms. Three lectures a week.

451 Comparative Physiology (3). Prerequisites, BIOL 101 and 101L and either PHYS 104 and 105 or PHYS 116 and 117. An examination of the physiology of animals using a comparative approach. Both invertebrate and vertebrate animals are discussed in order to elucidate general principles.

451L Comparative Physiology Laboratory (1). Pre- or corequisite, BIOL 451. The fundamental principles of physiology are explored using physical models, animal experiments, and non invasive experiments on humans, reinforcing the understanding of concepts presented in lecture.

452 Mathematical and Computational Models in Biology (MATH 452) (4). Prerequisites, BIOL 201 and 202, MATH 231, and either MATH 232 or STOR 155. Permission of the instructor for students lacking the prerequisites. This course will introduce analytical, computational, and statistical techniques, such as discrete models, numerical integration of ordinary differential equations, and likelihood functions, to explore topics from various fields of biology. Laboratory is included.

453 Animal Societies and Communication (3). Pre- or corequisite, BIOL 278. Permission of the instructor for students lacking the pre- or corequisite. Comparative review of animal societies; diversity of social structure, social dynamics, communication, ecology, and evolution of social organization. Three lecture hours a week.

454 Evolutionary Genetics (3). Prerequisites, BIOL 201 and 202. Permission of the instructor for students lacking the prerequisites. The roles of mutation, migration, genetic drift, and natural selection in the evolution of the genotype and phenotype. Basic principles are applied to special interest topics. Three lecture hours a week.

455 Behavioral Neuroscience (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. The neurobiological basis of animal behavior at the level of single cells, neural circuits, sensory systems, and organisms. Lecture topics range from principles of cellular neurobiology to ethological field studies.

457 Marine Biology (MASC 442) (3). See MASC 442 for description.

458 Sensory Neurobiology and Behavior (3). Recommended preparation, BIOL 205. An exploration of sensory systems and sensory ecology in animals. Topics range from neurophysiological function of sensory receptors to the role of sensory cues in animal behavior.

459 Field Biology at Highlands Biological Station (1–4). Prerequisite, BIOL 101. Permission of the instructor for students lacking the prerequisite. Content varies. Summer field biology at the Highlands Biological Station focuses on the special faunal and floristic processes and patterns characteristic of the southern Appalachian mountains. Five lecture and three to five laboratory and field hours per week, depending on credit.

461 Fundamentals of Ecology (ECOL 461, ENST 461) (4). Prerequisite, BIOL 201. Students will develop a comprehensive understanding of the field of ecology, including modern and emerging trends in ecology. They will develop literacy in the fundamental theories and models that capture ecological processes; emphasis will also be placed on the relevance of ecology and ecological research for human society.

462 Marine Ecology (MASC 440) (3). See MASC 440 for description.

463 Field Ecology (4). Prerequisite, BIOL 201. Application of ecological theory to terrestrial and/or freshwater systems. Lectures emphasize quantitative properties of interacting population and communities within these systems. Required laboratory teaches methodology applicable for analysis of these systems. Projects emphasize experimental testing of ecological theory in the field. Two lecture and six field hours a week.

464 Global Change Ecology (3). Prerequisite, BIOL 201. Permission of the instructor. Responses of plants, animals, and communities to climate and other global changes, emphasizing ecology, physiology, behavior, and evolution. Investigation of past responses and tools for predicting future responses.

465 Global Biodiversity and Macroecology (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. We will explore global patterns of diversity of plants, animals, fungi, and microbes, and the insights gained by taking a statistical approach to describing these and other broad-scale ecological patterns.

469 Behavioral Ecology (3). Prerequisite, BIOL 201. BIOL 278 recommended but not required and can be taken concurrently.

Behavior as an adaptation to the environment. Evolution of behavioral strategies for survival and reproduction. Optimality and games that animals play. Three lecture hours a week.

471 Evolutionary Mechanisms (4). Prerequisites, BIOL 201 and 202. Permission of the instructor for students lacking the prerequisites. Introduction to mechanisms of evolutionary change, including natural selection, population genetics, life history evolution, speciation, and micro- and macroevolutionary trends. Three lecture hours plus two hours of laboratory/recitation per week.

472 Introduction to Plant Taxonomy (4). Prerequisites, BIOL 271 and/or 272. Permission of the instructor for students lacking the prerequisites. Introduction to the taxonomy of vascular plants. Principles of classification, identification, nomenclature, and description. Laboratory and field emphasis on phytography, families, description, identification, and classification of vascular plant species. Three lecture and three laboratory hours a week.

473 Mammalian Morphology and Adaptation (3). Prerequisite, BIOL 252 or 276. An in-depth examination of the morphological adaptations of mammals. Particular attention will be given to osteology, the locomotor system, and craniofacial structures.

473L Mammalian Morphology Laboratory (1–2). Prerequisite, BIOL 252 or 276L. Laboratory includes a detailed dissection of a representative mammal, emphasizing the common structure of mammals. Opportunity for independent investigation of specific functional adaptations of specialized forms.

475 Biology of Marine Animals (4). Prerequisites, BIOL 101 and 101L. Required preparation, one additional course in biology. An introduction to the major animal phyla emphasizing form, function, behavior, ecology, evolution, and classification of marine invertebrates. Three lecture and three laboratory hours per week.

476 Avian Biology (3). Prerequisites, BIOL 101 and 101L; corequisite, BIOL 476L. A study of avian evolution, biogeography, ecology, and behavior with emphasis on North Carolina avifauna. Three lecture hours a week.

476L Avian Biology Laboratory (1). Corequisite, BIOL 476. Techniques for the study of avian evolution, ecology, and behavior with emphasis on North Carolina birds. Three laboratory or field hours a week, including one or two weekend field trips.

478 Invertebrate Paleontology (GEOL 478) (4). See GEOL 478 for description.

479 Special Topics in Organismal Biology at an Advanced Level (3). Special topics in organismal biology at an advanced undergraduate or graduate student level.

479L Laboratory in Organismal Biology: Advanced Special Topics (1–2). Laboratory in special topics in organismal biology for advanced undergraduates and graduate students.

490 Special Topics (3). Permission of the instructor. Content will vary. Three lecture and discussion hours per week by visiting and resident faculty.

501 Ethical Issues in Life Sciences (3). Permission of the instructor. A consideration and discussion of ethical issues in life sciences including cloning humans, genetic engineering, stem cell research, organ transplantation, and animal experimentation. Counts as a course numbered below 400 for biology major requirements.

514 Evolution and Development (3). Prerequisites, BIOL 201, 202, and 205. Permission of the instructor for students lacking the prerequisites. The course examines the mechanisms by which organisms are built and evolve. In particular, it examines how novel and complex traits and organisms arise from interactions among genes and cells.

522 Bacterial Genetics (3). Prerequisite, BIOL 422. Permission of the instructor for students lacking the prerequisite. Genetics of eubacteria with emphasis on molecular genetics including regulation of gene expression, transposons, operons, regulons, plasmids, transformation, and conjugation. Computer analysis of DNA sequences.

524 Strategies of Host-Microbe Interactions (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. There is great variety in how microbes colonize and live with their hosts. The course will summarize strategies of pathogenicity, symbiosis, commensalism and mutualism. Evolutionary, cellular, and molecular aspects will be analyzed.

526 Computational Genetics (4). Prerequisite, BIOL 202. Permission of the instructor for students lacking the prerequisite. Honors course. Prior computer science and statistics coursework recommended. A study of the fundamental concepts underlying DNA/protein alignment, gene finding, expression analysis, genetic mapping, phylogenetics, and population genetics. Includes a one-hour laboratory.

527 Special Topics in Quantitative Biology (3). Prerequisites, COMP 114 and MATH 232 or 283. Permission of the instructor for students lacking the prerequisites. Special topics in quantitative biology for advanced students. The course counts as a quantitative biology course for the major.

527L Laboratory in Special Topics in Quantitative Biology (1). Laboratory in quantitative biology for advanced students. The laboratory will involve mathematical analysis and modeling of biological systems and processes.

529 Clinical and Counseling Aspects of Human Genetics (GNET 635) (3). See GNET 635 for description.

531 Senior Seminar in Basic Research Leading to Drug Discovery in HIV Treatment or Prevention (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. This course will explore basic science approaches and primary scientific literature addressing the development of theraputics or prevention of HIV infection or symptoms.

535 Molecular Biology Techniques (4). Permission of the instructor. Recommended preparation, BIOL 434. Experiments with bacterial phage, nucleic acid isolation and properties, recombinant DNA techniques, and DNA sequencing. Additional hours in laboratory will be necessary to complete assignments.

542 Light Microscopy for the Biological Sciences (3). Prerequisite, BIOL 205 for undergraduates. Permission of the instructor. Introduction to various types of light microscopy, digital and video imaging techniques, and their application in biological sciences.

551 Comparative Biomechanics (3). Prerequisites, BIOL 101 and 101L, and PHYS 104 or PHYS 116. Recommended preparation, PHYS 105. The structure and function of organisms in relation to the principles of fluid mechanics and solid mechanics.

553 Plant Anatomy (5). Prerequisite, BIOL 274. Permission of the instructor for students lacking the prerequisite. Introduction to the development and comparative anatomy of vascular plants. Practice in methods of anatomical microtechnique. Three lecture and four laboratory hours a week.

554 Comparative Morphology of Vascular Plants (5). Prerequisite, BIOL 274. Permission of the instructor for students lacking the prerequisite. Comparative morphology and evolutionary relationships of the tracheophyta. Both living and fossil forms will be considered. Three lecture and four laboratory hours a week.

555 Paleobotany (GEOL 555) (4). Prerequisites, BIOL 101 and 101L. Permission of the instructor for students lacking the prerequisites. An introduction to the morphology, stratigraphic occurrence, and evolutionary relationships of fossil plants. Both macrofossils and microfossils will be considered. Three lecture and three laboratory hours a week.

556 Seminar on the Evolution of Animal Flight (3). Prerequisites, BIOL 201 and PHYS 104 or 116. Additional required preparation, a 400-level BIOL course or permission of the instructor. An examination of the origin and evolution of animal flight and how scientific understanding of this topic has changed from the mid-1800s to the present day.

561 Ecological Plant Geography (3). Prerequisite, BIOL 101 or GEOG 110. Permission of the instructor for students lacking the prerequisite. Description of the major vegetation types of the world including their distribution, structure, and dynamics. The principal causes for the distribution of plant species and communities, such as climate, soils, and history will be discussed.

562 Statistics for Environmental Scientists (ECOL 562, ENST 562) (4). See ECOL 562 for description.

563 Statistical Analysis in Ecology and Evolution (ECOL 563, ENST 563) (4). Prerequisites, MATH 231 and STOR 151. Permission of the instructor for students lacking the prerequisites. Application of modern statistical analysis and data modeling in ecological and evolutionary research. Emphasis is on computer-intensive methods and model-based approaches. Familiarity with standard parametic statistics is assumed.

564 Ecosystem Structure and Function (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. Pattern and process in natural ecosystems, with stress on comparative approaches to ecosystems and analysis. Topics include primary and secondary productivity, nutrient cycling, and the biogeochemistry of aquatic and terrestrial ecosystems. Three lecture hours a week.

564L Ecosystem Structure and Function Laboratory (1). Pre- or corequisites, BIOL 564. Permission of the instructor. Use of data to generate empirical models of ecosystem patterns or processes. Individual research projects. Three laboratory hours a week.

565 Conservation Biology (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. The application of biological science to the conservation of populations, communities, and ecosystems, including rare species management, exotic species invasions, management of natural disturbance, research strategies, and preserve design principles.

567 Evolutionary Ecology (3). Prerequisite, BIOL 471. Permission of the instructor for students lacking the prerequisite. Advanced topics in the evolution of form and function. May include issues in life-history evolution, evolutionary physiology, evolutionary morphology, and the evolution of complexity. Three lecture hours per week.

568 Disease Ecology and Evolution (3). Prerequisites, BIOL 201 and MATH 231. Permission of the instructor for students lacking the prerequisites. Recommended preparation, one course above 400 in ecology or evolution. An advanced class covering the causes and consequences of infectious disease at the levels of whole organisms, populations, communities, and ecosystems.

579 Organismal Structure and Diversity in the Southern Appalachian Mountains (4). Permission of the instructor. An examination of the field biology of selected fungi, plants, or animals of the Appalachian Mountains. The morphology, taxonomy, ecology, life history, and behavior of the organisms will be explored both in the laboratory and in the field.

590 Advanced Special Topics in Biology (3). Special topics in biology for advanced undergraduate students and graduate students.

590L Laboratory in Advanced Special Topics in Biology (1). Laboratory at an advanced level in special topics in biology. Students should have had considerable previous laboratory experience.

601 Advanced Topics and Literature in Biology (3). Examination in depth of the primary research literature of a selected biological discipline.

602 Professional Development Skills for Ecologists and Biologists (ECOL 602) (3). See ECOL 602 for description.

621 Principles of Genetic Analysis I (GNET 621) (3). Prerequisite for undergraduates, BIOL 202. Permission of the instructor for undergraduates. Genetic principles of genetic analysis in prokaryotes and lower eukaryotes.

622 Principles of Genetic Analysis II (GNET 622) (4). Prerequisite, BIOL 621. Principles of genetic analysis in higher eukaryotes; genomics.

624 Developmental Genetics (GNET 624) (3). Permission of the instructor for undergraduates. Genetic and molecular control of plant and animal development. Extensive reading from primary literature.

625 Seminar in Genetics (GNET 625) (2). Permission of the instructor for undergraduates. Current and significant problems in genetics. May be repeated for credit.

631 Advanced Molecular Biology I (BIOC 631, GNET 631, MCRO 631, PHCO 631) (3). See GNET 631 for description.

632 Advanced Molecular Biology II (BIOC 632, GNET 632, MCRO 632, PHCO 632) (3). See GNET 632 for description.

639 Seminar in Plant Molecular and Cell Biology (2). Permission of the instructor for undergraduates. May be repeated for credit. Current and significant problems in plant molecular and cell biology are discussed in a seminar format.

642 Current Topics in Cell Division (3). Prerequisite, BIOL 205. Permission of the instructor of students lacking the prerequisite. An advanced course in cell and molecular biology integrating genetic, biochemical, and structural aspects of the cell cycle. Principles

derived from a variety of biological systems. Extensive reading of classic papers as well as recent literature.

643 Molecular Mechanisms of the Cytoskeleton (3). Prerequisites, BIOL 205 and CHEM 430. Permission of the instructor for students lacking the prerequisites. This seminar examines the cytoskeletal systems of eukaryotes and prokaryotes via primary literature. Architectures of cytoskeletal components are compared and contrasted along with their regulators, nucleators, and molecular motors.

648 Palynology (5). Permission of the instructor. A consideration of various aspects of palynology, including the morphology, structure, development, systematics, evolution, preparation techniques, and analysis of living and fossil pollen grains, spores, and other palynomorphs. Two lecture and six laboratory hours a week.

649 Seminar in Cell Biology (2). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. May be repeated for credit.

657 Biological Oceanography (ENVR 520, MASC 504) (4). See MASC 504 for description.

659 Seminar in Evolutionary Biology (2). Permission of the instructor. Advanced topics in evolutionary biology.

661 Plant Ecology (4). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. Consideration of terrestrial, vascular plant ecology including environmental physiology, population dynamics, and community structure. Laboratory stresses collection and interpretation of field data. Three lecture and three laboratory hours a week.

662 Field Plant Geography (2). Prerequisite, BIOL 561 or 661. Permission of the instructor. Intensive literature and field study of the plant geography and ecology of a selected region. Weekly seminar-style discussion followed by approximately nine days of field experience. May be repeated for credit.

663 Population Ecology (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. An advanced treatment of topics in animal population and community ecology, stressing analytical and interpretation approaches. Topics will vary from year to year, and the course may be repeated with credit. Three lecture and discussion hours a week.

663L Laboratory in Population Ecology (1). Pre- or corequisite, BIOL 663. Permission of the instructor. Methodology in the analysis and interpretation of population and community phenomena. Three laboratory and field hours a week.

666 Community and Systems Ecology (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. A holistic approach to ecology. State-space modeling of ecological processes. Other topics will vary but may include spatial and temporal heterogeneity in communities and ecosystems, disturbance theory, decomposition, community structure and function, freshwater ecology.

666L Community and Systems Ecology Laboratory (1). Pre- or corequisite, BIOL 666. Community and/or ecosystem modeling and computer simulation. Experimental analyses and validation in the field. Individual and group projects. Three laboratory and field hours a week.

669 Seminar in Ecology (ECOL 669) (2). Prerequisite, BIOL 201 Permission of the instructor for students lacking the prerequisite. May be repeated for credit.

691H Senior Honors Thesis (3). Prerequisite, BIOL 395. Permission of the instructor. BIOL 395 must be in the same laboratory as 691H. Senior majors only. Students with six hours of BIOL 395 must take BIOL 692H. See the description of honors and highest honors in the statement preceding course descriptions. Required of all candidates for honors or highest honors.

692H Senior Honors Thesis (3). Prerequisite, six hours of BIOL 395. Permission of the instructor. Senior majors only. BIOL 395 must have been in the same laboratory as 692H. See description of honors and highest honors in the statement preceding course descriptions. Required of all candidates for honors or highest honors. This course is offered for pass/fail credit only.

Department of Biomedical Engineering

www.bme.unc.edu

NANCY ALLBRITTON, *Chair*

The joint Department of Biomedical Engineering is a department of both the University of North Carolina at Chapel Hill and North Carolina State University. The department maintains a joint graduate program, and at UNC–Chapel Hill it participates in the undergraduate program of the Curriculum in Applied Sciences and Engineering (CASE). Undergraduate students interested in biomedical engineering should consider the CASE program. More information is available under the CASE listing in this bulletin.

BMME courses at the 400 level are intended for undergraduates. BMME courses at the 500 level are open to advanced undergraduates but are intended for graduate students. Undergraduates should consult with the course director before registering for 500-level courses.

BMME

400 Introduction to Biomedical Engineering (1). Seminar introducing students to biomedical engineering research, including literature search, faculty presentation of ongoing research, and student discussion of research papers.

450 Linear Control Theory (4). Prerequisite, MATH 528. Linear control system analysis and design are presented. Frequency and time domain characteristics and stability are studied. These techniques are applied in an included laboratory. Undergraduate students should enroll in APPL 450.

505 Biomechanics (3). Prerequisites, MATH 383 and PHYS 116. Fundamental principles of solid and fluid mechanics applied to biological systems. Human gait analysis, joint replacement, testing techniques for biological structures, and viscoelastic models are presented. Papers from current biomechanics literature will be discussed.

510 Biomaterials (3). Prerequisite, BIOL 101 or BMME 589. Chemical, physical engineering, and biocompatibility aspects of materials, devices, or systems for implantation in or interfering with the body cells or tissues. Food and Drug Administration and legal aspects. Undergraduate students should enroll in APPL 510.

515 Introduction to Systems Biology (3). Prerequisite, MATH 383 or 528. Cells, tissues, organs, and organisms have been shaped through evolutionary processes to perform their functions in robust, reliable manners. This course investigates design principles and structure-function relationships of biomolecular networks. Emphasis will be placed on gene- and protein-circuits and their role in controlling cellular behavior and phenotype.

520 Fundamentals of Materials Engineering (3). The structure, defects, thermodynamics, kinetics, and properties (mechanical, electrical, thermal, and magnetic) of matter (metals, ceramics, polymers, and composites) will be considered.

530 Digital Signal Processing I (3). Prerequisite, COMP 110 or 116. This is an introduction to methods of automatic computation of specific relevance to biomedical problems. Sampling theory, analog-to-digital conversion, digital filtering will be explored in depth. Undergraduate students should enroll in APPL 430.

532 Microelectrode Techniques (4). Prerequisites, BIOL 101 and PHYS 351. Models for measurement of cellular transmembrane voltages with microelectrodes are introduced. Basic and technical aspects of the measurements are described. Students fabricate microelectrodes and measure action potentials in living cells.

550 Medical Imaging: Ultrasonic, Optical, and Magnetic Resonance Systems (3). Prerequisites, BIOS 550, BMME 430, and PHYS 128. Physical and mathematical foundations of ultrasonic, optical, and magnetic resonance imaging systems in application to medical diagnostics. Each imaging modality is examined, highlighting critical system characteristics: underlying physics of the imaging system, including mechanisms of data generation and acquisition; image creation; and relevant image processing methods, such as noise reduction.

560 Medical Imaging: X-Ray, CT, and Nuclear Medicine Systems (3). Prerequisites, APPL 410, BIOS 550, and PHYS 128. Overview of medical imaging systems using ionizing radiation. Interaction of radiation with matter. Radiation production and detection. Radiography systems and applications. Tomography. PET and SPECT systems and applications.

565 Biomedical Instrumentation I (4). Prerequisite, PHYS 351. Topics include basic electronic circuit design, analysis of medical instrumentation circuits, physiologic transducers (pressure, flow, bioelectric, temperate, and displacement). This course includes a laboratory where the student builds biomedical devices. Undergraduate students should enroll in APPL 465.

570 From Genes to Tissues: Molecular Biology and Genetics for Biomedical Engineers (4). One course in organic chemistry or biochemistry and one course in biology recommended. An introduction to molecular, cell, and tissue biology for BMME students covering molecular genetics, gene expression, self-assembling mechanisms, metabolism, bioenergetics, cell organelles, regulation of growth and differentiation, and signaling.

580 Microcontroller Applications I (3). Introduction to digital computers for real-time processing and control of signals and systems. Programming input and output devices using C and assembly language is stressed. Case studies are used to present software design strategies for real-time laboratory systems. Undergraduate students should enroll in APPL 480.

581 Microcontroller Applications II (3). Prerequisites, BMME 465, and APPL 480 or BMME 580. Problems of interfacing computers with biomedical and systems are studied. Students collaborate to develop a new biomedical instrument. Projects have included process control, data acquisition, disk systems interfaces, and DMW interfaces between interconnected computers.

589 Systems Physiology for Biomedical Engineers (5). Recommended preparation, two courses in biology and/or chemistry. A graduate-level introduction to systems and organ physiology. Topics covered will include membrane structure and physiology, muscle physiology, central neural systems, cardiac electrophysiology, and endocrinology.

Department of Cell and Developmental Biology

www-cellbio.med.unc.edu/grad/depttest/welcome.htm

VYTAS A. BANKAITIS, *Chair*

The Department of Cell and Developmental Biology is home to a graduate program that provides scientific training for students whose career objectives are research/teaching positions in cell biology, developmental biology, or anatomy. The following courses are open to undergraduate students majoring in the sciences.

CBIO

423 Developmental Toxicology and Teratology (TOXC 423) (3). Emphasizes topics of current research interest relative to the genesis of environmentally caused and genetically based birth defects. One two-hour session per week (evening).

607 Gross Anatomy (4). Permission of the instructor. Primarily for graduate students. Enrollment by availability of space and material.

627 Regional Anatomy (3). Permission of the instructor. For students of oral surgery, surgical residents, and graduate students.

Department of Cell and Molecular Physiology

www.med.unc.edu/physiolo

JAMES M. ANDERSON, *Chair*

The Department of Cell and Molecular Physiology offers courses for premedical, predental, nursing, pharmacy, physical therapy, and allied health students, as well as students pursuing science majors, but does not offer a formal program leading to a degree. Students interested in independent research may register for PHYI 395 Undergraduate Research in Physiology, a directed readings or laboratory study with a member of the faculty.

PHYI

050 First-Year Seminar: Human Physiology (3). Clinical cases are used to introduce the study of physiology. Students develop learning objectives and research selected topics in health and disease. Final class project is a group endeavor.

202 Introduction to Physiology (5). Prerequisites, CHEM 101 and 102 (or BIOC 107 and 108) and BIOL 252. A course in human physiology exploring physiological processes from molecular to

organ systems levels including regulation and interrelationships. Five lecture hours a week.

395 Undergraduate Research in Physiology (1–21). Prerequisites, BIOL 101/101L and CHEM 101/101L. Permission of the instructor. Directed readings or laboratory study on a selected topic. Final written report required in each term. At least three hours of independent work per week for each unit of credit.

Department of Chemistry

www.chem.unc.edu

MATTHEW R. REDINBO, *Chair*

Professors

Nancy L. Allbritton, Valerie S. Ashby, Tomas Baer, Max L. Berkowitz, Maurice S. Brookhart, Michael T. Crimmins, Joseph M. DeSimone, Dorothy A. Erie, Malcolm D.E. Forbes, Michel R. Gagné, Gary L. Glish, Donald C. Jicha, James W. Jorgenson, Harold L. Kohn, Paul J. Kropp, David S. Lawrence, Wenbin Lin, Thomas J. Meyer, Royce W. Murray, Gary J. Pielak, J. Michael Ramsey, Matthew R. Redinbo, Michael Rubinstein, Edward T. Samulski, Mark H. Schoenfisch, Sergey S. Sheiko, Linda L. Spremulli, Joseph L. Templeton, Nancy L. Thompson, H. Holden Thorp, Marcey L. Waters, Kevin M. Weeks, R. Mark Wightman, Richard V. Wolfenden.

Associate Professors

Jeffrey S. Johnson, John M. Papanikolas, Cindy K. Schauer.

Assistant Professors

Erik J. Alexanian, Christopher J. Fecko, Andrew M. Moran, David Nicewicz, Garegin A. Papoian, Wei You, Muhammad N. Yousaf.

Research Assistant Professors

Todd L. Austell, Brian P. Hogan, Domenic J. Tiani.

Lecturers

Carribeth L. Bliem, Carolyn J. Morse, Lisa Volaric.

Introduction

Chemistry is the scientific study of the composition and properties of matter and the investigation of the laws that govern them. Classically, chemistry is divided into several subdisciplines. Organic chemistry deals primarily with carbon compounds; inorganic chemistry, with compounds of the other elements. Physical chemistry seeks to describe relationships between the chemical and physical properties of all substances. Analytical chemistry studies the analysis of the chemical composition of all substances. Biological chemistry pursues the chemistry of living organisms. At the borders of these subdisciplines are many hybrid areas of study: physical organic, organometallic, bioinorganic, and others. At the interface of chemistry with other sciences, there are active fields fueled by insights gained from two ways of thinking about things: for example, chemical physics, chemical biology, organic geochemistry, and the extensive chemical problems in biotechnology, nanotechnology, material sciences, and molecular medicine. In all of these areas the chemist's approach may be theoretical, experimental, or both.

All chemists have a common core of knowledge, learned through a highly structured sequence of undergraduate courses in which the content is divided into the classical subdisciplines. Toward the end of students' progress through their four years of undergraduate study, they may choose to concentrate in one or more areas of chemistry through the courses selected to fulfill the chemistry elective requirements and through undergraduate research.

Programs of Study

The degrees offered are the bachelor of arts with a major in chemistry and the bachelor of science with a major in chemistry, which includes tracks in biochemistry and polymer chemistry. A minor in chemistry also is offered.

Majoring in Chemistry: Bachelor of Arts

Departmental Requirements

- CHEM 102 or 102H, 102L
- CHEM 241 or 241H, 241L or 245L
- CHEM 251, 430, 480 or 481, and 550L
- CHEM 261 or 261H
- CHEM 262 or 262H, 262L or 263L
- One course from the following list: CHEM 395, 410, 421, 441, 450, 451, 482. Other courses numbered 420 or above may be substituted with the permission of the instructor.
- MATH 231, 232; PHYS 104 or 116, 105 or 117

The recommended course sequence for the bachelor of arts degree:[1]

First Year

- Foundations: Quantitative reasoning: MATH 231, 232
- Foundations: English composition and rhetoric: ENGL 101 and 102
- Foundations: Foreign language through level 3 (unless level 4 required by General Education requirements)
- Foundations: Lifetime fitness: one hour
- Approaches: Physical and life sciences: CHEM 101/101L and additional PL or PX course (e.g., BIOL 101)
- CHEM 102 or 102H, 102L
- Approaches: three courses, nine hours

Sophomore Year

- CHEM 241 or 241H, 241L or 245L, 251, 261 or 261H, 262 or 262H, 262L or 263L
- PHYS 104 or 116, 105 or 117[2]
- Approaches: three courses, nine hours

Junior and Senior Years

- CHEM 430
- CHEM 480 or 481
- One course from CHEM 395, 410, 421, 441, 450, 451, 482.[3] Other courses numbered 420 or above may be substituted with permission of the instructor.
- CHEM 550L
- Other Connections: Distributive or Integrative option: three courses, nine hours.

Majoring in Chemistry:[4] Bachelor of Science

Departmental Requirements

- BIOL 101
- CHEM 102 or 102H, 102L
- CHEM 241 or 241H, 241L or 245L
- CHEM 251, 430, 441, 441L, 450, 481, 481L, 482, 482L, and 550L
- CHEM 261 or 261H

- CHEM 262 or 262H, 262L or 263L
- 10 hours of advanced chemistry elective courses (one must be a laboratory) from the following list: CHEM 395 or 396 (not both), CHEM 410 and any course numbered CHEM 420 or higher
- MATH 232, 233, 383; PHYS 116, 117

The recommended course sequence for the bachelor of science degree:[1]

First and Sophomore Years

- Foundations: English composition and rhetoric: ENGL 101 and 102
- Foundations: Foreign language through level 3 (unless level 4 required by General Education requirements)
- Foundations: Lifetime fitness: one hour
- Foundations: Quantitative reasoning: MATH 231
- Approaches: Physical and life sciences: CHEM 101/101L, BIOL 101
- CHEM 102 or 102H, 102L
- CHEM 241 or 241H, 241L or 245L, 251, 261 or 261H, 262 or 262H, 262L or 263L
- MATH 232, 233, 383; and PHYS 116, 117
- Approaches: three courses, nine hours
- Other Connections

Junior and Senior Years

- CHEM 430 and 450
- CHEM 441 and 441L
- CHEM 481, 481L, 482, and 482L
- CHEM 550L
- Advanced chemistry electives (10 hours, one must be a laboratory)[5]
- Approaches: three courses, nine hours
- Other Connections

B.S. Major in Chemistry: Biochemistry Track[4]

Departmental Requirements

- BIOL 101, 101L
- CHEM 102 or 102H, 102L
- CHEM 241 or 241H, 241L or 245L
- CHEM 251, 430, 431, 432, 481, 481L, 482, 530L, and 550L
- CHEM 261 or 261H
- CHEM 262 or 262H, 262L or 263L
- One advanced chemistry elective course from the following list: BIOC 601, 650; BIOL 422; CHEM 395, 396, 410; or any two- or three-credit chemistry numbered 420 or higher
- MATH 232, 233, 383; PHYS 116, 117

The recommended course sequence for the bachelor of science (biochemistry track) degree:[1]

First and Sophomore Years

- Foundations: Quantitative reasoning: MATH 231
- Foundations: English composition and rhetoric: ENGL 101 and 102
- Foundations: Foreign language through level 3 (unless level 4 required by General Education requirements)
- Approaches: Physical and life sciences: BIOL 101/101L, CHEM 101/101L
- Foundations: Lifetime fitness: one hour
- BIOL 202 and 205
- CHEM 102 or 102H 102L
- CHEM 241 or 241H, 241L or 245L, 251, 261 or 261H, 262 or 262H, and 262L or 263L
- MATH 232, 233, and 383
- PHYS 116 and 117
- Approaches: three courses, nine hours
- Other Connections

Junior and Senior Years

- CHEM 430, 481, 481L, 482, and 530L
- CHEM 431 and 432
- CHEM 550L
- Advanced chemistry elective: three hours[5, 6]
- Approaches: three courses, nine hours
- Other Connections

B.S. Major in Chemistry: Polymer Track[4]

Departmental Requirements

- APPL 150 or CHEM 470
- BIOL 101, 101L
- CHEM 102 or 102H, 102L
- CHEM 241 or 241H, 241L or 245L
- CHEM 251, 430, 481, 481L, 482, 482L, 520L, and 550L
- CHEM 261 or 261H
- CHEM 262 or 262H, 262L or 263L
- Three advanced polymer chemistry electives from CHEM 420, 421, 422, 423, 425
- One advanced chemistry elective from: CHEM 395, 396, 410 or any chemistry course numbered higher than 420
- MATH 232, 233, 383; PHYS 116, 117

The recommended course sequence for the bachelor of science (polymer track) degree:[1]

First and Sophomore Years

- Foundations: Quantitative reasoning: MATH 231
- Foundations: English composition and rhetoric: ENGL 101 and 102
- Foundations: Foreign language through level 3 (unless level 4 required by General Education requirements)
- Approaches: Physical and life sciences: BIOL 101/101L, CHEM 101/101L
- Foundations: Lifetime fitness: one hour
- CHEM 102 or 102H, 102L
- CHEM 241 or 241H, 241L or 245L, 251, 261 or 261H, 262 or 262H, and 262L or 263L
- MATH 232, 233, and 383
- PHYS 116 and 117
- Approaches: three courses, nine hours
- Other Connections

Junior and Senior Years

- APPL 150 or CHEM 470
- CHEM 430, 481/481L, 482/482L, 520L, and 550L
- CHEM 550L
- Polymer electives: three courses from CHEM 420, 421, 422, 423
- Advanced chemistry elective: three hours[5, 7]
- Approaches: three courses, nine hours
- Other Connections

Minoring in Chemistry

The undergraduate minor in chemistry consists of the following seven courses: CHEM 102 or 102H, 102L, 241 or 241H, 241L or 245L, 261 or 261H, 262 or 262H, 262L or 263L.

Course Sequencing

Careful attention should be given to prerequisites and course timing when planning a long-term schedule. A C- or better grade in CHEM 101 is required to continue into CHEM 102/102L. CHEM 102 is a prerequisite for CHEM 241/241L, 251, and 261. A C- or better grade in CHEM 102 is required to continue into ANY higher-level chemistry course. A C- or better grade in CHEM 261 is a prerequisite for CHEM 262, and CHEM 241L is a prerequisite for CHEM 262L. Students intending to take pregraduate or preprofessional exams (such as the GRE or MCAT) should plan accordingly.

Footnotes

1. At least 18 semester hours of credit in chemistry courses above CHEM 101/101L with individual grades of C or better are required. Grades of C- do not satisfy this requirement. Courses in chemistry and other courses specifically required (and designated by number) may not be taken pass/fail.
2. PHYS 116 and 117 are encouraged for those students considering careers as professional chemists or those students that want the option to switch from the B.A. program to the B.S. program.
3. With the permission of the course instructor, CHEM 420 or other chemistry courses numbered above 420 may be substituted for the listed courses.
4. This program meets the requirements of the American Chemical Society for the training of professional chemists.
5. CHEM 395 and 396 may be taken for credit as many times as desired but may be counted for no more than nine hours of total credit toward fulfillment of graduation requirements. Additionally, CHEM 395 may not be counted more than once as an advanced chemistry elective in the B.S. chemistry degree, B.S. chemistry degree (biochemistry track), or B.S. chemistry degree (polymer track). Only one of CHEM 395 or 396 may be counted as an advanced chemistry elective (not both).
6. One course must be taken from the following list: BIOC 601, 650; BIOL 422; CHEM 395; or any two- or three-credit chemistry lecture course numbered 420 or above that is not already required.
7. CHEM 395 or 396 and chemistry courses numbered 420 or higher.

Honors in Chemistry

Upon the recommendation of the Department of Chemistry, the B.A. or B.S. degree with a major in chemistry may be awarded with honors in chemistry or highest honors in chemistry.

Highest honors in chemistry is a distinction bestowed on a truly exceptional student who has excelled in course work and who has completed a research project of considerable depth and significance. To attain this distinction the candidate must have nominally satisfied the following guidelines:

- B.A. candidates must have achieved a grade point average of 3.85 or higher; B.S. candidates, a grade point average of 3.75 or higher.
- Have completed at least five courses in chemistry numbered 420 or above. For B.A. candidates one of these may be a laboratory course; for B.S. candidates they must all be lecture courses.
- Have completed or be about to complete a research project certified to be of publishable quality by the research advisor and two faculty members appointed by the vice chair for undergraduate studies

Honors in chemistry is a distinction bestowed on an outstanding student who has demonstrated marked competence in the course work and who has completed a research project of considerable merit. To attain this distinction the candidate must have nominally satisfied the following guidelines:

- Have achieved a grade point average of 3.40 or higher
- Have received no grade below B- in junior- or senior-level chemistry courses
- Have completed at least three lecture courses in chemistry numbered 420 or above
- Have completed or be about to complete a research project certified to be of honors quality by the research advisor and two faculty members appointed by the vice chair for undergraduate studies

Students who wish to qualify for either of these awards should begin planning their course programs and research activities in the junior year so that ample time and effort may be devoted to attainment in upper-level courses and research.

Special Opportunities in Chemistry

Departmental Involvement

Majors are encouraged to participate in AXE (chemistry fraternity) and the undergraduate advisory board.

Laboratory Teaching Internships and Assistantships

Undergraduates have the opportunity to serve as laboratory teaching assistants for entry level undergraduate laboratory courses.

Special Topics

Special topics not offered through the normal course sequence may be pursued through directed reading and registration in CHEM 396 with the approval of the supervising faculty member, advisor, and vice chair for undergraduate studies.

Undergraduate Awards

Excellent performances by undergraduates in chemistry are recognized by the department through the following awards:

- Francis P. Venable Medal: A medallion and cash award are presented to the two most outstanding graduating seniors majoring in chemistry in honor of Dr. Francis P. Venable, who was chairman of the department, president of the University from 1900 to 1914, and president of the American Chemical Society.
- Emmett Gladstone Rand Premedical Scholarship: A scholarship is presented to an exceptionally talented graduating senior intending to pursue a career in medicine.
- Jason D. Altom Memorial Award for Undergraduate Research: This cash award recognizes research potential of an undergraduate chemistry major.
- J. Thurman Freeze Scholarship: This scholarship serves to fund summer research between a student's junior and senior years.
- E.C. Markham Summer Research Fund: The department chair selects the recipient of this award, who will use the salary to perform research between the junior and senior years.
- David L. Stern Scholar: Top students from upper division laboratory courses are chosen for this cash award.
- Undergraduate Award for Excellence in Physical Chemistry: This cash award is given to the top student in physical chemistry courses.
- AXE Sophomore Chemist Award: A cash award and certificate are presented to an outstanding sophomore chemistry major.
- James H. Maguire Memorial Award: This award goes to an outstanding and academically gifted junior honors student majoring in chemistry.

- Tanya R. Ellison Scholarship: A female, junior or senior B.S. chemistry major is selected for this cash award on the basis of character and academic commitment.
- American Institute of Chemists Student Award: An annual membership is presented to an outstanding graduating senior majoring in chemistry who has shown potential for advancement of the chemical profession.
- Merck Index Awards: A copy of the Merck Index is presented annually to outstanding graduating seniors majoring in chemistry.
- Hypercube Scholar Award: An outstanding senior majoring in chemistry is given this chemical software package.

Undergraduate Research

Almost every undergraduate chemistry major who has undertaken a research project has found it to be an exciting and rewarding experience. The reasons are many. One certainly is that it affords an opportunity to make pioneering discoveries at the forefront of science, using instrumentation and techniques far more sophisticated than those usually encountered in standard laboratory courses.

More than 80 students are involved in undergraduate research projects in chemistry each year. Although successful completion of an undergraduate research project is a requirement for graduation with honors or highest honors (see above), it is not necessary to be a participant in the Honors Program to undertake a research project.

The usual mechanism for getting involved in a research project is to register for CHEM 395. This process begins well in advance of a preregistration or registration period with a visit to the Chemistry Student Services office, where a student may obtain a list of undergraduate research opportunities and a form titled Request for Registration in CHEM 395.

Most students begin research during the spring semester of their junior year and continue throughout their senior year. CHEM 395 and 396 Special Problems in Chemistry together may be taken for credit as many times as desired but may be counted for no more than nine hours total credit toward graduation in either the B.A. or B.S. traditional and polymer tracks and for no more than six hours in the B.S. biochemistry track. In the B.S. curriculum CHEM 395 may be counted no more than once as an advanced chemistry elective.

Graduate School and Career Opportunities

An undergraduate degree tailored according to the student's interests can open doors to graduate programs in many academic disciplines: chemistry, environmental science, materials science, polymer science, chemical engineering, geochemistry, chemical physics, and several disciplines at the interface between biology and chemistry. A technically oriented administrator in the chemical industry might choose to obtain a master's degree in business administration. More than 100 schools in the United States offer graduate programs in chemistry and related areas, and it is the usual practice to take graduate education at a different institution from the undergraduate institution. It is necessary to specialize in graduate study, either within one of the branches previously mentioned or at the interface between two of them. A student admitted to a graduate program in chemistry in the United States is usually offered a teaching assistantship or fellowship.

Chemists have a wide choice of academic, governmental, or industrial positions. By far the greatest percentage accept industrial positions, mostly in the chemical manufacturing or the petroleum, food, and pharmaceutical industries, where they may be developing new products to benefit humanity or assessing the level of risk in the processes for some proposed production methods, for example. Most government chemists are employed in agriculture, health, energy, environmental, and defense-related areas. In the academic field, with such a broad spectrum of colleges and universities in this country, chemists can set career goals with varying levels of emphasis on training students in research and teaching in the classroom and instructional laboratory.

Contact Information

Chemistry Student Services Coordinators: Donnyell Batts, Jill Fallin. Kenan Labs C140, Department of Chemistry, CB# 3290, (919) 843-7827, (919) 843-7826, chemus@unc.edu.

Dr. Marcey Waters, Associate Professor and Vice Chair for Undergraduate Studies, Department of Chemistry, CB# 3290, 219 Caudill Laboratories, (919) 843 6522, mlwaters@email.unc.edu.

Department of Chemistry Web site: www.chem.unc.edu.

CHEM

070 First-Year Seminar: You Don't Have to Be a Rocket Scientist (3). The goal of this seminar is to develop tools for extracting information from or finding flaws in news reports and popular science writing. Group work on such issues as biomass fuels, the hydrogen economy, and other alternative energy sources will develop an understanding of their economic and environmental impact.

071 First-Year Seminar: Foundations of Chemistry: A Historical and Modern Perspective (3). Students will learn about ways in which scientists think. They will explore how new knowledge is generated and examine the impact of science on society. Topics to be considered include the nature of gases, atomic structure and radioactivity, and molecules and the development of new materials.

072 First-Year Seminar: From Imagination to Reality: Idea Entrepreneurism in Science, Business, and the Arts (3). Bringing ideas to fruition is a multistep process. In the present knowledge economy, high value is placed on individuals who both formulate new concepts and bring them to reality. This process requires a number of important skills that will be explored in this course.

073 First-Year Seminar: From Atomic Bombs to Cancer Treatments: The Broad Scope of Nuclear Chemistry (3). A course engaging the topic of nuclear chemistry on the introductory chemistry course level (e.g., CHEM 101/102). Atomic structure, nuclear fission, and nuclear fusion processes will be introduced to provide the background necessary to understand applications of the processes. Applications discussed will include power generation, medical treatments, weapons, and more.

101 General Descriptive Chemistry I (3). Prerequisite, MATH 110. The first course in a two-semester sequence. See also CHEM 102. Atomic and molecular structure, stoichiometry and conservation of mass, thermochemical changes and conservation of energy.

101L Quantitative Chemistry Laboratory I (1). Pre- or corequisite, CHEM 101. Computerized data collection, scientific measurement, sensors, thermochemistry, spectroscopy, and conductometric titration. Laptop computer required. One four-hour laboratory each week.

102 General Descriptive Chemistry II (3). Prerequisites, CHEM 101 and 101L. C- or better required in CHEM 101. The course is the second in a two-semester sequence. See also CHEM 101. Gases, intermolecular forces, solutions, reaction rates, chemical equilibria including acid-base chemistry, thermochemistry, electrochemistry.

102H Advanced General Descriptive Chemistry (3). Prerequisite, placement credit for CHEM 101 and 101L; pre- or corequisite, MATH 231. Permission of the instructor for students lacking the prerequisites. One semester course for first-year students with strong backgrounds in chemistry and mathematics. By-examination credit for CHEM 101 and 101L is awarded upon satisfactory completion of CHEM 102H.

102L Quantitative Chemistry Laboratory II (1). Prerequisite, CHEM 101L; pre- or corequisite, CHEM 102 or 102H. Computerized data collection, gas laws, intermolecular forces, redox reactions, chemical kinetics, and acid-base titrations. Laptop computer required. One four-hour laboratory each week.

200 Extraordinary Chemistry of Ordinary Things (3). Prerequisite, MATH 110. Coregistration in CHEM 200 and 101L fulfills the physical and life science with a laboratory requirement (PL). This course helps students understand the chemistry behind important societal issues and the consequences of actions aimed at addressing the issues. Students who have taken CHEM 200 cannot take CHEM 101 for credit.

241 Modern Analytical Methods for Separation and Characterization (2). Prerequisite, CHEM 102 or 102H. C- or better required in prerequisite. Analytical separations, chromatographic methods, spectrophotometry, acid-base equilibria and titrations, fundamentals of electrochemistry.

241L Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds (1). Prerequisite, CHEM 102L; pre- or corequisite, CHEM 241 or 241H. Applications of separation and spectrophotometric techniques to organic compounds, including some of biological interest. One three-hour laboratory each week.

245L Honors Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds (1). Prerequisite, CHEM 102L; pre- or corequisite, CHEM 241H. Applications of separation and spectrophotometric techniques to samples from the real world, including some of biological interest. Final portion of course consists of group research projects presented to the Department of Chemistry in poster session format. Honors equivalent of CHEM 241L. One three-hour laboratory each week.

251 Introduction to Inorganic Chemistry (2). Prerequisite, CHEM 102 or 102H. C- or better required in prerequisite. Chemical periodicity, introductory atomic theory and molecular orbital theory, structure and bonding in solids, descriptive nonmetal chemistry, structures and reactions of transition metal complexes, applications of inorganic complexes and materials.

261 Introduction to Organic Chemistry I (3). Prerequisite, CHEM 102 or 102H. C- or better required in prerequisite. Molecular structure and its determination by modern physical methods, correlation between structure and reactivity and the theoretical basis for these relationships, classification of reaction types exhibited by organic molecules using as examples molecules of biological importance.

262 Introduction to Organic Chemistry II (3). Prerequisite, CHEM 261 or 261H. C- or better required in prerequisite. Continuation of CHEM 261, with particular emphasis on the chemical properties of organic molecules of biological importance.

262L Laboratory in Organic Chemistry (1). Prerequisites, CHEM 102L, and CHEM 241L or 245L; pre- or corequisite, CHEM 262 or 262H. Continuation of CHEM 241L or 245L with particular emphasis on organic chemistry synthesis protocols, separation techniques, and compound characterization using modern spectroscopic instrumentation. This course serves as an organic chemistry laboratory for premedical and predental students. One three-hour laboratory each week.

263L Honors. Laboratory in Organic Chemistry (1). Prerequisites, CHEM 102L, and CHEM 241L or 245L; pre- or corequisite, CHEM 262H. Permission of the instructor for students lacking CHEM 262H. Continuation of CHEM 245L with particular emphasis on organic chemistry synthesis protocols, separation techniques, and compound characterization using modern spectroscopic instrumentation. An organic chemistry laboratory for premedical and predental students. Honors equivalent of CHEM 262L. One three-hour laboratory each week.

395 Research in Chemistry for Undergraduates (3). Permission of the director of undergraduate studies. For advanced majors in chemistry and in the applied science curriculum who wish to conduct a research project in collaboration with a faculty supervisor. Restricted to on-campus work. Work done in CHEM 395 may be counted toward honors in chemistry by petition to the honors committee of the department.

396 Special Problems in Chemistry (1–3). Permission of the director of undergraduate studies. Literature or lab work equivalent of one to three hours each week.

410 Instructional Methods in the Chemistry Classroom (3). Prerequisites, CHEM 241, 251, 262, and 262L. This course explores secondary school chemical education through current chemical education theory and classroom teaching. Students will develop a comprehensive approach to teaching chemistry content through student-centered activities.

420 Introduction to Polymer Chemistry (APPL 420) (3). Prerequisite, CHEM 261 or 261H; pre- or corequisites, CHEM 262 or 262H, and 262L or 263L. Chemical structure and nomenclature of macromolecules, synthesis of polymers, characteristic polymer properties.

421 Synthesis of Polymers (APPL 421, MTSC 421) (3). Prerequisites, CHEM 251, and 262 or 262H. Synthesis and reactions of polymers; various polymerization techniques.

422 Physical Chemistry of Polymers (APPL 422, MTSC 422) (3). Prerequisites, CHEM 420 and 481. Polymerization and characterization of macromolecules in solution.

423 Intermediate Polymer Chemistry (APPL 423, MTSC 423) (3). Prerequisite, CHEM 422. Polymer dynamics, networks and gels.

425 Polymer Materials (APPL 425, MTSC 425) (3). Prerequisite, CHEM 421 or 422. Solid-state properties of polymers; polymer melts, glasses and crystals.

430 Introduction to Biological Chemistry (BIOL 430) (3). Prerequisites, BIOL 101, CHEM 262 or 262H, and 262L or 263L. The

study of cellular processes including catalysts, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes is emphasized.

431 Macromolecular Structure and Metabolism (3). Prerequisites, BIOL 202 and CHEM 430. Structure of DNA and methods in biotechnology; DNA replication and repair; RNA structure, synthesis, localization and transcriptional reputation; protein structure/function, biosynthesis, modification, localization, and degradation.

432 Metabolic Chemistry and Cellular Regulatory Networks (3). Prerequisite, CHEM 430. Biological membranes, membrane protein structure, transport phenomena; metabolic pathways, reaction themes, regulatory networks; metabolic transformations with carbohydrates, lipids, amino acids, and nucleotides; regulatory networks, signal transduction.

433 Transport in Biological Systems (1). Prerequisites, CHEM 430 and MATH 383. Permission of the instructor for undergraduates. Diffusion, sedimentation, electrophoresis, flow. Basic principles, theoretical methods, experimental techniques, role in biological function, current topics.

434 Biochemical Kinetics (1). Prerequisites, CHEM 430 and MATH 383. Permission of the instructor for undergraduates. Kinetics of biochemical interactions. Basic principles, theoretical methods, experimental techniques, current topics.

435 Protein Biosynthesis and Its Regulation (1). Prerequisite, CHEM 430; pre- or corequisite, CHEM 431. Permission of the instructor for undergraduates. Protein biosynthesis mechanism in prokaryotes and eukaryotes; emphasis on structures of the macromolecular machinery; translational regulation mechanisms including autogenous regulation, metabolic and developmental signals; viral control of host protein synthesis.

436 The Proteome and Interactome (1). Prerequisite, CHEM 430. Permission of the instructor for undergraduates. Methods for and role of bioinformatics in proteomic analysis; proteomics in the analysis of development, differentiation and disease states; the interactome—definitions, analysis, methods of protein-protein interactions in complex systems.

437 DNA Processes (2). Prerequisites, CHEM 431 and either 480 or 481. Permission of the instructor for undergraduates. Elucidation of the mechanisms of these processes in prokaryotes and eukaryotes from experiments. Experimental results ranging from in vivo studies to structural studies to kinetics.

438 Macromolecular Structure and Human Disease (1). Prerequisite, CHEM 431. Permission of the instructor for undergraduates. Impact of protein and macromolecular structure on the development and treatment of human disease, with emphasis on recent results. Examination of relevant diseases, current treatments, and opportunities for improved therapies.

439 RNA Processing (2). Prerequisite, CHEM 431. Permission of the instructor for undergraduates. RNA processing, structure and therapeutics; in-depth exploration of examples from the contemporary literature. Topics include RNA world hypothesis, RNA structure and catalysis, and nucleic acid-based sensors and drug design.

441 Intermediate Analytical Chemistry (2). Prerequisites, CHEM 241 (or 241H), 241L (or 245L) and 262 (or 262H) and 480 (or 481). Spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, signal processing.

441L Intermediate Analytical Chemistry Laboratory (2). Corequisite, CHEM 441. Experiments in spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, and signal processing. One four-hour laboratory and one one-hour lecture each week.

444 Separations (3). Prerequisites, CHEM 441 and either 480 or 481. Theory and applications of equilibrium and nonequilibrium separation techniques. Extraction, countercurrent distribution, gas chromatography, column and plane chromatographic techniques, electrophoresis, ultra-centrifugation, and other separation methods.

445 Electroanalytical Chemistry (3). Prerequisite, CHEM 480 or 481. Basic principles of electrochemical reactions, electroanalytical voltammetry as applied to analysis, the chemistry of heterogeneous electron transfers, and electrochemical instrumentation.

446 Analytical Spectroscopy (3). Prerequisites, CHEM 441 and 482. Optical spectroscopic techniques for chemical analysis including conventional and laser-based methods. Absorption, fluorescence, scattering and nonlinear spectroscopies, instrumentation and signal processing.

447 Bioanalytical Chemistry (3). Prerequisite, CHEM 441. Principles and applications of biospecific binding as a tool for performing selective chemical analysis.

448 Mass Spectrometry (3). Prerequisite, CHEM 480 or 481. Fundamental theory of gaseous ion chemistry, instrumentation, combination with separation techniques, spectral interpretation for organic compounds, applications to biological and environmental chemistry.

449 Microfabricated Chemical Measurement Systems (3). Prerequisite, CHEM 441. Introduction to micro and nanofabrication techniques, fluid and molecular transport at the micrometer to nanometer length scales, applications of microtechnology to chemical and biochemical measurements.

450 Intermediate Inorganic Chemistry (3). Prerequisite, CHEM 251. Introduction to symmetry and group theory; bonding, electronic spectra, and reaction mechanisms of coordination complexes; organometallic complexes, reactions, and catalysis; bioinorganic chemistry.

451 Theoretical Inorganic Chemistry (1–21). Prerequisites, CHEM 251 and 262 or 262H. Chemical applications of symmetry and group theory, crystal field theory, molecular orbital theory. The first third of the course, corresponding to one credit hour, covers point symmetry, group theoretical foundations and character tables.

452 Electronic Structure of Transition Metal Complexes (3). Prerequisite, CHEM 451. A detailed discussion of ligand field theory and the techniques that rely on the theoretical development of ligand field theory, including electronic spectroscopy, electron paramagnetic resonance spectroscopy, and magnetism.

453 Physical Methods in Inorganic Chemistry (3). Prerequisite, CHEM 451. Introduction to the physical techniques used for the characterization and study of inorganic compounds. Topics typically include nuclear magnetic resonance spectroscopy, vibrational spectroscopy, diffraction, Mossbauer spectroscopy, X-ray photoelectron spectroscopy, and inorganic electrochemistry.

460 Intermediate Organic Chemistry (3). Prerequisite, CHEM 262 or 262H. Modern topics in organic chemistry.

465 Mechanisms of Organic and Inorganic Reactions (4). Prerequisite, CHEM 450. Kinetics and thermodynamics, free energy relationships, isotope effects, acidity and basicity, kinetics and mechanisms of substitution reactions, one- and two-electron transfer processes, principles and applications of photochemistry, organometallic reaction mechanisms.

466 Advanced Organic Chemistry I (3). Prerequisite, CHEM 262 or 262H; pre- or corequisites, CHEM 450 and 481. A survey of fundamental organic reactions including substitutions, additions, elimination, and rearrangements; static and dynamic stereochemistry; conformational analysis; molecular orbital concepts and orbital symmetry.

467 Advanced Organic Chemistry II (2). Prerequisite, CHEM 466. Spectroscopic methods of analysis with emphasis on elucidation of the structure of organic molecules: 1H and 13C NMR, infrared, ultraviolet, ORD-CD, mass, and photoelectron spectroscopy. CHEM 446 and 467 may not both be taken for academic credit.

468 Synthetic Aspects of Organic Chemistry (3). Prerequisite, CHEM 466. Modern synthetic methods and their application to the synthesis of complicated molecules.

469 Organometallics and Catalysis Organometallics (3). Pre- or corequisites, CHEM 262 or 262H, and 450. Structure and reactivity of organometallic complexes and their role in modern catalytic reactions.

470 Fundamentals of MTSC (APPL 470) (3). Prerequisite, CHEM 482; or prerequisite, PHYS 128 and pre- or corequisite, PHYS 341. Crystal geometry, diffusion in solids, mechanical properties of solids, electrical conduction in solids, thermal properties of materials, phase equilibria.

471 Mathematical Techniques for Chemists (3). Prerequisite, MATH 383. Permission of the instructor for students lacking the prerequisite. Knowledge of differential and integral calculus. Chemical applications of higher mathematics.

472 Chemistry and Physics of Electronic Materials Processing (APPL 472, MTSC 472, PHYS 472) (3). See PHYS 472 for description.

473 Chemistry and Physics of Surfaces (APPL 473, MTSC 473) (3). Prerequisite, CHEM 470. The structural and energetic nature of surface states and sites, experimental surface measurements, reactions on surfaces including bonding to surfaces and adsorption, interfaces.

480 Introduction to Biophysical Chemistry (3). Prerequisites, CHEM 261 or 261H, MATH 232, and PHYS 105. Does not carry credit toward graduate work in chemistry or credit toward any track of the B.S. degree with a major in chemistry. Application of thermodynamics to biochemical processes, enzyme kinetics, properties of biopolymers in solution.

481 Physical Chemistry I (3). Prerequisites, CHEM 102 or 102H, PHYS 116; pre- or corequisites, MATH 383 and PHYS 117. C- or better required in chemistry course prerequisites. Thermodynamics, kinetic theory, chemical kinetics.

481L Physical Chemistry Laboratory I (2). Prerequisite, CHEM 482. Experiments in physical chemistry. Solving thermodynamic and quantum mechanical problems using computer simulations. One three-hour laboratory and a single one-hour lecture each week.

482 Physical Chemistry II (3). Prerequisite, CHEM 481. Introduction to quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics.

482L Physical Chemistry Laboratory II (2). Prerequisite, CHEM 482; pre- or corequisite, CHEM 481L. Experiments in physical chemistry. One four-hour laboratory each week.

484 Thermodynamics and Introduction to Statistical Thermodynamics (1–21). Prerequisite, CHEM 482. Thermodynamics, followed by an introduction to the classical and quantum statistical mechanics and their application to simple systems. The section on thermodynamics can be taken separately for one hour credit.

485 Chemical Dynamics (3). Prerequisites, CHEM 481 and 482. Experimental and theoretical aspects of atomic and molecular reaction dynamics.

486 Introduction to Quantum Chemistry (3). Prerequisites, CHEM 481 and 482. Introduction to the principles of quantum mechanics. Approximation methods, angular momentum, simple atoms and molecules.

487 Introduction to Molecular Spectroscopy (3). Prerequisite, CHEM 486. Interaction of radiation with matter; selection rules; rotational, vibrational, and electronic spectra of molecules; laser based spectroscopy and nonlinear optical effects.

488 Quantum Chemistry (3). Prerequisite, CHEM 486. Applications of quantum mechanics to chemistry. Molecular structure, time-dependent perturbation theory, interaction of radiation with matter.

489 Statistical Mechanics (3). Prerequisite, CHEM 484. Applications of statistical mechanics to chemistry. Ensemble formalism, condensed phases, nonequilibrium processes.

520L Polymer Chemistry Laboratory (APPL 520L) (2). Pre- or corequisite, CHEM 420 or 421 or 425. Various polymerization techniques and characterization methods. One four-hour laboratory each week.

530L Laboratory Techniques for Biochemistry (3). Pre- or corequisite, CHEM 430. An introduction to chemical techniques and research procedures of use in the fields of protein and nucleic acid chemistry. Two four-hour laboratories and one one-hour lecture each week.

410 Instructional Methods in the Chemistry Classroom (3). Prerequisites, CHEM 241, 251, 262, and 262L. This course explores secondary school chemical education through current chemical education theory and classroom teaching. Students will develop a comprehensive approach to teaching chemistry content through student-centered activities.

550L Synthetic Chemistry Laboratory I (2). Prerequisites, CHEM 241L (or 245L), 251, and 262L (or 263L). A laboratory devoted to synthesis and characterization of inorganic complexes and materials. A four-hour synthesis laboratory, a characterization laboratory outside of the regular laboratory period, and a one-hour recitation each week.

Department of City and Regional Planning

www.planning.unc.edu

EMIL E. MALIZIA, *Chair*

Professors

Philip R. Berke, Emil E. Malizia, Roberto Quercia, William M. Rohe, Dale Whittington.

Associate Professors

Thomas Campanella, Daniel A. Rodriguez, Yan Song, Meenu Tewari.

Assistant Professors

Todd BenDor, Nikhil Kaza, Nichola Lowe, Noreen McDonald, Mai Nguyen.

Research Professors

David J. Brower, David H. Moreau.

Affiliated Faculty

Richard N.L. Andrews, Michele Berger, Richard E. Bilsborrow, Maryann Feldman, David J. Hartzell, Milton S. Heath Jr., Judith W. Wegner.

Professors Emeriti

Raymond J. Burby, F. Stuart Chapin Jr., David R. Godschalk, Harvey A. Goldstein, Edward J. Kaiser, Shirley F. Weiss.

Introduction

City and regional planning is an interdisciplinary field whose purpose is to improve the quality of life for people in urban, suburban, and rural areas and in larger regions of the country. To this end, city and regional planners apply humanistic, social science, and specialized technical theory and knowledge to lay out and develop human settlements both here and abroad. Planners, for example, are involved in guiding the type and location of new development, analyzing transportation systems, encouraging economic development, protecting the environment, and revitalizing urban neighborhoods. They are involved in designing solutions to pressing societal problems such as urban sprawl, unemployment, homelessness, environmental pollution, and urban decay.

City and regional planners work for a variety of public and private organizations. In the public sector, local, state, and federal governments all employ city and regional planners. In the private sector, planners work for development companies, consulting firms, and a variety of nonprofit organizations.

For undergraduates, the Department of City and Regional Planning offers basic coursework, opportunities for supervised practical experience, and an academic minor. Undergraduate students take courses in the department for several reasons: to learn about cities and the city and regional planning field, to enrich or expand their current area of interest, or to explore the possibility of graduate work leading to a career in planning. Planning courses allow students to see how the arts and sciences can be applied to improve the prosperity and livability of cities, towns, and rural areas. In this way they help students deepen their appreciation of their major field of study. Some planning courses may fulfill General Education requirements.

The minor in urban studies and planning provides students with coursework and access to advisors. With strong performance in their major and planning minor, students may qualify for entry-level positions in planning. The department's director of dual degree and undergraduate programs serves as the primary point of contact for students participating in the minor. Student advising and approval of equivalent courses are handled through the director.

Program of Study

A minor in urban studies and planning is offered to undergraduates.

Minoring in Urban Studies and Planning

Five courses (15 credit hours) are needed to fulfill the requirements for the minor in urban studies and planning. The minor requires all students to take a two-course core in urban studies and planning: PLAN 246 Cities of the Future and PLAN 247 Solving Urban Problems. After taking the core courses, students can select three additional planning courses numbered 200 through 699. PLAN 267 Ethical Bases of Public Policy is not available to students with an undergraduate major in public policy.

Facilities

An important resource available to the department is the Center for Urban and Regional Studies, located in Hickerson House, which conducts the research and service programs of the department.

Graduate School and Career Opportunities

Undergraduates interested in a career in city and regional planning can pursue postgraduate work in planning at UNC–Chapel Hill. The Department of City and Regional Planning offers several degree programs at the graduate level. A two-year program preparing for advanced positions in professional practice in city and regional planning leads to the degree of master of city and regional planning. A program leading to the degree of doctor of philosophy prepares for careers in teaching and research. Dual graduate degree programs are offered in collaboration with related professional programs (law, business, public administration, public health, landscape architecture, and environmental sciences and engineering).

Contact Information

Additional information on the Department of City and Regional Planning and the undergraduate minor in urban studies and planning is available on the department's Web site at www.planning.unc.edu and from the department's student services manager.

PLAN

050 First-Year Seminar: This Land Is Your Land (3). An issue encountered in managing urban communities and environmental quality concerns rights to land ownership. Environmental regulations limit people's rights to use land as they see fit. This seminar explores processes whereby rights to land, water, and environmental resources of the United States have been acquired, reserved, distributed, and regulated.

051 First-Year Seminar: Envisioning Community (3). How is "community" understood as a concept used to describe towns, universities, and other forms of social interaction? This seminar introduces students to urban planning, higher education, and social capital and provides students with opportunities to explore and

document local leaders' views concerning the towns' futures and the University's growth.

052 First-Year Seminar: Race, Sex, and Place in America (WMST 051) (3). This first-year seminar will expose students to the complex dynamics of race, ethnicity, and gender and how these have shaped the American city since 1945.

053 First-Year Seminar: The Changing American Job (3). Explores the changing nature of the American job and the transformative forces—from global trade and outsourcing to corporate restructuring and new skill demands—that have influenced this change.

054 First-Year Seminar: Bringing Life Back to Downtown: Commercial Redevelopment of Cities and Towns (3). The seminar seeks to understand the current realities of North Carolina's inner-city communities in the context of their historical evolution and the current proposals for revitalization. Each student selects one city or town for a case study.

055 First-Year Seminar: Sustainable Cities (3). How can the sustainability of cities and their ability to meet the needs of disadvantaged groups be improved? In this seminar students will look at the evolution of cities throughout history to find out how they have coped with threats to sustainability.

057 First-Year Seminar: What Is a Good City? (3). After studying the forces that have produced the American urban landscape, we will explore the city from the normative perspectives of urban historians, planners and architects, social scientists, social critics, and futurists, as a way for each student to develop her/his own perspective about what a "good city" might be.

058 First-Year Seminar: Globalization and the Transformation of Local Economies (3). Using directed readings, participative class exercises, and cases that cut across developed and developing countries, this seminar will focus on how global pressures and economic integration is changing local economies.

246 Cities of the Future (3). Introduction to the evolution of cities in history, to the concept of urban morphology or form, and to the different elements or subsystems of the urban system and how they have changed over time.

247 Solving Urban Problems (3). Introduction to methods used for solving urban problems. Covers methods employed in subfields of planning to develop an ability to critically evaluate different techniques and approaches used within these disciplines.

267 Ethical Bases of Public Policy Decision Making (3). Critical exploration of ethical and theoretical bases for making public policy decisions. Analysis of normative arguments of contemporary public policy issues.

326 Social Ventures (PLCY 326) (3). Examines students' knowledge and understanding of social entrepreneurship as an innovative approach to addressing complex social needs. Affords students the opportunity to engage in a business planning exercise designed to assist them in establishing and launching a social purpose entrepreneurial venture.

330 Principles of Sustainability (3). Provides students with a general introduction to the concept of sustainability and how it is represented in public and academic discourse and practiced in institutions, businesses, and communities.

491 Introduction to GIS (GEOG 491) (3). See GEOG 491 for description.

499 Experimental Course Undergraduate (1–21). The functioning of the urban area as a complex system. Analysis of planning and policies aimed at development and change. The course is generally taken for three credits.

550 Evolution of the American Urban Landscape (3). Examines shaping the urban built environments of the United States from the colonial era to present day. Critically examines forces that shaped our cities, and studies the values, ideals, and motivations underlying efforts to plan and direct physical development of American cities.

574 Political Economy of Poverty and Inequality (3). Introduces students to the political economy of poverty alleviation programs. Uses comparative cases to explore what types of projects, tasks, and environments lead to effective and equitable outcomes, and why.

585 American Environmental Policy (ENST 585, ENVR 585, PLCY 585) (3). See ENVR 585 for description.

591 Applied Issues in Geographic Information Systems (GEOG 591) (3). Prerequisite, GEOG 370 or 491. Applied issues in the use of geographic information systems in terrain analysis, medical geography, biophysical analysis, and population geography.

636 Urban Transportation Planning (3). Fundamental characteristics of the urban transportation system as a component of urban structure. Methodologies for the analysis of transportation problems, planning urban transportation, and the evaluation of plans.

637 Public Transportation (3). Alternative public urban transportation systems including mass transit, innovative transit services, and paratransit, examined from economic, land use, social, technical, and policy perspectives.

641 Ecology and Land Use Planning (3). Integration of the structure, function, and change of ecosystems with a land use planning framework. How land use planning accommodates human use and occupancy within ecological limits to sustain long-term natural system integrity.

651 Urban Form and the Design of Cities (3). Introduction of fundamental urban design theory and practice. Critically looks at built environment and how architecture defines and delimits physical space. Studies local and historical examples of urban design.

662 Gender Issues in Planning and Development (WMST 662) (3). Permission of the instructor for undergraduates. Examination of the environmental and health risks, policy institutions, processes, instruments, policy analysis, and major elements of American environmental policy. Lectures and case studies.

685 Water and Sanitation Planning and Policy in Developed Countries (ENVR 685) (3). Permission of the instructor. Seminar on policy and planning approaches for improved community water and sanitation services in developed countries. Topics include the choice of appropriate technology and level of service; cost recovery; water venting; community participation in the management of water systems; and rent-seeking behavior in providing water supplies.

686 Policy Instruments for Environmental Management (ENST 686, ENVR 686, PLCY 686) (3). See PLCY 686 for description.

691H Honors Seminar in Urban and Regional Studies (3). Permission of the instructor. An overview of the subject matter and methods of investigation for the study of cities and regions. Presentations of original papers prepared by students.

697 International Development and Social Change (3). Permission of the instructor. Course explores effect of the global economy on national and community development, effect of environmental degradation processes on development, and strategies to guide social change.

Department of Classics

www.classics.unc.edu

CECIL W. WOOTEN, *Chair*

Professors

Robert Babcock, Donald C. Haggis, James J. O'Hara, William H. Race, James B. Rives, G. Kenneth Sams, Cecil W. Wooten.

Associate Professors

Sharon James, Werner Riess, Peter M. Smith, Monika Truemper.

Assistant Professors

Emily Baragwanath, Brendan Boyle, Lidewijde de Jong, Owen Goslin.

Professors Emeriti

Edwin L. Brown, Carolyn L. Connor, George W. Houston, Henry R. Immerwahr, George Kennedy, Gerhard Koeppel, Jerzy Linderski, Sara Mack, Kenneth J. Reckford, Philip A. Stadter, William C. West.

Introduction

Classics is the study of the ancient Greek and Roman world, the Greek and Latin languages and literature, and the history, art, and culture that have been fundamental in shaping modern society. A genuine understanding of the past can be gained only through a wide-ranging approach, encompassing words, thoughts, events, and objects. For this reason, the field of classical studies is interdisciplinary in nature.

Programs of Study

The degree offered is the bachelor of arts with a major in classics. Students may choose to concentrate in any one of five areas of study in the Department of Classics: classical archaeology, classical civilization, Greek, Latin, and combined Greek and Latin. Minors are offered in Greek, Latin, classical humanities, medieval studies, and archaeology. Certain conditions apply to the minors in Greek and Latin. The minor in either classical language may not be used as an option for majors in classical archaeology who have chosen that language (Greek or Latin) to fulfill degree requirements (four courses beyond level 2). However, classical archaeology majors may elect a minor in the other classical language. Similarly, majors in classical civilization who are required to complete through level 4 in either Greek or Latin may elect a minor in the other classical language but not in the one used to satisfy degree requirements in the major.

Majoring in Classics: Bachelor of Arts

B.A. Major in Classics: Classical Archaeology

Departmental Requirements

- CLAR 244, and 245 or 247
- CLAR 411 or ANTH 220
- CLAS 391
- Four additional courses in classical archaeology, including two numbered between 400 and 699 (CLAR 120 may not be used to satisfy this requirement)
- GREK or LATN up to 204 or 205
- HIST 225 or 226

This concentration focuses on the material remains of prehistoric and classical antiquity, while also providing a background in civilization, history, and at least one classical language. The program of study is designed to give students a basic knowledge of the art and architecture of the Greeks and Romans and to introduce them to the use of archaeology in the reconstruction of the past, including Egypt and the ancient Near East. Classical archaeology majors may elect a minor in the classical language not chosen for the major concentration. Students interested in majoring in classical archaeology should consult the department as early as possible.

B.A. Major in Classics: Classical Civilization

Departmental Requirements

- CLAS 391
- GREK or LATN 101, 102, 203, and 204 (GREK or LATN 205 may be taken in place of 204)
- Four of the five core courses: CLAS 253, 254 (or HIST 421), 257 (or HIST 425), 258 (or HIST 427), 259
- Three additional courses chosen from CLAS course(s) numbered above 259; or any Greek, Latin, ancient history, ancient philosophy, or classical archaeology

This major is designed to provide students with a broad, basic knowledge of the classical world and with skills in analysis, written and oral communication, and logical argument that will be applicable in any profession. The civilization program is not designed to lead to graduate work in classics, although students do sometimes go on in the field, and it is often taken as part of a double major. Majors in classical civilization who are required to complete through level 204 in either Greek or Latin may elect a minor in the other classical language but not in the one used to satisfy degree requirements in the major. Students considering a major in classical civilization should consult the department as soon as possible.

B.A. Major in Classics: Greek

Departmental Requirements

- CLAS 391
- GREK 101, 102, 203, and 204 (GREK 205 may be taken in place of 204)
- HIST 225 or a course numbered 400 or above in Greek history
- Five additional courses in Greek

The goal of the concentration in Greek is the development of a basic command of the language and a solid knowledge of the literature, history, and culture of the Greeks. Students interested in an undergraduate major in Greek or in a combined major in Greek and Latin should consult the Department of Classics by the second semester of the sophomore year. For Greek as satisfying the

language requirement for the B.A. degree, see the section "General Education Requirements" in this bulletin.

B.A. Major in Classics: Latin

Departmental Requirements

- CLAS 391
- HIST 226 or a course numbered 400 or above in Roman history
- LATN 101, 102, 203, and 204 (LATN 205 may be taken in place of 204)
- Six additional courses in Latin

The goal of the concentration in Latin is the development of a basic command of the language and a solid knowledge of the literature, history, and culture of the Romans. Students interested in an undergraduate major in Latin or a combined major in Latin and Greek should consult the department by the second semester of the sophomore year. For Latin as satisfying the language requirement for the B.A. degree, see the section "General Education Requirements" in this bulletin.

B.A. Major in Classics: Combined Greek and Latin

Departmental Requirements

- Greek emphasis: GREK 101, 102, 203, 204, and five additional Greek courses; LATN 101, 102, 203, 204, and three further Latin courses. GREK or LATN 205 may be taken in place of 204. CLAS 391 and HIST 225 or 226 also are required.
- Latin emphasis: LATN 101, 102, 203, 204, 221, and four additional Latin courses; GREK 101, 102, 203, 204, and three further Greek courses. GREK or LATN 205 may be taken in place of 204. CLAS 391 and HIST 225 or 226 also are required.

This is not a double major, but a concentration designed to develop facility in both ancient languages and in the literatures of both Greece and Rome. This program is recommended for students who have a strong interest in continuing classical languages at the graduate level. In this major students emphasize one language yet acquire facility in the other.

Minoring in Greek

The undergraduate minor in Greek consists of four courses in Greek, including GREK 204 Intermediate Greek II or GREK 205 New Testament and three courses numbered 206 or higher. The minor in Greek may not be used as an option for majors in classical archaeology who have chosen that language to fulfill degree requirements in that major (four courses beyond level 102).

Minoring in Latin

The undergraduate minor in Latin consists of four courses in Latin numbered 221 or higher. The minor in Latin may not be used as an option for majors in classical archaeology who have chosen that language to fulfill degree requirements in that major (four courses beyond level 102).

Minoring in Classical Humanities

The undergraduate minor in classical humanities consists of five courses: CLAS 131 Mythology, 121 The Greeks or 122 The Romans, CLAR 244 Greek Archaeology or 245 Archaeology of Italy/247 Roman Archaeology, and two classics courses numbered above 132 or any course(s) in Greek or Latin language except a Foundations course.

Minoring in Archaeology

See the section "Curriculum in Archaeology" in this bulletin for description and requirements.

Honors in Classics

Classics majors wishing to take part in the departmental honors program during their senior year must have a grade point average of at least 3.2 at the beginning of their senior year and maintain an average no lower than this through their final semester in order to be eligible for honors consideration.

The program consists of two courses, CLAS 691H and 692H, taken sequentially in the fall and spring semesters. CLAS 691H involves a directed reading in Greek, Latin, or archaeology in a general area of the student's interest and is conducted under the supervision of a faculty member chosen by the student to serve as the honors advisor. Requirements of the course include the preparation of a thesis prospectus with accompanying bibliography and a preliminary oral examination by the student's thesis committee. A grade for CLAS 691H is assigned on the basis of the total semester's work. CLAS 692H entails the writing of the thesis under the direction of the honors advisor and a final oral defense before the candidate's committee. This body, in turn, reports its judgment to the department. If a degree with honors is to be awarded, a recommendation for either honors or, for particular merit, highest honors is made.

Special Opportunities in Classics

Departmental Involvement

The Department of Classics supports a number of activities, including informal reading groups; the UNC Classics Club, the principal student-run organization; and annual oral performances and competitions in recitation and translation of Greek and Latin texts.

Experiential Education

Students in the Department of Classics participate in archaeological field work as research assistants, as part of independent or directed study toward the completion of a senior honors thesis, or as Fulbright scholars.

Study Abroad

Students are encouraged to apply to study in Rome at the Intercollegiate Center for Classical Studies or at the American Academy, or in Athens at the College Year in Athens or at the American School Summer Program. Certain University scholarships may be used to help fund study abroad (see also the Nims Scholarship, below).

Field Schools: The department runs two field schools, one at Azoria (Crete) and the other in the Cecina Valley (Tuscany). In addition, UNC–Chapel Hill classics students have joined excavations, as volunteers or trench supervisors, at Aqaba on the Red Sea in Jordan, Caesarea in Israel, in the Athenian Agora, or in the ancient Roman town of Pompeii.

The Intercollegiate Center for Classical Studies in Rome (www.aas.duke.edu/study_abroad/iccs/iccs.html): The department is a founding member of the ICCS and regularly sends students there for a semester. The ICCS offers a program of study in Latin, Greek, archaeology, art history, ancient history, and Italian for juniors and first-semester seniors. Students attend for one semester.

College Year in Athens (www.cyathens.org/cya): The department regularly sends undergraduate students to summer, semester, and yearlong programs at the CYA in Athens, Greece. CYA offers a variety of courses in Greek and Latin, classics, archaeology, Aegean prehistory, Greek and Mediterranean history, Greek anthropology, architecture, religion, ancient art, and modern Greek language and literature. The year and semester programs consist of numerous trips to sites around mainland Greece, Crete, and the Aegean, as well as a number of regular courses actually taught on site or in Greek museums.

The American School in Athens (www.ascsa.org) offers two summer sessions that run more or less concurrently. Advanced undergraduates are eligible to apply for the school's regular, yearlong program for the year following their graduation.

Other foreign study opportunities for which UNC–Chapel Hill undergraduate students are eligible include the program provided by the Vergilian Society of America.

Undergraduate Awards

Several prizes are available to undergraduate majors, including the Herington Prize (recitation of Greek and Latin poetry and prose), the Nims Scholarship (need-based aid through the Student Aid office), the Albert Suskin Prize in Latin, the Eben Alexander Prize in Greek, the Herington Scholarship, the Epps Prize in Greek Studies, and the Manson A. Stewart Scholarship.

Undergraduate Research

Classics majors may choose to write an honors thesis during their senior year. The research topic is customarily selected in the spring semester of the junior year in consultation with the student's advisor and the director of undergraduate studies. The subject is usually derived from areas explored in advanced coursework, allowing a more detailed and in-depth examination of the topic. For a list of past senior theses, see the departmental Web site (www.classics.unc.edu/ugradresearch.html).

Duke–UNC Consortium for Classical and Mediterranean Archaeology (CCMA)

The Duke–UNC Consortium for Classical and Mediterranean Archaeology represents collaboration between the institutions in order to enhance archaeology curricula and concentrations in the respective departments and programs in archaeology. The Consortium fosters an interdisciplinary dialogue on methods, theory, and practice in classical archaeology and material culture, providing students access to coursework seminars, excavations, and other research opportunities, academic advising, and developing avenues for curricular and extracurricular interaction.

Master of Arts in Teaching in Latin

Students who wish to be certified to teach in public high schools should major in Latin and then apply for admission to the M.A.T. program in the School of Education. They also should discuss their plans with the School of Education no later than their junior year.

Graduate School and Career Opportunities

The undergraduate curriculum prepares majors for specialized graduate study in classical studies: classical philology, comparative literature, archaeology (prehistoric, classical, and Byzantine), medieval studies, philosophy, art history, ancient history, or linguistics. While graduating students continue to pursue professional and graduate programs in the humanities and social sciences, they also utilize their skills in a diversity of professions such as field archaeology, art, conservation, and cultural resource management, among others. Graduating majors (and double majors and minors) have pursued degree programs and careers in a variety of other fields such as law, medicine, physics, museology, high school teaching, anthropology, archaeological conservation, contract archaeology, Latin American studies, Egyptology, theology, and poetry.

Contact Information

Questions and requests regarding degree tracks and programs should be directed to Donald Haggis, Director of Undergraduate Studies, CB# 3145, 226 Murphey Hall, (919) 962-7640, dchaggis@email.unc.edu.

CLAR (Classical Archaeology)

050 First-Year Seminar: Art in the Ancient City (3). The course offers a comparative perspective on the archaeology of ancient Egypt and Bronze Age Greece (3000–1100 BCE) exploring the public art produced by these two early Mediterranean societies: the Aegean Bronze Age palace centers of Crete and Mainland Greece and the territorial state of ancient Egypt.

075 First-Year Seminar: The Archaeology of Death in the Ancient Mediterranean (3). This course explores the archaeology of ancient Mesopotamia, Egypt, and Greece by focusing on cemeteries: methods of burial, the treatment of the dead, burial rituals, post-burial cults, curses and curse tablets, and human sacrifice.

110 The Archaeology of Palestine in the New Testament Period (JWST 110, RELI 110) (3). See RELI 110 for description.

120 Ancient Cities (3). An introduction to Mediterranean archaeology through the examination of archaeological sites from the Neolithic period (ca. 9000 BCE) to the Roman Empire (fourth century CE). The sites, geographic and cultural areas, and chronological periods of study vary depending on instructor. Does not satisfy classical archaeology major requirements.

241 Archaeology of Ancient Near East (3). A survey of the cultures of the ancient Near East, Mesopotamia, Anatolia (modern Turkey) and the Levant, from the first settled villages of the ninth millennium to the Persian conquest of Babylon in 539 BCE.

242 Archaeology of Egypt (3). A survey of the archaeological remains of ancient Egypt, from the earliest settlements of the Neolithic period until the end of the New Kingdom.

243 Minoans and Mycenaeans: The Archaeology of Bronze Age Greece (3). A survey of the material culture of Greece, the Cyclades, and Crete from the Paleolithic period (ca. 50,000 years ago) until the end of the Bronze Age (ca. 1200 BCE). Primary focus will be the urbanized palatial centers that emerged in mainland Greece (Mycenaean) and the island of Crete (Minoan).

244 Greek Archaeology (3). The historical development of the art and architecture of Greece from the Bronze Age through the Hellenistic period.

245 Archaeology of Italy (3). The historical development of the Italian peninsula as seen in its physical remains, with emphasis upon Etruscan and Roman sites.

246 History of Early Christian and Byzantine Art (3). An introduction to the history of Christian art in Italy and the eastern Mediterranean from the time of Constantine (ca. 300) to the end of

the Byzantine Empire (fall of Constantinople in 1453). Major monuments and art forms will be studied with an emphasis on their historical and cultural context.

247 Roman Archaeology (3). This course explores the archaeology of the Roman world between the eighth century BCE and the fifth century CE, focusing on issues of urbanization, trade and consumption, colonization, and the Roman army.

262 Art of Classical Greece (ART 262) (3). See ART 262 for description.

263 Roman Art (ART 263) (3). The arts of Rome, particularly architecture, sculpture, and painting, preceded by a survey of Etruscan and Hellenic art and their influence on Rome.

268 Hellenistic Art and Archaeology (350–31 BCE) (3). Survey of the archaeology of the Hellenistic Mediterranean from the time of Alexander the Great until the Roman conquest (350–31 BCE), with emphasis on art and architecture of cities and sanctuaries.

375 The Archaeology of Cult: The Material Culture of Greek Religion (RELI 375) (3). See RELI 375 for description.

411 Archaeological Field Methods (3). Systematic introduction to archaeological field methods, especially survey and excavation techniques.

440 Problems in the History of Classical Ideas (3). Permission of the department.

445 Art in the Age of Justinian and Theodora (3). Interdisciplinary course is based on monuments, history, and contemporary writings of the Byzantine empire during the rule of Justinian I (527–565) and the empress Theodora (527–548). Approach will be comparative, analytical and contextual, and will include a feminist perspective.

448 Constantinople: The City and Its Art (3). Interdisciplinary study of the city of Constantinople, capital of the Byzantine empire from 325 to 1453, with emphasis on the artistic, social, and cultural context. Includes study of monuments and their decoration, objects, contemporary documents, and sources, all within a chronological, historical framework.

449 In Constantinople (3). Prerequisite, CLAR 448. Permission of the instructor for students lacking the prerequisite. This course, taught primarily in Istanbul, once Constantinople, capital of the Byzantine empire from 325 to 1453, provides first-hand experience with monuments and an overview of the history, topography, and culture of this great city.

460 Greek Painting (ART 460) (3). See ART 460 for description.

461 Archaic Greek Sculpture (ART 461) (3). See ART 461 for description.

462 Classical Greek Sculpture (ART 462) (3). Permission of the instructor. A focused study of Greek sculpture during the classical period.

463 Hellenistic Greek Sculpture (ART 463) (3). See ART 463 for description.

464 Greek Architecture (ART 464) (3). Prerequisite, CLAR 244. Permission of the instructor for students lacking the prerequisite. A survey of Greek architectural development from the Dark Ages through the fourth century BCE. Special topics include the beginnings of monumental architecture, the development of the orders, and interpretations of individual architects in terms of style and proportions.

465 Architecture of Etruria and Rome (ART 465) (3). Prerequisite, CLAR 245. Permission of the instructor for students lacking the prerequisite. The development of architecture in the Roman world from the ninth century BCE through the fourth century CE. The course focuses on the development of urbanism and the function, significance, and evolution of the main building types and their geographic distribution.

470 History and Archaeology of Bathing (3). Cross-cultural survey of the sociocultural and archaeological history of bathing from antiquity (500 BCE) to today, including bathing customs, baths, bathing images, and toilets of different cultures around the world.

475 Rome and the Western Provinces (3). Survey of the material remains of the Western provinces of the Roman Empire, with attention to their historical context and significance.

488 The Archaeology of the Near East in the Iron Age (3). Prerequisite, CLAR 241. Permission of the instructor for students lacking the prerequisite. A survey of the principal sites, monuments, and art of the Iron Age Near East, ca. 1200 to 500 BCE.

489 The Archaeology of Anatolia in the Bronze and Iron Ages (3). Prerequisite, CLAR 241. Permission of the instructor for students lacking the prerequisite. A survey of Anatolian archaeology from the third millennium through the sixth century BCE.

490 The Archaeology of Early Greece (1200–500 BCE) (3). This course surveys the development of Greek material culture from 1200 to 500 BCE, exploring the origins of Greek art, architecture, cities, and sanctuaries in the Aegean and eastern Mediterranean.

512 Ancient Synagogues (JWST 512, RELI 512) (3). See RELI 512 for description.

561 Mosaics: The Art of Mosaic in Greece, Rome, and Byzantium (3). Required preparation, any course in classics, art history, or religious studies. Traces the development of mosaic technique from Greek antiquity through the Byzantine Middle Ages as revealed by archaeological investigations and closely analyzes how this dynamic medium conveyed meaning.

650 Field School in Classical Archaeology (6). This course is an introduction to archaeological field methods and excavation techniques, through participation in archaeological excavation.

680 Roman Sculpture (ART 680) (3). A survey of Roman sculpture from about 500 BCE to 400 CE, including portraiture, state reliefs, mythological and other reliefs, idealizing sculpture, sarcophagi and other funerary monuments, and decorative sculpture. Emphasis will be placed on style, iconography, and the historical development of sculpture in social, cultural, political, and religious contexts.

683 Etruscan Art (ART 683) (3).

CLAS (Classics in English/Classical Civilization)

052 First-Year Seminar: Happiness: For and Against (3). An investigation of the major differences between Aristotelian and Kantian ethics.

053 First-Year Seminar: Famous Courtroom Trials of Antiquity (3). The examination of speeches delivered in some

of the most famous trials of antiquity. Students study the facts of the case, the laws relevant to it, legal procedure used in the ancient world, and how the speakers present their cases, including types of argument, structure of speeches, and stylistic considerations.

054 First-Year Seminar: Crime and Violence in the Ancient World (3). Crime and violence are all too familiar aspects of modern Western societies. This first-year seminar will challenge modern views of the ancient world, approaching the topic of violence from various perspectives. By reading sources in translation students will investigate what forms of violence were common.

055 First-Year Seminar: Three Greek and Roman Epics (3). This first-year seminar will involve a close reading of Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*, and as a transition from Homer to Vergil, students will also read the tragedies of Sophocles from fifth-century Athens.

056 First-Year Seminar: Women and Men in Euripides (3). What can be learned from Greek tragedy about human nature? This first-year seminar will serve, first of all, as an introduction to Euripidean drama in its cultural and historical setting in fifth-century Athens.

058 First-Year Seminar: What's So Funny? Women and Comedy from Athens to Hollywood (3). This first-year seminar will consider what Greeks and Romans found funny, as well as how that humor translated (or not) into modern America. Students will write and present publicly a short comic play that represents the themes they identify and study in this seminar.

059 First-Year Seminar: Plutarch and the Roots of Modern Biography (3). This first-year seminar is an investigation into the telling of lives: the methods, purposes, and characteristics of biographies both ancient and modern.

060 First-Year Seminar: Love, War, Death, and Family Life in Classical Myth (3). This first-year seminar studies parent-child relations, gender dynamics, and conflict in mythic families. Students will study these mythic families, looking especially at parent-child relations, gender dynamics, and conflict; the seminar will ask what aspects of ancient culture are revealed by these legends and stories.

061 First-Year Seminar: Writing the Past (3). Translated works of three Greek historians—Herodotus, Thucydides, and Polybius—will provide a lens through which to explore the capacity for literature and other modes of representation to convey history.

062 First-Year Seminar: Barbarians in Greek and Roman Culture (3). A study of Greek and Roman depictions of non-Greeks and non-Romans in both literary and visual sources, with consideration of their origin, development, and social roles.

064 First-Year Seminar: Cinema and the Ancient World (3). In this first-year seminar, students will investigate what films set in classical Roman antiquity say about contemporary culture, and will also attempt to understand their impact on the shaping of our sense of history.

065 First-Year Seminar: The City of Rome (3). This first-year seminar is an introduction to the history and art of Rome from antiquity through the present. Students will survey the entire period, but will look in particular at four specific periods in the city's life from the early second century CE until the present day.

066 First-Year Seminar: Sailing to Byzantium (3). This first-year seminar will explore selected aspects of Byzantium as hinted at in W.B. Yeats' famous poem, "Sailing to Byzantium" (1927), such as icons, goldsmithing, monasticism, poetry, mosaics, and people of the imperial court.

071 First-Year Seminar: The Architecture of Empire (3). The goal of the first-year seminar will be to examine the architecture of ancient empires, beginning with that of Egypt and ending with the Roman Empire. Analysis will be particularly concerned with the use of architecture as an instrument of empire.

072 First-Year Seminar: Greek and Roman Education (3). This first-year seminar introduces students to forms of education in Greek and Roman antiquity, including education practices from early childhood to higher education.

073 First-Year Seminar: Life in Ancient Pompeii (3). A study of this well-preserved ancient site provides an understanding of life in an Italian town during the early Roman empire. Students will study town planning, architecture, the arts, social organization, politics, entertainment, artisanry, commerce, and family life in this first-year seminar.

111 Grammar (1). This course provides a systematic review of English grammar and style for students of Latin and Greek.

121 The Greeks (3). Introduction to the history, literature, religion, philosophy, science, art, and architecture of Greece from Homer to Alexander the Great. Emphasis on primary sources.

122 The Romans (3). A survey of Roman civilization from the beginning to the late empire, dealing with history, literature, archaeology, philosophy and religion, technology, the economy, and social and political institutions.

123 Summer Study Abroad in Greece (3). Introduction to the history and culture of ancient Greece, from the Bronze Age to the end of the Roman period, through field study of historical and archaeological sites in Greece.

125 Word Formation and Etymology (3). Systematic study of the formation of words from Greek or Latin to build vocabulary and recognition. For medical terminology see CLAS 126.

126 Medical Word Formation and Etymology (3). Systematic study of the formation of medical terms from Greek and Latin roots, to build vocabulary and recognition. For general etymology see CLAS 125.

131 Myth, Story, and Belief in Greek Literature (3). An introduction to myth, heroic lore, and religion through the study of major works of Greek literature. Core readings: Homer, Hesiod, and selections from tragic drama.

133H Epic and Tragedy (3). First-year honors students only. Study of classical epic and tragedy. Special emphasis on Homer's Iliad and Odyssey, and on the rethinking of Homeric epic in the tragedies of Aeschylus, Sophocles, and Euripides.

231 The Theater in the Greek and Roman World (3). The physical setting and techniques of classical theater: tragedy, comedy, and other public spectacles in Greece and Rome.

240 Women in Greek Art and Literature (WMST 240) (3). Course examines law, religion, medicine, social practices, and ideologies in the lives of women in ancient Greece, from Homer to Hellenistic Egypt, using literature, art, and epigraphy.

241 Women in Ancient Rome (WMST 241) (3). Course examines the life of women in ancient Rome, from the first beginnings

of the organized community in Rome through the early Empire, a period of about 900 years. Also explores aspects of the lives of women in provinces governed by Rome.

242 Sex and Gender in Antiquity (WMST 242) (3). Exploration of gender constructs, what it meant to be a woman or a man, in antiquity, as revealed in literary, historical, and archaeological sources. Readings from Homer, Euripides, Plato, Ovid, Virgil, Juvenal, Petronius, and other ancient authors.

245 Women of Byzantium (WMST 245) (3). A study of women's roles and influence in the Late Antique and Byzantine world, through analysis of contemporary Byzantine texts by and about women, historical testimonies, and works of art.

253 The Age of Pericles (3). An introduction to classical civilization through study of its most important period in Greece. Attention to history, philosophy, and art. Lecture and discussion.

254 Alexander and the Age of Hellenism (3). An introduction to classical civilization through study of the period in which it spreads beyond mainland Greece to influence and partially merge with the cultures of the Near East, Egypt, and Rome. Attention to history, literature, philosophy, and art. Lectures and discussion.

257 The Age of Augustus (3). An introduction to classical civilization through study of the literature, history, and art of one of the most crucial periods in Roman history. Lectures and discussion.

258 The Age of the Early Roman Empire (3). An introduction to the civilization of the Roman Empire through study of the literature, history, and archaeology of its most colorful period.

259 Pagans and Christians in the Age of Constantine (3). Introduction to the literature and culture of the time of the Roman Emperor Constantine. Special attention to the fundamental cultural and social changes resulting from the Christianization of the Empire.

263 Athletics in the Greek and Roman World (3). Study of athletics as a unifying force in ancient society, emphasizing the Olympic games and other religious festivals. Consideration of athletic professionalism, propaganda, and social trends using literary and archaeological sources.

265 Technology and Culture in the Roman Empire (3). A survey of the state of technology in Rome during the first three centuries CE. Consideration of the interrelationships of technology and government, art, economics, and the quality of life.

269 Representations of Cleopatra (CMPL 269, WMST 269) (3). Study of the life of Cleopatra and how her story has been reinvented in postclassical societies, often as a mirror image of their own preoccupations, in literature, art, movies, and opera.

361 Homer and the Heroic Age of Greece (3). The *Iliad*, the *Odyssey*, Hesiod, heroic and oral poetry. The archaeology of Homeric Greece, the study and influence of the Homeric poems in modern times.

362 The Tragic Dimension in Classical Literature (3). The nature of the tragic and the function of tragic drama. The development and sources of Greek tragedy. Aristotle's Poetics.

363 Latin and Greek Lyric Poetry in Translation (3). Introduction to the lyric and elegiac poetry of antiquity in English translation, including Hesiod, Sappho, Catullus, Ovid, and Horace.

364 The Classical Background of English Poetry (CMPL 364) (3). Study of classical writers' influence on selected genres of English poetry.

391 Junior Seminar (3). Junior standing required. All departmental majors will jointly explore the history, archaeology, art, and literature of one or more geographical regions of the Mediterranean. Several oral and written reports; seminar format.

396 Topics in Classical Studies (3). Students may suggest to the chair of the department topics for individual or group study. Advance arrangements required.

409 Historical Literature Greek and Roman (3). The study in English translation of selections from Herodotus, Thucydides, Livy, Tacitus, and others, with consideration of their literary qualities and their readability as historians.

415 Roman Law (3). Introduction to Roman law, public and private. On the basis of Roman texts in translation (or the original if desired), consideration of the principles of Roman constitutional law and the legal logic and social importance of Roman civil law.

418 Byzantine Civilization (3). Introduction to intellectual and social history of the Byzantine Empire from Justinian to 1453, noting the interaction of classical and Christian culture and Byzantium's influence on neighboring peoples and on the Renaissance.

450 Crime and Violence in the Ancient World (3). This course sheds light on the phenomenon of crime from a historical and interdisciplinary perspective by probing into the forms and causes of crime in antiquity.

540 Problems in the History of Classical Ideas (3). Permission of the department.

541 Problems in the History of Classical Ideas (3). Permission of the department.

547 Approaches to Women in Antiquity (3). Permission of the instructor. Graduate students and senior classics majors. Intensive interdisciplinary introduction to women in antiquity, using literary, historical, and visual materials.

691H Honors Course (3). Honors course for departmental majors in classical archaeology, classical civilization, Greek, and Latin.

692H Honors Course (3). Honors course for departmental majors in classical archaeology, classical civilization, Greek, and Latin.

GREK (Greek)

101 Elementary Classical Greek I (4). Comprehensive coverage of basic grammar and syntax in two semesters, preparing students for reading Plato or Xenophon in GREK 203 (and with the instructor's permission, New Testament Greek in GREK 205).

102 Elementary Classical Greek II (4). Comprehensive coverage of basic grammar and syntax in two semesters, preparing students for reading Plato or Xenophon in GREK 203 (and with the instructor's permission, New Testament Greek in GREK 205).

121 Elementary Modern Greek I (4). Essential elements of the structure and vocabulary of modern Greek and aspects of Greek culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Continues proficiency-based instruction, with emphasis on development and refinement of speaking, listening, reading, and writing skills including a review and continuation of grammar.

122 Elementary Modern Greek II (4). Continuation of GREK 121.

203 Intermediate Greek I (3). Prerequisites, GREK 101–102. Review of fundamentals; reading in selected classical texts, such as Xenophon, Plato, Euripides, or others.

204 Intermediate Greek II (3). Continuation of GREK 203.

205 Greek New Testament (3). Prerequisite, GREK 203.

221 Advanced Greek I (3). Substantial readings from Homer's *Iliad* or *Odyssey*, the remainder of the selected poems to be read in translation.

222 Advanced Greek II (3). Readings from one or more Greek tragedies.

351 Classical Greek Prose (3). Prerequisite, GREK 221. Readings in Herodotus, Thucydides, Plato, or other authors. With permission of the department, this course may be repeated for credit.

352 Greek Poetry (3). Prerequisite, GREK 222. Readings in Sappho, Aeschylus, and other authors. With permission of the department, this course may be repeated for credit.

396 Special Readings in Greek Literature (3). Prerequisite, GREK 222.

409 Greek New Testament (RELI 409) (3). See RELI 409 for description.

506 Greek Dialects (LING 506) (3). Permission of the instructor. Survey of the major dialects of Classical Greek and study of their derivation from Common Greek. Texts include both literary and epigraphical sources from the eighth century BCE to the Hellenistic Period.

507 Greek Composition (3). Prerequisite, GREK 221.

508 Readings in Early Greek Poetry (3). Prerequisite, GREK 221 or 222.

509 Readings in Greek Literature of the Fifth Century (3). Prerequisite, GREK 221 or 222.

510 Readings in Greek Literature of the Fourth Century (3). Prerequisite, GREK 221 or 222.

540 Problems in the History of Classical Ideas (3). Permission of the department.

541 Problems in the History of Classical Ideas (3). Permission of the department.

LATN (Latin)

101 Elementary Latin I (4). The basic elements of Latin grammar, practice in reading and writing Latin, introduction to Roman civilization through a study of the language of the Romans.

102 Elementary Latin II (4). The basic elements of Latin grammar, practice in reading and writing Latin, introduction to Roman civilization through a study of the language of the Romans.

111 Accelerated Beginning Latin (4). Permission of the instructor and program director. Taught in conjunction with LATN 601 in the fall and independently in the spring. Introduction to Latin grammar (the material covered in LATN 101 and 102). Students meet for a fourth session dedicated to Latin prose composition.

203 Intermediate Latin I (3). Review of fundamentals. Reading in selected texts such as Catullus, Ovid, Cicero, or others.

204 Intermediate Latin II (3). Review of fundamentals. Reading in selected texts such as Catullus, Ovid, Cicero, or others.

205 Medieval Latin (3). Prerequisite, LATN 203.

212 Accelerated Intermediate Latin (4). Prerequisite, LATN 102 or 111. Permission of the program director. Taught in conjunction with LATN 602 in the spring. Review of Latin grammar, vocabulary building, and development of reading and translation skills. Students meet for a fourth session devoted to grammar, style, and poetics.

221 Vergil (3). Prerequisite, LATN 204. Systematic review of Latin grammar. Reading in Virgil's *Aeneid*, normally two books in Latin, and the remainder in translation. First-year and sophomore elective.

222 Cicero: The Man and His Times (3). Prerequisite, LATN 204. Careful reading of selected works of Cicero, exercises in Latin composition.

331 Roman Historians (3). Prerequisite, LATN 221. Readings in Caesar, Sallust, and/or Livy.

332 Roman Comedy (3). Prerequisite, LATN 221. Readings in Plautus and Terence, or both.

333 Lyric Poetry (3). Prerequisite, LATN 221. Readings in Catullus and Horace.

334 Augustan Poetry (3). Prerequisite, LATN 221. Readings in Ovid, Tibullus, Propertius, or other poets.

335 Roman Elegy (3). Prerequisite, LATN 221. Permission of the instructor for students lacking the prerequisite. This course studies Ovid, Propertius, and Tibullus, focusing on themes such as love, male–female relations, politics, war, Roman culture, and poetry itself.

351 Lucretius (3). Prerequisite, LATN 221. Readings in Lucretius and related works.

352 Petronius and the Age of Nero (3). Prerequisite, LATN 221.

353 Satire (Horace and Juvenal) (3). Prerequisite, LATN 221.

354 Tacitus and Pliny's Letters (3). Prerequisite, LATN 221.

396 Special Readings in Latin Literature (3). Prerequisite, LATN 221. Permission of the instructor for students lacking the prerequisite.

510 Introductory Latin Composition (3). Prerequisite, LATN 222. Review of Latin grammar and idiom, exercises in composition, introduction to stylistics.

511 Readings in Latin Literature of the Republic (3). Prerequisite, LATN 221 or 222.

512 Readings in Latin Literature of the Augustan Age (3). Prerequisite, LATN 221 or 222.

513 Readings in Latin Literature of the Empire (3). Prerequisite, LATN 221 or 222.

514 Readings in Latin Literature of Later Antiquity (3). Prerequisite, LATN 221 or 222.

530 An Introduction to Medieval Latin (3). Prerequisite, LATN 221 or 222. Survey of medieval Latin literature from its beginnings through the high Middle Ages.

540 Problems in the History of Classical Ideas (3). Permission of the department.

541 Problems in the History of Classical Ideas (3). Permission of the department.

Department of Communication Studies

comm.unc.edu

DENNIS K. MUMBY, *Chair*

Professors

Robert C. Allen, V. William Balthrop, Carole Blair, Robert Cox, Paul Ferguson, Lawrence Grossberg, Madeline Grumet, Kenneth Hillis, Gorham A. Kindem, Dennis K. Mumby, Della Pollock, Lawrence B. Rosenfeld, David Sontag, Julia T. Wood.

Associate Professors

Richard Cante, Cori Dauber, Steven K. May, Patricia Parker, Joyce Rudinsky, Francesca Talenti, Michael S. Waltman, Eric K. Watts.

Assistant Professors

Renee Alexander Craft, Sarah Dempsey, Christian O. Lundberg, Michael Palm, Anthony Perucci, Edward Rankus, Sarah R. Sharma.

Adjunct Professors

Jonathan Boyarin, Jane Brown, Dana Coen, Arturo Escobar, Jacquelyn Hall, John McGowan, John Pickles, Jack M. Richman, Barry Saunders, Randall Styers.

Lecturers

Joseph Megel, Stephen Neigher, Wenhua Shi.

Professors Emeriti

Beverly Long Chapin, Elizabeth Czech-Beckerman, Howard D. Doll, Robert J. Gwyn, William M. Hardy, James W. Pence Jr.

Introduction

The study of communication is essential for participating in an increasingly complex and mediated global environment. Through its teaching, research, and service, the Department of Communication Studies addresses the many ways communication functions to create, sustain, and transform personal life, social relations, political institutions, economic organizations, and cultural and aesthetic conventions in society; promotes competencies required for various modes of mediated and nonmediated communication; and develops skills for analyzing, interpreting, and critiquing communication problems and questions.

The program of study offered by the department thus provides a firm foundation for enriched personal living, for professional effectiveness regardless of the specific career one may pursue, and for informed participation in the human community.

Programs of Study

The degree offered is the bachelor of arts with a major in communication studies. The interdisciplinary program in cinema enables students to understand the changing, global face of cinema. Drawing on multiple departments, programs, and curricula across the College of Arts and Sciences, this minor provides students with a flexible, rigorous and exciting course of study in the past, present, and future places of cinema in all of its dynamic global contexts. The minor in writing for the screen and stage is an interdisciplinary program drawing upon the faculties and resources of the Department of Dramatic Art, Department of Communication Studies, and the Creative Writing Program of the Department of English and Comparative Literature.

Majoring in Communication Studies: Bachelor of Arts

Departmental Requirements

- Three courses from the following with a grade of C or better in each: COMM 120, 140, 160, or 170
- Four COMM courses in a concentration
- Three COMM electives
- Among the 10 COMM courses required for the major, three COMM courses must be numbered 400 or higher.

Majors in the Department of Communication Studies must take a total of 30 credit hours in the department, including three of the four courses identified as core courses and at least three courses numbered 400 or higher. The core courses are COMM 120, 140, 160, and 170. Students must successfully complete these core requirements with a C or better in each course. The core courses also serve as prerequisites for further work within each concentration.

Additionally, each major must have a coherent program of study, defined as at least four courses in an area of study/concentration identified by the department, or at least four courses selected and justified by the student and approved by the director of undergraduate studies.

Pre-Selected Concentrations in Communication Studies

Students should select one of the following concentrations and take a minimum of four courses within that concentration. Core courses do not count as one of the four required courses within the selected concentration. Additional courses that are not listed under any concentration may be used to meet major requirements but not concentration requirements.

- Interpersonal and Organizational Communication (COMM 120 is a prerequisite for most of the interpersonal and organizational communication courses; consult course descriptions): COMM 226, 312, 411, 422, 521, 523, 524, 525, 527, 620, 622, 624, 625, 629; COMM/MNGT 223, 325; COMM/WMST 224
- Media Studies and Production (COMM 140 is a prerequisite for most of the media courses; consult course descriptions): COMM 130, 142, 230, 330, 411, 412, 431, 432, 434, 450, 451, 452, 534, 543, 544, 545, 546, 547, 548, 550, 551, 553, 635, 636, 639, 645, 650, 651, 652, 653, 654, 655, 656, 658, 659, 681, 682, 683
- Performance Studies (COMM 160 is a prerequisite for most of the performance courses; consult course descriptions): COMM 260, 261, 262, 263, 362, 364, 411, 435, 437, 464, 466, 532, 561, 562, 563, 564, 565, 566, 660, 661, 662, 663, 664, 665, 667, 668, 669
- Rhetorical Studies (COMM 170 is a suggested first course for all rhetorical studies courses; consult course descriptions): COMM 171, 312, 372, 374, 375, 376, 411, 470, 471, 500, 571, 572, 573, 574, 575, 576, 577, 675, 679

Specialized Concentration in Communication Studies

A student may create her or his own concentration by selecting at least four courses that constitute a coherent program of study. The courses selected in this concentration must be justified by the student and must be approved by the director of undergraduate studies.

Concentration in Speech and Hearing Sciences

Students majoring in Communication Studies with a concentration in speech and hearing sciences shall take the following sequence for their concentration:

- COMM/SPHS 530 recommended spring of junior year
- COMM/SPHS 540 recommended fall of senior year
- COMM/SPHS 570 recommended fall of junior year
- COMM/SPHS 582 recommended spring of junior year
- Three COMM electives

Also, the following courses are strongly recommended in accordance with the preprofessional standards for the American Speech-Language-Hearing Association (www.med.unc.edu/ahs/sphs/ms_prepro.htm):

Fall Junior Year

- LING 101 or PSYC 432

Fall Senior Year

- LING 523

Spring Senior Year

- PSYC 210 or STOR 151

Students in this concentration should be aware that the required and recommended courses will satisfy the preprofessional school expectations of UNC–Chapel Hill as well as many other graduate programs; however, completing this concentration does not guarantee admission to the UNC–Chapel Hill program, nor do these courses fulfill requirements for all graduate schools. Students should examine and investigate the specific requirements for each graduate school and program to which they intend to apply.

Students are encouraged to join NSSLHA, the National Student Speech-Language-Hearing Association: A Sertoma Collegiate Club. NSSLHA is a UNC–Chapel Hill student group of people interested in the speech and hearing sciences.

A maximum of 45 hours of COMM courses will count toward graduation.

Students are invited to work closely with faculty in courses and through independent study, cocurricular programs, and research projects. The department offers major programs leading to the B.A. and M.A. degrees. Courses are also open to nonmajors whose personal and professional goals require understanding of human communication.

Interdisciplinary Minor in Cinema

The Interdisciplinary Program in Cinema, housed in the Department of Communication Studies, offers an interdisciplinary minor in cinema. This five-course minor enables students to explore the changing, global faces of cinema in all of its aesthetic, economic, historical, social, and technological contexts. Partly because we today understand cinematic production to be significantly active all over the world and to involve technologies that are at least as important as film, this academic program builds upon ideas, insights, and vocabularies from many different disciplines. Students are provided with a flexible, rigorous, solid, and exciting course of study in the past, present, and future places of moving imagery within and across human cultures. From the business major accumulating the entrepreneurial skills necessary for success in the brick-and-mortar world, to the student of rhetoric or literature thinking primarily in terms of much older written and oral traditions, to the art major, to the language enthusiast, to the computer scientist, to the physicist investigating the most basic elements of movement and light, the interdisciplinary minor in cinema welcomes all students—along with their passions for other areas of study. Undergraduate students majoring in any academic unit that permits an additional minor are eligible.

The interdisciplinary minor consists of five courses:

- C or better in ART 159 The Film Experience; COMM 140 Introduction to Media History, Theory, and Criticism; or ENGL 142 Film Analysis
- C or better in IDST 256 Global Cinema (Prerequisite, ART 159, COMM 140, or ENGL 142 with a grade of C or better)
- Three elective courses, each of which a student can begin any time after completing ART 159, COMM 140, or ENGL 142. The three electives must be selected from at least two different departments. Elective courses can be taken before, during, or after IDST 256 Global Cinema.

To ensure that a student's program of study for the minor in cinema has sufficient disciplinary and transdisciplinary depth, two of the three required elective classes must be chosen from the following list: AFAM 276; AMST 268, 336; ARAB 453; ASIA 165, 235, 435; ASIA/CMPL 379; CHIN 464, 544; COMM 452, 545, 546, 547, 548, 550, 551, 645, 650, 658, 681, 682; CMPL/COMM/GERM 272; CMPL/EURO/FREN 332H; COMM/GERM 275, 683; COMM/WMST 656; ENGL 143, 280, 380, 580, 680; FREN 373; GERM 265; GERM/WMST 250; HIST 301; HUNG 280; ITAL 333, 335, 340; JAPN 378; PORT 388; SPAN 388.

To ensure that a student's program of study for the minor in cinema has sufficient interdisciplinary breadth, one of the three required elective classes must be chosen from the following list: AMST 483; ARAB/PWAD 452; ASIA/CMPL/INTS 252; CHIN 562; COMM 412, 432, 450, 543, 553, 651, 652, 655; ENGL 663; HIST 579; INTS 210; RUSS 281.

For additional information, contact Dr. Richard C. Cante, Director, Interdisciplinary Program in Cinema, Department of Communication Studies, CB#3285, 201A Bingham Hall, rcante@email.unc.edu.

Minoring in Writing for the Screen and Stage

The minor in writing for the screen and stage is an interdisciplinary program drawing upon the faculties and resources of the Department of Dramatic Art, Department of Communication Studies, and the Creative Writing Program of the Department of English and Comparative Literature. The writing for the screen and stage minor was created in 2003 to draw upon Carolina's rich history and outstanding faculty to provide students with the opportunity to focus in this field. The program will emphasize the craft of writing above all. The program is open to students from all liberal arts disciplines. Interested students must have a 2.4 grade point average or better and must have taken ENGL 130, ENGL 132H, or COMM 330. ENGL 130, 132H, or COMM 330 may be waived as a prerequisite on the basis of material submitted, faculty recommendations, and the approval of the director of the minor in writing for the screen and stage. For consideration for acceptance into the minor, please visit comm.unc.edu and review the application process.

In addition to ENGL 130 or 132H, or COMM 330, the five required courses in the minor include the following:

Junior Year Fall Semester

- COMM/DRAM 131 Introduction to Writing for the Screen and Stage
- DRAM 120 Play Analysis

Junior Year Spring Semester

- COMM 433 Intermediate Screenwriting or DRAM 231 Intermediate Playwriting

- COMM 546.001 History of Film I

Senior Year Fall Semester

- COMM 639 Special Topics in Media Production: Master Screenwriting or DRAM 331 Advanced Playwriting

Senior Year Spring Semester

- Electives for screenwriting, including but not limited to COMM 639, or
- Electives for playwriting, including but not limited to DRAM 195 or 290

Continued participation in successive courses in the minor is based on the student's work and the recommendation of the student's previous instructor(s).

Honors in Communication Studies

The department participates in the University's Honors Program. Students eligible for the program (see University requirements) may consult with the departmental honors advisor about enrolling in COMM 693H and 694H.

Special Opportunities in Communication Studies

Independent Study

Opportunity for independent study is available through enrollment in COMM 396 or 596. Interested students should consult a faculty advisor in the department.

Internships

The department offers an extensive internship program in media-related industries, business, public service, and other organizations. Internships allow students to explore the relationship between communication theory and its practice in everyday life. Credit can be obtained through consultation with the internship advisor and enrollment in COMM 397. More than 100 organizations participate in the program. Note: Internship credit counts as elective hours and does not count toward the 30 credit hours required for the major.

WUNC Radio and WUNC-TV

Limited opportunities exist for internships and employment with the public radio and television stations in Chapel Hill and in the Research Triangle Park.

Performance Opportunities

Student groups adapt scripts, direct, and stage productions for the public. Additionally, individual students often appear in regular performances sponsored by graduate students in the Department of Communication Studies and in productions directed by faculty members.

Student Television (STV)

STV is a student-run video production operation that provides hands-on opportunities in a variety of programming assignments.

Study Abroad

Students may take course work toward the major through the University's study abroad program. Departmental approval for major credit is required. The department also offers a London-based summer internship in media production and performance studies for qualified students.

Undergraduate Awards

The department offers a number of awards for leadership and contributions to the field, including the Lucia Morgan Award for excellence in the discipline of communication studies, the Sherrill-Pence Award for outstanding work in applied communication, the Wallace Ray Peppers Award in Performance for outstanding work in African and African American literature, and awards for outstanding work in media production, such as the James C. Lampley Award.

Facilities

The department has extensive media production and performance studies facilities located in Swain Hall and Bingham Hall. Swain Hall is home to state-of-the-art media production equipment, classroom space, and editing suites. It also houses Studio 6, where numerous live performances are staged. Bingham Hall contains the Martha Nell Hardy Performance Space

Graduate School and Career Opportunities

Advanced study and research may be pursued in any of the concentrations specified above. A substantial number of graduate assistantships allow M.A. and Ph.D. candidates to gain experience in research, teaching, production, and administration. Graduate study is characterized by intensive participation in seminars, original research and creative activities, and close work with individual faculty members.

The career outlook for students with degrees in communication studies is promising, and graduates enter a variety of professions that value communication knowledge and skills. Communication studies majors are prepared to serve as communication specialists in business; in federal, state, and local governments and agencies; and in public service. Some of the more specific areas in which majors pursue careers are teaching, social advocacy, public relations and advertising, personnel management and training, management consulting video and film production, and emerging technologies. Students are also prepared for graduate study and research in communication studies and in related academic disciplines such as law.

An understanding of communication provides a strong base for a wide range of career options. The mission of the department is to go beyond narrow technical training by providing a liberal arts approach to communication. This provides the student with maximum latitude for promotion and advancement and avoids limited career opportunities resulting from narrow approaches to the field.

The burgeoning growth of communication industries and support fields provides a wide range of career opportunities.

Graduates of the department, who number over 4,000, are engaged in a variety of occupations ranging from work for international corporations to jobs at local nonprofit organizations.

Contact Information

The Department of Communication Studies, CB# 3285, 115 Bingham Hall, (919) 962-2311. Web site: comm.unc.edu.

COMM

050 First-Year Seminar: Helping Families Manage the Effects of Disasters (3). Considers the effects of disasters on children, families, and communities, and offers an understanding of and practice in how to lessen victims' trauma and decrease chances of long-term damage when disaster strikes.

051 First-Year Seminar: Organizing and Communicating for Social Entrepreneurs (3). This course examines the historical and current development of social entrepreneurship as a field of study and practice, with particular attention to successful organizational communication strategies designed to solve community problems.

052 First-Year Seminar: Cynicism, Politics, and Youth Culture (3). After initially exploring the meaning of cynicism and apathy and the problem of cultural diagnosis, this seminar will look at these issues in the political arena.

061 First-Year Seminar: The Politics of Performance (3). In this course students will explore the possibilities of making political performances, or making performances political. We will be particularly concerned with how performance may contribute to processes of social change.

062 First-Year Seminar: African American Literature and Performance (3). This course examines the question of what characterizes "Blackness" as it manifests through experience, history, and symbol in the United States, as well as the impact of African practices and identities upon blackness in the United States. The course is concerned with what has been termed the "black literary imagination."

063 First-Year Seminar: The Creative Process in Performance (3). Students will be engaged with multimedia, music, dance, and theater performances. We will explore the creative processes and cultural contexts of these performances and will compare the arts as a way of knowing the world to the creative processes of academic scholarship.

070 First-Year Seminar: Southern Writing in Performance (3). A performance-centered seminar focusing on the works of North Carolina writers, especially those who write fiction and poetry, and on researching, discussing, adapting, and performing that content.

071 First-Year Seminar: Conflict, Culture, and Rhetoric: The Search for Peace in Northern Ireland (3). This seminar will explore culture, conflict, and rhetorical practice through an extended case study of the conflict in Northern Ireland. The discourse will include speeches, pamphlets, political flyers, music, poetry, fiction, film, and graffiti.

074 First-Year Seminar: Remembering Dixie: Exploring Rhetoric, Memory, and the South (3). We will begin by looking at controversies over such issues as public display of the Confederate battle flag, public commemorative displays like Silent Sam, arguments over "Southern Heritage," and other controversial issues.

082 First-Year Seminar: Globalizing Organizations (3). In this course, we explore the communication issues that arise within international contexts. Through the analysis of readings and films, we will delve into the contentious debates surrounding globalization and explore the ethical and social issues that arise within global forms of communicating and organizing.

085 First-Year Seminar: Think, Speak, Argue (3). This is a course in learning to think more critically, speak more persuasively, and argue more effectively by focusing on practical skill development in reasoning and debate.

100 Communication and Social Process (3). Addresses the many ways our communication—including language, discourse, performance, and media—reflects, creates, sustains, and transforms prevailing social and cultural practices.

113 Public Speaking (3). Theory and extensive practice in various types of speaking.

120 Introduction to Interpersonal and Organizational Communication (MNGT 120) (3). An introduction to communication theory, research, and practice in a variety of interpersonal and organizational contexts. This course examines the role of communication in both personal and professional relationships.

130 Introduction to Media Production (3). Prerequisite for all production courses. Introduces students to basic tools, techniques, and conventions of production in audio, video, and film. Interactive laboratory work included.

131 Writing for the Stage and Screen (DRAM 131) (3). See DRAM 131 for description.

140 Introduction to Media History, Theory, and Criticism (3). An introduction to the critical analysis of film, television, advertising, video, and new media texts, contexts, and audiences.

142 Popular Music (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. This class explores the historical, social, political, and cultural significances of popular music as a communicative practice in the United States from 1950 to the present.

160 Introduction to Performance Studies (3). As the introductory course in performance studies, students will explore and experiment with performance as ritual, performance in everyday life, and the performance of literature.

170 Rhetoric and Public Issues (3). Examines the basic nature and importance of rhetoric and argumentation. Attention is devoted to interpreting the persuasive function of texts and their relation to modern forms of life.

171 Argumentation and Debate (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. Analysis of issues, use of evidence, reasoning, brief making, and refutation. Argumentative speeches and debates on legal cases and on current issues. Designed for prospective law students, public policy students, speech teachers, and college debaters.

223 Small Group Communication (MNGT 223) (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Introduction to the theory and practice of communication in the small group setting. Topics may include group development, conformity and deviation, gender, problem solving, and power and leadership.

224 Introduction to Gender and Communication (WMST 224) (3). Examines multiple relationships among gender, communication and culture. Explores how communication creates gender and shapes relationships and how communication reflects, sustains, and alters cultural views of gender.

226 Nonverbal Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Examines the roles and functions of nonverbal behavior in the communication process. Topic areas may include physical appearance; body, face, and eye movements; paralinguistics; haptics; nonverbal deception; the effects of environment; and personal space.

230 Audio/Video/Film Production and Writing (3). Prerequisites, COMM 130 and 140. The material, processes, and

procedures of audio, video, and film production; emphasis on the control of those elements of convention that define form in the appropriate medium. Lecture and laboratory hours.

249 Introduction to Communication Technology, Culture, and Society (3). Historical exploration of the sociocultural import of communication technologies, from the introduction of the telegraph in the mid-1800s through current implications of the Internet and various digital devices.

251 Introduction to American Film and Culture, 1965–Present (3). An introduction to some key connections between American film history and cultural history since 1965, most of which remain backbones of U.S. film culture to this day.

260 Introduction to Performance and Social Change (3). Prerequisite, COMM 160. Permission of the instructor for students lacking the prerequisite. This course addresses the relationship between performance and power, focusing on topics concerned with the potential for performance to contribute to social change.

262 Introduction to Performance Ethnography (3). Prerequisite, COMM 160. Permission of the instructor for students lacking the prerequisite. This course explores performance ethnography as a qualitative research method through readings, discussions, exercises, and fieldwork. Students engage performance as a way of knowing, creating both written and performed scholarship.

263 Introduction to the Study of Literature in Performance (3). Prerequisite, COMM 160. Permission of the instructor for students lacking the prerequisite. Study of a variety of literary texts (lyric, epic, dramatic) through the medium of performance.

275 History of German Cinema (GERM 275) (3). See GERM 275 for description.

312 Persuasion (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Examines contemporary theory and practice of influencing others' attitudes, beliefs, and actions. Focuses particularly on analyzing and developing persuasive messages.

318 Cultural Diversity (3). Introduction to basic paradigms of thinking about cultural difference, encouraging students to examine how these paradigms shape how we think, act, and imagine ourselves/others as members of diverse cultures.

325 Introduction to Organizational Communication (MNGT 325) (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. The course explores the historical and theoretical developments in the research and practice of organizational communication.

330 Introduction to Writing for Film and Television (3). An introduction to screenwriting for film and television.

350 Practices of Cultural Studies (3). Introduces students to the history, methods, and central intellectual questions of cultural studies.

362 Ritual, Theatre, and Performance Art (FOLK 565) (3). Prerequisite, COMM 160. Permission of the instructor for students lacking the prerequisite. Explores how each of these forms of performance communicates meaning and feeling and points to possibility. Students develop performances in each mode, informed by readings in anthropology and directing theory.

364 Production Practices (3). Permission of the instructor for nonmajors. This course introduces students to the process of creating and producing performances for the stage. Students engage in all practical and artistic aspects of production. Course includes a laboratory requirement.

372 The Rhetoric of Social Movements (3). Explores the discourse of dissident voices in American society, particularly as they speak about grievances pertaining to race, gender, the environment; focuses on rhetorical strategies that initiate and sustain social movements.

374 The Southern Experience in Rhetoric (3). Examines recurrent themes in the rhetoric of significant Southerners and important campaigns. Considers both the rhetoric of the establishment and the rhetoric of change.

375 Environmental Advocacy (ENST 375) (3). Explores rhetorical means of citizen influence of practices affecting our natural and human environment; also, study of communication processes and dilemmas of redress of environmental grievances in communities and workplace.

376 The Rhetoric of War and Peace (PWAD 376) (3). Explores philosophical assumptions and social values expressed by advocates of war and peace through a critical examination of such rhetorical acts as speeches, essays, film, literature, and song.

390 Special Topics in Communication Study (3). A special topics course on a selected aspect of communication studies.

396 Independent Study and Directed Research (1–3). Permission of the department. Majors only. 3.0 cumulative grade point average and 3.5 communication studies grade point average required. For communication studies majors who wish to pursue independent research projects or reading programs under the supervision of a selected instructor. Intensive individual research on a problem designed by instructor and student in conference.

397 Internships (1–3). Permission of the department. Majors only. 2.5 cumulative grade point average required. Individualized study closely supervised by a faculty advisor and by the departmental coordinator of internships. Cannot count toward the COMM major.

398 Internship (1). By permission of the department. Individualized study closely supervised by a faculty advisor and by the departmental coordinator of internships. This course does not fulfill any general education requirements. Can not count toward the COMM major.

411 Critical Perspectives (3). This course explores theories of criticism and symbolic action through readings, lecture, and practical criticism of literature, media, discourse, and other symbolic acts.

412 Critical Theory (3). Overview of those realms of modern and contemporary thought and writing that are known as, and closely associated with, "critical theory."

413 Freud (3). Examination of Freudian thought within and across historical contexts, with special attention to the centrality of gender and sexuality in the operations of the "human organism."

422 Family Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Analysis and exploration of personal experiences, family systems theory, and communication theory to describe, evaluate, and improve family communication patterns.

431 Advanced Audio Production (3). Prerequisite, COMM 230. Permission of the instructor for students lacking the prerequisites.

Advanced analysis and application of the principles and methods of audio production.

432 Visual Culture (3). Prerequisites, COMM 140 and 230. Permission of the instructor for students lacking the prerequisite. Overview of, and intensive practice in, advanced directing techniques for film, video, and digital media.

433 Intermediate Scriptwriting (3). Prerequisite, COMM 330. Permission of the instructor for students lacking the prerequisite. A major writing project will be completed by each student, either dramatic or nonfiction for radio, television, film, or stage.

434 Minorities and the Media (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. The course traces the development of minorities in film, radio and television, and the press, looking at trends and treatment of minorities by the media, and how and if they have changed.

435 Memory Acts (3). Advanced introduction to foundational work in memory and performance studies, emphasizing theory and practice of various forms of remembering.

436 Gender and Performance (WMST 437) (3). See WMST 437 for description.

437 United States Black Culture and Performance (3). Prerequisite, COMM 160. Permission of the instructor for nonmajors. Examines how the United States Black experience is constituted in and through performance across a range of cultural contexts including the antebellum South, Reconstruction, the Harlem Renaissance, the Black Aesthetic, and contemporary urban life.

442 Cultural Studies (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. This class will introduce students to the major theoretical and methodological commitments of cultural studies as a perspective on communication, culture, and society.

450 Media and Popular Culture (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Examination of communication processes and cultural significance of film, television, and other electronic media.

451 Special Topics in Media and Popular Culture (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. A special topics course on a selected aspect of media and cultural studies.

452 Film Noir (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Course combines reading about and viewing of 1940s and 1950s films combining narrative techniques of storytelling, novels, and the stage with purely filmic uses of spectacle, light, editing, and image.

464 Performance Composition (3). Prerequisite, COMM 160. Theory and practice of collaborative performance, emphasizing image, intertextual adaptation, site-specific and installation work, avant-garde traditions, and the play of time and space..

466 Advanced Study of Literature in Performance (3). Prerequisite, COMM 160. This course engages the theory and embodiment of prose fiction, poetry, and other kinds of literary texts, including nonfiction. Students practice adaptation and script preparation, solo/group performance, and performance critique.

470 Political Communication and the Public Sphere (3). A course covering the relationship between communication and political processes and institutions. Topics include media coverage and portrayal of political institutions, elections, actors, and media influence on political beliefs.

471 Rhetorics of Public Memory (3). Takes up the fundamental assumptions of contemporary memory studies and the centrality of rhetoric to memory. Research focus on how constructions of the past respond to the present and the future.

500 Visual and Material Rhetoric (3). Prerequisite, COMM 170. This course explores the use of rhetorical criticism as a way to understand how the visual and material are used for symbolic and political purposes. Examples ranging from news images to public art will be studied.

521 Communication and Social Memory (3). Permission of the instructor for nonmajors. An investigation of psychological aspects of communication, particularly the perceptual and interpretive processes underlying the sending and receiving of messages.

523 Communication and Leadership (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Critical examination of alternative theories of leadership and trends in the study of leadership; focuses on the communicative dimensions of leadership.

524 Gender, Communication, and Culture (3). Prerequisites, COMM 224 and 372. Permission of the instructor for nonmajors. Course examines the speeches and other texts that announced and embodied the goals and political strategies of multiple branches of three waves of feminist activism in the United States.

525 Organizational Communication (3). Prerequisites, COMM 120 and 325. Permission of the instructor for nonmajors. Provides a critical exploration of organizational communication theory, research, and application, examining the factors involved in the functioning and analysis of complex organizations.

527 Organizational Ethics (3). Prerequisite, COMM 325. A critical examination of the theory, research, and practice of organizational ethics.

530 Introduction to Phonetics (SPHS 530) (3). See SPHS 530 for description.

532 Performing the Screenplay (3). Introduces students to approaches for creating performance from screenplays and other texts for electronic media forms, focusing on scripts as literature and the tensions between live and electronically delivered performances.

534 Narrative Production (3). Prerequisite, COMM 230. Corequisite, COMM 546 or 547. The course focuses on narrative, representational, and aesthetic strategies of narrative production.

535 Adaptation and Directing (3). Prerequisite, COMM 160. This course introduces students to practices in adapting and directing literary text for ensemble performance. Students will be engaged in collaborative critique and discussion/development of production values.

540 Speech Science (SPHS 540) (3). See SPHS 540 for description.

543 World Media History (3). Study of the development of the art and craft of the film through examining individual films and topics stressing the interaction of aesthetic considerations with sociocultural and institutional settings.

544 Electronically Mediated Communication and Information Machines (3). Prerequisite, COMM 140. Permission

of the instructor for nonmajors. A survey of developing telecommunication systems and technologies and their impact on the traditional electronic media and society.

545 Pornography and Culture (3). Examines the social, cultural, political, legal, historical, and aesthetic implications of pornography.

546 History of Film I, 1895 to 1945 (3). Prerequisite, COMM 140. Permission of the department. Studies the development of the art of film through World War II by examining individual films and filmmakers and the emergence of national cinemas through interaction among aesthetic, social, economic, and technological factors.

547 History of Film II, 1945 to Present (3). Prerequisite, COMM 140. Study of the development of the art of film from the end of World War II to the present day by examining individual films and filmmakers and the emergence of national cinemas through interaction among aesthetic, social, economic, and technological factors.

548 Humor and Culture (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Investigates how humor, comedy, and laughter function socially and culturally through close examination of selected United States popular media texts and the primary modern theoretical writings on these issues.

549 Sexuality and Visual Culture (3). Examines questions about sexuality and how it has changed over time, through various media of visual communication.

550 American Independent Cinema (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. Intensive investigation of some particularly influential strains for United States independent narrative cinema, with a focus on sociocultural contexts and the fuzziness of the word "independent."

551 Hitchcock and the Sign (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. Course gives Alfred Hitchcock's cinema careful attention while tracking longstanding debates about signification and reference from philosophy, semiotics, literary theory, narratology, and visuality into recent critical and cultural theory.

553 Media and Activism (3). A study of the electronic media as a feedback mechanism for community organization and social change. A variety of broadcast and nonbroadcast uses of the media are studied.

561 Performance of Women of Color (WMST 561) (3). Prerequisite, COMM 160. Permission of the instructor for nonmajors. Explores through performance contemporary poetry, fiction, nonfiction, and feminist thought by women of color in the United States.

562 Oral History and Performance (FOLK 562, HIST 562, WMST 562) (3). This course combines readings and field work in oral history with study of performance as a means of interpreting and conveying oral history texts. Emphasis on local fieldwork.

563 Performance of Children's Literature (3). Prerequisite, COMM 160. Permission of the instructor for students lacking the prerequisite. The course explores advanced performance theory while focusing exclusively on contemporary poetry, prose fiction, and drama intended for young audiences. Both solo and group performances for young viewers are included.

564 Performance and Popular Culture (3). Prerequisite, COMM 160. Critical examination of the operation of performance as a cultural phenomenon, with an emphasis on meaning, power, and resistance in cultural events, social practices, and media spectacles.

566 Media and Performance (3). Study of narrative in selected short stories and novels and their adaptation for film.

570 Anatomy and Physiology of the Speech and Hearing Mechanism (SPHS 570) (3). See SPHS 570 for description.

571 Rhetorical Theory and Practice (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. Investigates the theoretical definitions and uses of rhetorical interpretation and action in spoken, written, visual, material practices, discourses, and events.

572 Public Policy Argument (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. Analyzes argument in a variety of contexts with an emphasis on public policy and exploring tensions involved in addressing both expert and public audience in the political sphere.

573 The American Experience in Rhetoric (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. Examines public discourse from the colonial period to the present. Discourses, critical perspectives, and historical periods studied will vary.

574 War and Culture (PWAD 574) (3). Examines American cultural myths about war generally and specifically about the causes of war, enemies, weapons, and warriors, and the way these myths constrain foreign and defense policy, military strategy, and procurement.

575 Presidential Rhetoric (3). Prerequisite, COMM 170. The power of the presidency depends in part upon the president's ability to rally public opinion, which depends upon the president's ability to use the "bully pulpit." This course examines the hurdles presidents face and the steps presidents take to shape opinion.

576 Making and Manipulating "Race" in the United States (3). This course will examine how the trope of "race" is rhetorically invented and performed in United States cultural politics.

577 African American Rhetoric (3). This course will explore the manner in which Black American aesthetic and creative expression function as public discourse.

582 Introductory Audiology I (SPHS 582) (3). See SPHS 582 for description.

596 Advanced Independent Study/Directed Reading (1–3). Permission of the department. Majors only. 3.0 cumulative grade point average and 3.5 communication studies grade point average required. For the communication studies major who wishes to pursue an advanced independent research project under the supervision of a selected instructor. Intensive individual research on a problem designed by instructor and student in conference.

610 Reading Quantitative Research in Communication Studies (3). Permission of the instructor for nonmajors. Review of the basics of quantitative research (e.g., scientific method, modes of data collection, instrument development, data analysis techniques) with the goal of gaining skill in reading published articles in communication studies journals.

617 Introduction to Communication Disorders (EDUC 617) (3). Explores the etiology, epidemiology, assessment, and educational implications of speech and language disorders.

620 Theories of Interpersonal Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Course focuses on how communication is used to build and sustain interpersonal relationships. Forms and functions of communication are examined as a means of testing and defining relationships.

622 Impact of Disasters on Families (3). Permission of the instructor for nonmajors. Examination of the effects of disasters on children, families, and communities. Course considers strategies for disaster relief and methods for decreasing long-term psychosocial damage.

624 Hate Speech (3). The primary focus of hate speech is on the ways that interactants manipulate hatred to accomplish a variety of social and personal goals. The pursuit of this focus will allow the student to appreciate the operation of hatred in a variety of contexts. Often taught as a service-learning course.

625 Communication and Nonprofits in the Global Context (3). Introduces students to the opportunities, challenges, and rewards of participation within the nonprofit/NGO sector. The course also equips students with the skills needed to design and conduct engaged scholarship.

629 Topics in Interpersonal and Organizational Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Designed for advanced students, course provides in-depth examination of particular theories of human communication. Course focus varies. May be repeated.

635 Documentary Production (3). Prerequisite, COMM 230. A workshop in the production of video and/or film nonfiction or documentary projects. The course will focus on narrative, representational, and aesthetic strategies of documentary production.

636 Interactive Media (ART 406) (3). Prerequisite, COMM 230. Permission of the instructor for students lacking the prerequisite. Explores interactive media through creative projects that include sound, video, and graphic elements. Technical information will serve the broader goal of understanding the aesthetics and critical issues of interactive media.

639 Special Topics in Media Production (3). Prerequisite, COMM 140. A special topics course on a selected aspect of media production or writing. May be repeated.

642 Special Topics in Cultural Studies (3). Prerequisite, COMM 442. Permission of the instructor for nonmajors. This course will explore various specific topics, theories, and methodologies in cultural studies.

645 The Documentary Idea (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Historical and theoretical examination of expressions of the documentary idea in different eras and various modes including film, television, and radio.

646 Animation (3). Prerequisite, COMM 130. Permission of the instructor for nonmajors. An introduction to the art and mechanics of two-dimensional digital animation.

650 Global Media Economics after Convergence (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. One introductory economics course is recommended but not required. From basic concepts developed from the historical economics of film, the course moves through more recent cases into the assessment of systematic attempts to model aspects of global, convergent media.

651 Contemporary Global Media (3). Study of contemporary film/television within a specific international context, such as Great Britain, with particular attention to comparisons and contrasts with the United States and Hollywood.

652 Media and Difference (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. This course examines critical and theoretical issues concerning the representation and study of various modes of difference, such as sexuality, race, and gender, in specific media texts.

653 Experimental Video (3). Prerequisite, COMM 230. Permission of the instructor for students lacking the prerequisite. This course allows students to create video productions that play with forms that lie outside of mainstream media.

654 Motion Graphics, Special Effects, and Compositing (3). Prerequisite, COMM 130. Permission of the instructor for students lacking the prerequisite. In this course students learn a wide range of video post production techniques working mostly with the application After Effects.

655 Television Culture (3). Prerequisite, COMM 140. This course introduces students to critical television studies. The course emphasizes not television or culture as separate entities but instead "Television Culture." The focus of the class is on the interrelationship between television and contemporary culture.

656 Women and Film (WMST 656) (3). See WMST 656 for description.

657 Audio Production (3). Experience in nonlinear editing is recommended, although not required. Explore audio production as art and engineering; from acquisition to mastering. Flexibility for varying skill levels is designed into the course.

658 Latin American Cinema (3). This course examines the films, audiences, and social contexts of Latin American cinema from the 1930s to the present.

659 Special Topics in Media Studies (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. A special topics course on a selected aspect of media studies, including but not limited to media texts, contexts, and/or reception. May be repeated.

661 Performance of Race and Ethnicity (3). Recommended preparation, COMM 160. Examines race and ethnicity in specific geopolitical contexts as discursive formations, performative identities, and lived realities, and disciplinary/political boundaries that are produced and maintained through acts of performance.

662 Black/African Diaspora Performance (3). Recommended preparation, COMM 160. Relying on critical race theories, colonial and postcolonial theories, and theories of performance, this course engages comparative discourses of Black/African diaspora citizenship through the literature, poetry, fiction, nonfiction, drama, and cultural performances of people of African descent, particularly in Africa, Europe, and the Americas.

663 Practicum in Performance Studies (3). Prerequisite, COMM 160. Course provides a workshop setting for the process of creation, dramaturgy, development, analysis, and critique of graduates' and undergraduates' original performance work, focusing on the needs of each project in progress.

664 Field Methods (3). Recommended preparation, COMM 562 or 841. Field methods in performance studies is a bridge course designed to offer graduate students and advanced undergraduates a practicum in fieldwork methods and performance ethnography.

665 Performing Consumer Culture (3). Prerequisite, COMM 160. Course addresses the operation of corporate power and consumer practices as political and cultural performances, and performance as a means of pursuing social and economic justice.

667 Performance Activism (3). Prerequisite, COMM 160 or 260. History and practice of performance in contemporary social movements. Practical exploration of direct action, guerilla theatre, and performance interventions.

668 The Ethnographic Return (3). This course explores the intersection of ethnographic theory/practice and discourses of sustainable community change with the aim of making appropriate and effective contributions to community development.

669 Special Topics in Performance Studies (3). Prerequisites, COMM 160. Advanced study of selected topics drawn from performance history, theory, and practice. May be repeated.

670 Special Topics in Rhetorical Studies (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. A special topics course on a selected aspect of rhetoric and cultural studies. May be repeated.

675 Environmental Communication and the Public Sphere (ENST 675) (3). Examines communication practices that accompany citizen participation in environmental decisions, including public education campaigns of nonprofit organizations, "risk communication," media representations, and mediation in environmental disputes.

681 Contemporary Film Theory (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for undergraduates. Overview of poststructuralist, or 'contemporary' film theory. Traces its development, its techniques, fierce critiques lobbed at it since the early 1980s, and its points of continuing importance.

682 History of the Moving Image: Pasts, Presents, Futures (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for undergraduates. Theories of moving images and imaging technologies—from the primitive to the not-yet-existing—that focus on their multifaceted relations with various registers of time, memory, flux, and futurity.

683 Moving-Image Avant-Gardes and Experimentalism (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. History and theory of international avant-garde and experimentalist movements in film, video, intermedia, multimedia, and digital formats. Content and focus may vary from semester to semester.

693H Honors (3). Permission of the department. Majors only. 3.2 cumulative grade point average required. Individual projects designed by students and supervised by a faculty member.

694H Honors (3). Permission of the department. Majors only. 3.2 cumulative grade point average required. Individual projects designed by students and supervised by a faculty member.

Department of Computer Science

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ANSELMO LASTRA, *Chair*

Professors

Stan Ahalt, James Anderson, Sanjoy K. Baruah, Gary Bishop, Frederick P. Brooks Jr., Prasun Dewan, Henry Fuchs, Kevin Jeffay, Anselmo Lastra, Ming C. Lin, Dinesh Manocha, Stephen M. Pizer, David A. Plaisted, Jan F. Prins, Michael K. Reiter, John B. Smith, Jack S. Snoeyink, David Stotts.

Associate Professors

Kye S. Hedlund, Ketan Mayer-Patel, Leonard McMillan, Fabian Monrose, Jasleen Kaur Sahni, Montek Singh, Wei Wang.

Assistant Professors

Ron Alterovitz, Svetlana Lazebnik, Marc Niethammer.

Research Professors

Marc Pollefeys, Diane Pozefsky, F. Donelson Smith, Russell M. Taylor II.

Research Associate Professors

Gregory F. Welch, Mary C. Whitton.

Research Assistant Professors

Jan-Michael Frahm, Martin Styner.

Adjunct Professors

Nick England, Robert Fowler, Guido Gerig, Morgan Giddings, M. Gail Jones, J. Stephen Marron, John Poulton, Julian Rosenman, Diane Sonnenwald, Richard Superfine, Alexander Tropsha, Sean Washburn.

Adjunct Associate Professors

Stephen Aylward, Chris Healey, Sarang Joshi, Steven E. Molnar, Frank Mueller, Lars Nyland, Dinggang Shen.

Adjunct Assistant Professors

Brad Davis, Mark Foskey, Shawn Gomez, Hye-Chung Kum, Maria Papadopouli.

Professor of the Practice

Larry Conrad.

Lecturers

Tessa Nicholas, Timothy L. Quigg, Leandra Vicci.

Professors Emeriti

Peter Calingaert, John Halton, Gyula A. Magó, Donald F. Stanat, Jeannie Walsh, Stephen Weiss, William A. Wright.

Introduction

The Department of Computer Science offers instruction and performs research in the essential areas of computer science, including software, Web and Internet computing, networking, hardware systems, operating systems, compilers, parallel and distributed computing, theory of computing, and computer graphics. The bachelor of science with a major in computer science is the preferred degree both for graduate study in computer science and for technical careers in software development, computational science, networking, information systems, and electronic commerce. Graduates of the program are well-suited for professional employ-

ment in traditional computer and communications industries, as well as in such diverse industries as financial services and consulting practices in which computing and information management are central to the operation of the enterprise.

Majors receive rigorous training in the foundations of computer science and the relevant mathematics, then have ample opportunity to specialize in software systems, programming languages, theoretical computer science, or applications of computing technology in science, applied mathematics, medicine, or business. Students whose interests lie more in the area of digital system design should consider the computer engineering track of the Curriculum in Applied Sciences and Engineering. Students with interests in the cognitive, social, and organizational roles of information should consider the information science major in the School of Information and Library Science. Both programs are described elsewhere in this bulletin.

Majors also have the opportunity to receive practical training as a computing professional through an internship with a company or organization in the computing or information technology fields. Internships typically are paid positions and involve the student working off campus full time for a nine-month period consisting of one academic semester and a summer. During the academic semester of the internship, the student is enrolled in COMP 393 Internship and will be considered a full-time student for administrative purposes. All internships must be approved in advance by the director of undergraduate studies. Students interested in pursuing an internship should contact the director of undergraduate studies at least one year prior to the start of the internship.

Students who wish to use computers vocationally and desire a technical introduction to computing should take one or more of the introductory courses, COMP 110, 116, and 401, and one or two more advanced courses such as COMP 410, 411, and 416. Students can minor in computer science with five courses, as described below.

The department offers COMP 101 for all students who wish to develop the ability to use a personal computer for common applications. COMP 380 Computers and Society is a philosophical and moral reasoning Approaches course that has no programming prerequisite. Many other courses satisfy General Education quantitative requirements.

Programs of Study

The degree offered is the bachelor of science with a major in computer science. A minor in computer science is also offered.

Majoring in Computer Science: Bachelor of Science

Departmental Requirements

- COMP 401, 410, 411, and 550
- MATH 231, 232, 233, 381 (or STOR 215), and 547
- PHYS 116 and one of BIOL 101/101L, 202, 205; CHEM 101/101L, 102/102L; PHYS 117
- STOR 435
- Six courses from the computer science distribution requirement list (see below), with at least one course in each of the programming languages group, systems group, theory group, and applications group, with no more than one course from the interdisciplinary group. The following courses may be used to satisfy the distribution requirement:
    - Theory group (at least one course): COMP 455, MATH 566
    - Systems group (at least one course): COMP 431, 530, 535, 541
    - Programming languages group (at least one course): COMP 520, 523, 524
    - Applications group (at least one course): COMP 426, 521, 536, 575, 580
    - Interdisciplinary group (at most one course): BMME 410, 430, 440; INLS 509, 512; LING 540; any MATH course numbered greater than 520; STOR 415, 445, 515. Computing-related courses other than those listed in the interdisciplinary group may be counted as interdisciplinary courses, with the advance approval of the director of undergraduate studies. Note that students are not required to take a course from the interdisciplinary group.

Additional Requirements

- Completion of COMP 401, 410, and 411; MATH 231, 232, 233, 381 (or STOR 215); and PHYS 116 and the second science course (BIOL, CHEM, or PHYS) with a grade of C or better in each course is required for graduation.
- Students must earn a grade point average of 2.0 or higher and receive no grade lower than a C- in the nine required junior/senior courses: COMP 550, MATH 547, STOR 435, and the six required distribution courses.
- B.S. majors in computer science must fulfill all Foundations, Approaches, and Connections requirements.

The following is a suggested plan of study for B.S. majors. The nine required first-year/sophomore courses should be taken no later than the year listed, or students will be unable to declare the computer science major during the nominal major declaration period in the second semester of their sophomore year.

First Year

- ENGL 101, 102 (composition and rhetoric Foundations); foreign language level 2 and 3 (Foundations); first-year seminar or COMP 110; COMP 401; MATH 231, 232 (quantitative reasoning Foundations and quantitative intensive Connections courses)

Sophomore Year

- PHYS 116 and the second science course (BIOL, CHEM, or PHYS) (physical and life sciences Approaches course); MATH 233, 381 (or STOR 215); COMP 410, 411; three additional Approaches and Connections courses

Junior Year

- MATH 547; COMP 550; computer science distribution requirement (four courses); three additional Approaches and Connections courses

Senior Year

- STOR 435; computer science distribution requirement (two courses); Connections and free elective courses (four courses)

Notes on the Suggested Plan of Study

COMP 110 Introduction to Programming is a required prerequisite for COMP 401. Students with no programming experience should begin their program of study with COMP 110. The department assumes (but does not require) that prospective majors will have acquired sufficient knowledge of programming basics prior to enrolling at UNC–Chapel Hill to start with COMP 401. Students who are able to begin with COMP 401 may take it in their first semester and either advance the suggested program of study by one semester (giving themselves an extra free elective in their junior/senior

years) or take another appropriate course such as a first-year seminar as an elective in the first year. (In either case, neither COMP 110 nor a first-year seminar is a required course in the major.)

This plan of study further assumes that students will place out of foreign language 1. If this is not the case, then the student should start with foreign language 1 (and have one fewer free elective in the senior year.)

Minoring in Computer Science

A student may minor in computer science by completing five courses within these restrictions:

- COMP 401
- COMP 410 or 411
- Any three additional COMP courses above COMP 400

Students with the appropriate prerequisites (for example, from a mathematics major) may include MATH 381/STOR 215 and MATH 566 in their selection of courses. A grade of C or better is required in at least 12 hours of the minor courses. Including "Topics" courses such as COMP 590 requires approval of the undergraduate studies committee in the computer science department. Alternatives to these requirements must be approved by the undergraduate studies committee. No course may be counted for both the computer science minor and any major.

Honors in Computer Science

Students are eligible for graduation with honors if they complete the following requirements:

- Accumulation of a 3.2 or better cumulative grade point average
- Accumulation of a 3.2 or better grade point average from among the set of COMP, MATH, PHYS, and STOR courses taken to fulfill the graduation requirements for the major
- Successful completion of an honors independent study or research project, which requires completion of two sections of COMP 396, the construction of a written honors thesis, and an oral presentation of the thesis.

Students interested in pursuing honors in computer science are encouraged to contact the director of undergraduate studies to arrange an independent study or research project. Graduation with highest honors in computer science is possible for those students who accumulate grade point average of 3.6 or higher both overall and in the major and write an honors thesis that is acceptable for graduation with highest honors.

Special Opportunities in Computer Science

Departmental Involvement

Undergraduates participate in many department and university activities. Department-organized activities, such as the annual ACM programming contest, give students the chance to test their skills and knowledge against their peers at other universities.

Experiential Education

When arranged in advance with a supervising faculty member, COMP 392 can be used to get credit for appropriate work experience in the summer. COMP 392 satisfies the experiential education requirement. Another possibility is through study abroad (see below).

Internships in Industry

As described above, computer science majors have the opportunity to intern with a company for an extended period of up to nine months (one academic semester plus one summer) while remaining a full-time student. In addition, more traditional summer-only internships are also routinely available.

Laboratory Teaching Internships and Assistantships

In addition to their classroom experiences, undergraduates may enhance their learning experience as lab assistants or teaching assistants for computer science courses. They can gain valuable work experience as assistants on the department's computer services staff. The department also encourages students to pursue internships and summer co-op experiences. Carolina's proximity to Research Triangle Park means that computer science majors have many internship and postgraduation opportunities available in their own backyard.

Study Abroad

A study abroad opportunity with priority for computer science students is offered through University College London (UCL). UCL can accept UNC–Chapel Hill students for either a spring semester or year-long exchange. Many courses satisfying the computer science B.S. requirements can be completed at UCL. UCL is located in the heart of London and is just a few blocks away from UNC–Chapel Hill's European Study Center in Winston House. Application is through the University's Study Abroad Office and takes place early in the spring of each year. Applicants for exchange participation must have completed at least one year of study at UNC–Chapel Hill and must have declared a computer science or pre-computer science major. Study abroad satisfies the experiential education requirement of the undergraduate curriculum.

Undergraduate Awards

The department, in conjunction with SAS Institute, annually awards the Charles H. Dunham Scholarship to an outstanding computer science major. The scholarship includes a cash award to the student and a summer internship at SAS.

Undergraduate Research

Undergraduate students can participate in nationally recognized research programs or use the department's facilities to pursue self-directed research with a faculty member. The department has built peaks of excellence in several areas, including computer graphics, distributed and collaborative systems, hardware design, medical imaging, networking, and parallel computing. Much of its research is accessible to undergraduates and focuses on solving real-world problems.

Facilities

The department maintains a number of computer servers to support programming projects in advanced COMP courses. Within Sitterson Hall, computer science majors have access to additional facilities, including projection facilities for pair programming and research computing equipment for students engaged in supervised research projects.

Graduate School and Career Opportunities

The computer science program provides an excellent preparation for students interested in advanced study in computing in graduate school. The department's graduates are competitive nationally for admission to the top graduate schools, including UNC–Chapel Hill's graduate program. A five-year B.S.-M.S. degree program in computer science is also an option. This program is under the direc-

tion of the Department of Computer Science. Interested students should consult the program director.

Graduates typically have a wide range of career opportunities as computing professionals in such diverse fields as software development, information systems management, electronic commerce, education, and financial transaction processing. In addition, computer science majors have consistently ranked at or near the top of recent surveys of starting salary offers.

Contact Information

For the latest information about the B.S. degree with a major in computer science and for additional details about requirements, courses, advising, and other relevant information, please see www.cs.unc.edu/Admin/AcademicPrograms/Bachelors, or contact the director of undergraduate studies, CB# 3175, Sitterson Hall, (919) 962-1700.

COMP

050 First-Year Seminar: Computers Make It Possible (3). The goal of this seminar is to teach students how computers have affected society and how those uses have changed computers.

051 First-Year Seminar: Technology and Entrepreneurship: Propitious Partners (3). This course will look at the fundamental technologies important to an entrepreneurial endeavor. The course will include case studies and the design of technology in a new venture.

056 First-Year Seminar: The World Wide Web: What, How, and Why (3). This seminar will explore, use, and ponder the World Wide Web.

060 First-Year Seminar: Robotics with LEGO® (3). Required preparation, knowledge of elementary computer programming. The goal of this seminar is to give students a feel for the physical aspects of computing.

061 First-Year Seminar: 3D Animation with Computers—Your Cinematic Debut (3). This course is designed to combine some math, physical science, and computer graphics with the fun and creative aspects of movie making.

065 First-Year Seminar: Folding, from Paper to Proteins (3). Explore the art of origami, the science of protein, and the mathematics of robotics through lectures, discussions, and projects involving artistic folding, mathematical puzzles, scientific exploration, and research.

066 First-Year Seminar: Random Thoughts (3). Explore in depth notions of randomness and its antithesis, structure. Students will collectively conduct several classic experiments to explore the nature of randomness. Computer programming skills helpful, but not required.

070 First-Year Seminar: Computability, Unsolvability, and Consciousness (3). The course will introduce Turing machines, which have a finite control, can move back and forth on a one dimensional tape, and can read and write on the tape. The students will construct Turing machines to convince themselves that Turing machines are in principle as powerful as any other computer.

071 First-Year Seminar: Problem Solving and the World Wide Web (3). This is not a course in computer programming and credit may be earned for both this course and COMP 110 Introduction to Programming. Coregistration in ENGL 101 or 102 is required.

072 First-Year Seminar: Introduction to Computers (3). Required preparation, previous programming experience. We will explore the process of design and the nature of computers by designing, building, and programming LEGO® robots.

080 First-Year Seminar: Enabling Technology—Computers Helping People (3). Service-learning course exploring issues around computers and people with disabilities. Students work with users and experts to develop ideas and content for new technologies. No previous computer experience required.

101 Computers: Power Tools for the Mind (3). The nature of computers, their capabilities, and limitations. How computers work; popular applications; problem-solving skills; algorithms and programming; potential use and abuse in society. Lectures, weekly readings, and laboratory assignments.

102 Computer-Mediated Communication and Collaboration (3). An introduction to computing and computers as a way to communicate and collaborate. This course will teach communication and collaboration tools that facilitate effective content development and delivery.

110 Introduction to Programming (3). Introduction to computer use. Approaches to problem solving; algorithms and their design; fundamental programming skills. Students can receive credit for only one of COMP 110, 116, or 121.

116 Introduction to Scientific Programming (3). Prerequisite, MATH 231. An introduction to programming for computationally oriented scientists. Fundamental programming skills, using MATLAB and another imperative programming language (such as C). Problem analysis and algorithm design, with examples drawn from simple numerical and discrete problems. Students can receive credit for only one of COMP 110, 116, or 121.

121 Introduction to Functional Programming (3). An introduction to programming in the functional programming style, e.g., using a dialect of LISP. A brief introduction to an imperative language such as Pascal. A first course for prospective majors or students with some programming background. Students can receive credit for only one of COMP 110, 116, or 121.

180 Enabling Technologies (3). We will investigate ways computer technology can be used to mitigate the effects of disabilities and the sometimes surprising response of those we intended to help.

185 Serious Games (3). Concepts of computer game development and their application beyond entertainment to fields such as education, health, and business. Course includes team development of a game. Excludes COMP majors.

371 Language and Computers (LING 301) (3). See LING 301 for description.

380 Computers and Society (3). Cultural, social, philosophical, technological, and economic effects of information technology on individuals, groups, and society. Risks and controversies. Ethics of technology and computer use.

381 Computers and Technology for Society (3). Overview of the impact of computers and technology on society's institutions, beliefs, values, tastes, activities, ideals, paradigms, and processes. Programming knowledge assumed, permitting topics beyond COMP 380.

392 Practicum (1–3). Permission of the director of undergraduate studies. Computer science majors only. Work experience in nonelementary computer science. Pass or fail grade depends on a substantial written report by student and evaluation by employer. Pass/Fail. May be repeated for up to six credits.

393 Internship (3). Permission of the director of undergraduate studies. Computer science majors only. Practical extension of computer science knowledge through industrial work experience.

396 Independent Study in Computer Science (1–3). Permission of the director of undergraduate studies. Computer science majors only. For advanced majors in computer science who wish to conduct an independent study or research project with a faculty supervisor. May be taken repeatedly for up to a total of six credit hours.

401 Foundation of Programming (4). A first formal course in computer programming required. Advanced programming: Program specifications, preconditions, postconditions, loop invariants. Linear data structures, searching, and sorting. Algorithm paradigms and analysis.

410 Data Structures (3). Prerequisite, COMP 401. The analysis of data structures and their associated algorithms. Abstract data types, lists, stacks, queues, trees, and graphs. Sorting, searching, hashing.

411 Computer Organization (3). Prerequisite, COMP 401. Digital logic, circuit components. Data representation, computer architecture and implementation, assembly language programming.

416 Introduction to WWW Programming (3). Prerequisites, COMP 401 and 410. Client-side programming in Java for the World Wide Web. Introduction to TCP/IP, HTTP, and Web architecture. Emphasis on applet programming and component programming using threads, simple client-server applications, and XML.

426 Advanced WWW Programming (3). Prerequisite, COMP 416. Server-side programming in Java for the World Wide Web. Emphasis on servlet programming and distributed component programming using APIs for object serialization, remote method invocation, database connectivity, and XML generation.

431 Internet Services and Protocols (3). Prerequisites, COMP 410 and 411. Application-level protocols HTTP, SMTP, FTP, transport protocols TCP and UDP, and the network-level protocol IP. Internet architecture, naming, addressing, routing, and DNS. Sockets programming. Physical-layer technologies. Ethernet, ATM, and wireless.

455 Models of Languages and Computation (3). Prerequisites, COMP 110 or 401, and MATH 381. Introduction to the theory of computation. Finite automata, regular languages, pushdown automata, context-free languages, and Turing machines. Undecidable problems.

486 Applications of Natural Language Processing (INLS 512) (3). See INLS 512 for description.

487 Information Retrieval (INLS 509) (3). See INLS 509 for description.

520 Compilers (3). Prerequisites, COMP 410 and 411. Design and construction of compilers. Theory and pragmatics of lexical, syntactic, and semantic analysis. Interpretation. Code generation for a modern architecture. Run-time environments. Includes a large compiler implementation project.

521 Files and Databases (3). Prerequisites, COMP 410 and 411 and MATH 381. Placement of data on secondary storage. File organization. Database history, practice, major models, system structure and design.

523 Software Engineering Laboratory (4). Prerequisites, COMP 410 and 411. Organization and scheduling of software engineering projects, structured programming, and design. Each team designs, codes, and debugs program components and synthesizes them into a tested, documented program product.

524 Programming Language Concepts (3). Prerequisite, COMP 410. Concepts of high-level programming and their realization in specific languages. Data types, scope, control structures, procedural abstraction, classes, concurrency. Run-time implementation.

530 Operating Systems (3). Prerequisites, COMP 410 and 411. Types of operating systems. Concurrent programming. Management of storage, processes, devices. Scheduling, protection. Case study. Students implement significant components of a small operating system.

535 Introduction to Computer Security (3). Prerequisites, COMP 410 and MATH 381. Principles of securing the creation, storage, and transmission of data and ensuring its integrity, confidentiality and availability. Topics include access control, cryptography and cryptographic protocols, network security, and online privacy.

536 Enterprise Computing (3). Prerequisite, COMP 426. Equivalent experience for students lacking the prerequisite. Designing and building enterprise systems. Basic principles, design considerations, and technologies for large multiserver systems. Requirements include a project in which teams design and build a substantial system.

541 Digital Logic and Computer Design (4). Prerequisite, COMP 411. This course is an introduction to digital logic as well as the structure and electronic design of modern processors. Students will implement a working computer during the laboratory sessions.

550 Algorithms and Analysis (3). Prerequisites, COMP 410 and MATH 381. Formal specification and verification of programs. Techniques of algorithm analysis. Problem-solving paradigms. Survey of selected algorithms.

555 Bioalgorithms (3). Prerequisites, COMP 410 and MATH 381. Computational methods and algorithmic principles underlying bioinformatics and computational biology. Topics include graph algorithms, divide-and-conquer, dynamic programming, and greedy algorithms plus basic topics in molecular biology, genetics, and proteomics.

575 Introduction to Computer Graphics (3). Prerequisites, COMP 410 and MATH 547. Hardware, software, and algorithms for computer graphics. Scan conversion, 2-D and 3-D transformations, object hierarchies. Hidden surface removal, clipping, shading, and antialiasing. Not for graduate computer science credit.

580 Enabling Technologies (3). Prerequisite, COMP 410. We will investigate ways computer technology can be used to mitigate the effects of disabilities and the sometimes surprising response of those we intended to help.

585 Serious Games (3). Concepts of computer game development and their application beyond entertainment to fields such as education, health, and business. Course includes team development of a game.

590 Topics in Computer Science (1–21). Permission of the instructor. This course has variable content and may be taken multiple times for credit.

631 Computer Networks (3). Required preparation, a first course in operating systems, a first course in networking (e.g., COMP 431 and 530), and knowledge of probability and statistics. Topics in computer networks, including link layer protocols, switching, IP, TCP, and congestion control. Additional topics may include peer-to-peer infrastructures, network security, and multimedia applications.

633 Parallel and Distributed Computing (3). Required preparation, a first course in operating systems and a first course in algorithms (e.g., COMP 530 and 550). Principles and practices of parallel and distributed computing. Models of computation. Concurrent programming languages and systems. Architectures. Algorithms and applications. Practicum.

651 Computational Geometry (3). Required preparation, a first course in algorithms (e.g., 550). Design and analysis of algorithms and data structures for geometric problems. Applications in graphics, CAD/CAM, robotics, GIS, and molecular biology.

662 Scientific Computation II (ENVR 662, MATH 662) (3). Prerequisite, MATH 661. Theory and practical issues arising in linear algebra problems derived from physical applications, e.g. discretization of ODEs and PDEs; linear systems; linear least squares; eigenvalue problems; singular value decomposition.

665 Images, Graphics, and Vision (3). Required preparation, a first course in data structures and a first course in discrete mathematics (e.g., COMP 410 and MATH 383). Display devices and procedures. Scan conversion. Matrix algebra supporting viewing transformations in computer graphics. Basic differential geometry. Coordinate systems, Fourier analysis, FDFT algorithm. Human visual system, psychophysics, scale in vision.

Curriculum in Contemporary European Studies

www.unc.edu/euro

JOHN STEPHENS, *Director*
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Martine Antle (Romance Languages and Literatures), Chad Bryant (History), Liesbet Hooghe (Political Science), Federico Luisetti (Romance Languages and Literatures), Francois Nielsen (Sociology), Saule Omorova (Law), John Pickles (Geography), Donald Reid (History), Donald Searing (Political Science), John Stephens (Political Science; Sociology).

Affiliated Faculty

Sahar Amer (Asian Studies), Christopher Armitage (English and Comparative Literature), Susan Bickford (Political Science), Christopher Browning (History), Erin Carlston (English and Comparative Literature), Dino Cervigni (English and Comparative Literature; Romance Languages and Literatures), Marsha Collins (English and Comparative Literature), Patrick Conway (Economics), Pamela Cooper (English and Comparative Literature), Michael Corrado (Law), Carole Crumley (Anthropology), Eric Downing (English and Comparative Literature), Dominique Fisher (Romance Languages and Literatures), Karen Hagemann (History), Jonathan Hess (Germanic Languages and Literatures; Jewish Studies), Konrad Jarausch (History), Robert Jenkins (Slavic, Eurasian, and East European Studies; International Studies), Clayton Koelb (English and Comparative Literature; Germanic Languages and Literatures), Lloyd Kramer (History), Richard Langston (Germanic Languages and Literatures), Diane Leonard (English and Comparative Literature), Madeline Levine (Slavic Languages and Literatures), Michael Lugar (City and Regional Planning), Gary Marks (Political Science), Timothy McKeown (Political Science), Hassan Melehy (Romance Languages and Literatures), Layna Mosley (Political Science), Thomas Oatley (Political Science), Gerald Postema (Philosophy), Peter Redfield (Anthropology), Graeme Robertson (Political Science), Mary Sheriff (Art and Art History), Jurg Steiner (Political Science), Milada Vachudova (Political Science), Georg Vanberg (Political Science), Ivana Vuletic (Slavic Languages and Literatures).

Introduction

The goal of the Curriculum in Contemporary European Studies is to provide a structured undergraduate program on the politics, economics, society, and culture of contemporary Europe. The curriculum is designed as a complementary major for students wishing to deepen their understanding of the issues and events currently shaping Europe. Students majoring in EURO are therefore strongly encouraged to also complete a second major in an academic department.

A combination of courses and extensive language training will enable students to study contemporary Europe through a sophisticated interdisciplinary framework. In addition to the core and quantitative analysis requirements, contemporary European studies majors must complete six semesters of a European language, bringing them to a level of linguistic proficiency sufficient to operate effectively and conduct undergraduate research in the second language. Other coursework for the major in contemporary European studies focuses on three thematic groupings:

I. Contemporary Europe: Integration and Enlargement
II. Contemporary Europe: Histories and Cultures
III. Contemporary Europe: Images, Narratives, and Ideas

Program of Study

The degree offered is the bachelor of arts with a major in contemporary European studies.

Majoring in Contemporary European Studies: Bachelor of Arts

Departmental Requirements

- Western European foreign language through level 6
- ECON/EURO/PWAD 460 or EURO/POLI 442
- EURO/HIST 159 and EURO/POLI 239
- Six approved courses chosen from three themes (I. Integration and Enlargement; II. Histories and Cultures; III. Images, Narratives, and Ideas), with the following stipulations:
    - At least one course must be taken from theme I and one from theme II.
    - The remaining four courses must be distributed over two themes.
    - At least four courses must be at the 400 level or above.
    - At least four courses must be completed within a single social science department.

I. Contemporary Europe: Integration and Enlargement

ECON 461, 560; ECON/EURO/PWAD 460*; EURO/POLI 442*; FREN 378; GEOG/INTS 464; INTS/POLI 433, 438; POLI 195 (with approval, based on topic), 232, 236, 430; POLI/PWAD/SOCI 260; POLI/SOCI 439

*May only count as a Theme I course if not already used to fulfill the quantitative analysis requirement

II. Contemporary Europe: Histories and Cultures

ANTH 377; ASIA/INTS 452; EURO/SPAN 386; FREN 331, 377, 504; GERM 349; GERM/HIST/POLI/SOCI 257; GERM 270/JWST 239/RELI 239; HIST 260, 292H (with approval, based on topic), 391 (with approval, based on topic), 458, 463, 469, 475, 481, 490 (with approval, based on topic); HIST/JWST/PWAD 262; HIST/WMST 259; ITAL 343; LING/SLAV 306; PWAD/SLAV 467; SLAV 196; SPAN 340

III. Contemporary Europe: Images, Narratives, and Ideas

ANTH 449; ART 283; CMPL 385, 466; CMPL/EURO/FREN 332H; CMPL 374/WMST 373; COMM/GERM 275; ECON 434; ENGL 190, 278, 378; ENGL/PWAD 659; FREN 372, 373; GERM 255, 272, 280, 350, 381, 382, 390 (with approval, based on topic), 655; GERM/SLAV 251; GERM/WMST 250; HIST 466; ITAL 242, 331, 333, 335, 382, 398 (with approval, based on topic); MUSC 253, 284, 285; PHIL 224, 229, 494; POLI 432, 472; SLAV 101, 198; SPAN 635

New courses may be added to this list annually, as the Center for European Studies funds their development. An updated list of approved courses may be obtained from the contemporary European studies Web site (www.unc.edu/euro). Other courses relevant to the study of contemporary Europe may be taken for credit in the major, if approved by the curriculum advisor.

A total of 12 courses is required for a contemporary European studies major, at least four of which must be at the 400 level or above. A minimum of four and a maximum of six courses must be completed within a single social science department. Given the rigorous requirements for the major, students who are interested in contemporary European studies are urged to meet with the curriculum advisor as early as possible in their undergraduate career to design a comprehensive course plan.

Contemporary European studies majors are required to complete a minimum of six semesters of a western European language, or document sixth-semester proficiency through university placement tests. One approved literature course taught in the language may also count as a Theme III requirement, if listed under the theme course listings above. EURO majors are strongly encouraged to apply their language proficiency skills in languages across the curriculum (LAC) courses and complete a UNC-approved study abroad program in the target language.

Intermediate quantitative skills are required to study essential data about economic, social, and political developments in contemporary Europe. All EURO majors must therefore complete either ECON/EURO/PWAD 460 International Economics (prerequisites ECON 310 or 410) or EURO/POLI 442 International Political Economy (prerequisites POLI 150 and ECON 101).

Honors

The Curriculum in Contemporary European Studies does not offer an honors program. Students who wish to pursue an honors thesis are advised to do so in association with a double major in an academic department.

Special Opportunities in Contemporary European Studies

Departmental Involvement

The EURO major is administered by the Center for European Studies (CES), a United States Department of Education Title VI National Resource Center and a European Union Center of Excellence funded by the European Commission. Through CES, contemporary European studies majors can participate in a wide range of ongoing programs, including guest speakers, film festivals, conferences, and cultural events. The center also houses the Transatlantic Master's Program (TAM), a graduate degree program which may also be of particular interest to EURO majors.

Study Abroad

Contemporary European studies majors are strongly encouraged to apply their language proficiency skills by completing an approved study abroad program in their target language.

Graduate School and Career Opportunities

The major's unique combination of courses and extensive language training enables students to study contemporary Europe through a sophisticated interdisciplinary framework. Graduates will be well prepared for graduate studies in the Transatlantic Master's Program or other advanced degree programs with a contemporary European focus.

Contact Information

Questions about the major should be directed to Tanya Kinsella at the Center for European Studies, CB# 3449; (919) 962-1602, kinsella@unc.edu.

EURO

159 20th-Century Europe (HIST 159) (3). See HIST 159 for description.

239 Introduction to European Government (POLI 239) (3). See POLI 239 for description.

332H Cultural Identities in European Cinema (CMPL 332H, FREN 332H) (3). See FREN 332H for description.

386 The Quest for Identity in Contemporary Spain (SPAN 362) (3). See SPAN 362 for description.

442 International Political Economy (POLI 442) (3). See POLI 442 for description.

460 International Economics (ECON 460, PWAD 460) (3). See ECON 460 for description.

Department of Dramatic Art

www.unc.edu/drama

MCKAY COBLE, *Chair*

Professors

McKay Coble, Raymond E. Dooley, Roberta A. (Bobbi) Owen (Michael R. McVaugh Distinguished Professor in Dramatic Art), Bonnie N. Raphael, Craig A. Turner, Adam N. Versényi (Milly Barranger Distinguished Professor).

Associate Professor

Michael J. Rolleri.

Assistant Professors

Janet A. Chambers, Ashley Lucas, Karen O'Brien, Scott Ripley.

Adjunct Professor

Judith L. Adamson.

Adjunct Associate Professors

Julie Fishell, Gregory Kable.

Adjunct Assistant Professors

Jeffrey B. Cornell, Eric Ketchum.

Visiting Assistant Professor

Jade R. Bettin.

Lecturers

David A. Adamson, Glenna Batson, Mark Perry, Rachel Pollock, Kathryn Williams.

Professors Emeriti

Milly S. Barranger (Alumni Distinguished Professor), Russell B. Graves, David A. Hammond, Leon Katz.

Introduction

The study of dramatic art focuses upon the great dramatic texts of the classical and modern periods and introduces the student to the variety of artistic endeavors necessary to realize the text in theatrical performance. Majors concentrate on the literature and history of the theatre while investigating the processes involved in acting, directing, design, costume, and technical production.

Courses focus on the connections between theatre and society, between theatrical performance and the visual arts, and between dramatic literature and philosophy, history, and other literary forms. The study of theatre embraces a range of subjects in the humanities and fine arts, including literature, language, aesthetics, culture, and performance.

Programs of Study

The degree offered is the bachelor of arts with a major in dramatic art. Minors are offered in dramaturgy, theatrical design, theatrical production, and writing for the stage and screen.

Majoring in Dramatic Art: Bachelor of Arts

Departmental Requirements

- DRAM 120 Play Analysis
- Three courses in dramatic literature/theatre history/criticism. Two courses must be chosen from DRAM 281, 282, and 283. The remaining course can be chosen from the following list: DRAM 281, 282, 283, 284, 285, 287, 450, 486, 487, 488.
- Two courses in acting (DRAM 150), directing (DRAM 300), and design (DRAM 465, 466, 467, 468, 477). Only one course from each area may be counted toward the major.
- One course in costume production or technical production (both satisfy the EE and VP General Education requirements): DRAM 191 or 192
- Production Practicum: DRAM 193 Production Practicum with PlayMakers Repertory Company (transfer credit not allowed). This course fills the General Education EE requirement.

The dramatic art major has eight required courses, with DRAM 120 Play Analysis the first course for majors. Students planning to major in dramatic art should complete DRAM 120 preferably during their first year. The major provides a broad basis for understanding and appreciating theatre as a cultural entity and as an artistic process. The program also provides opportunities for students to learn and develop basic skills in the various areas of theatre practice. All General Education requirements apply.

Because the College of Arts and Sciences allows a total of 45 credit hours (15 three-hour courses) in a student's major to count toward graduation, as many as seven electives can be selected from the broad range of offerings in the department. Students may choose to concentrate on an area (or areas) of special interest within the major: acting, directing, voice, movement, technical production, design (scenic, costume, sound, and lighting), costume history, costume construction, dramatic literature and criticism, dramaturgy, stage management, theatre management, and playwriting.

Minoring in Dramaturgy

The minor in dramaturgy consists of four courses.

- DRAM 120 Play Analysis
- Three courses chosen from DRAM 281, 282, 283, 284, 285, 287, 450, 486, 487, 488

Minoring in Theatrical Design

The minor in theatrical design consists of four courses.

- DRAM 120 Play Analysis
- Three courses chosen from DRAM 280, 465, 466, 467, 468, 470, 475, 477, 480, 566, 567

Minoring in Theatrical Production

The minor in theatrical production consists of four courses.

- DRAM 191 or 192 related to area of concentration
- Three courses selected from DRAM 193, 465, 466, 467, 468, 473, 474, 477, 495, 567, 650

Minoring in Writing for the Stage and Screen

The minor in writing for the stage and screen is an interdisciplinary program drawing upon the faculties and resources of the Department of Dramatic Art, Department of Communication Studies, and the Creative Writing Program of the Department of English and Comparative Literature. The director is David Sontag in the Department of Communication Studies. For additional information, please see the Department of Communication Studies in this bulletin.

Honors in Dramatic Art

In order to receive departmental honors, students must have a 3.5 grade point average at the end of the junior year, enroll in DRAM 691H (three hours credit) and 692H (three hours credit) during their senior year, and complete a special project (essay or creative endeavor) approved by the department. A student may then be designated as a candidate for undergraduate honors or highest honors based on department review of the special project or performance. For more information contact Head, Honors Program, Department of Dramatic Art, CB# 3230, Center for Dramatic Art, (919) 962-1132.

Special Opportunities in Dramatic Art

Departmental Involvement

Two undergraduate students are elected each year from among the majors to serve as representatives to the faculty. They attend faculty meetings and host events that bring students and faculty together.

Performance/Production Opportunities

The Department of Dramatic Art Undergraduate Production offers many opportunities for interested students—majors and nonmajors alike—to participate in performance and production. Each year the Department of Dramatic Art supports six to eight full productions in the Elizabeth Price Kenan Theatre. Seasons may include classic plays, contemporary plays, musicals, and original works. A faculty and peer-elected board of six undergraduate students selects a season of shows submitted by faculty and student proposal under the guidance of two academic advisers. Productions are directed by faculty and guest artists as well as by students. As part of the Department of Dramatic Art Lab! Theatre, undergraduates direct, design, act and produce free Mainstage and Second Stage productions.

PlayMakers Repertory Company

Several different aspects of student involvement with PlayMakers Repertory Company (PRC, a professional LORT/AEA theatre on campus) are possibilities. Technical assistance, running crews, internships in administration, and assistant stage management positions are open to undergraduates. For appropriate supporting and understudy roles, auditions are held during the year for these productions. PRC engages resident and guest professionals active in regional and commercial theatres as guest actors, directors, and designers. Students have opportunities to associate with and learn from these professionals throughout the year.

Study Abroad

With more than 300 programs available in 70 countries, there are many international experiences structured to enhance the student's undergraduate career. Major/minor credit is available as well as General Education credit. Departmental approval for theatre courses is arranged with the director of undergraduate studies and is coordinated by the Study Abroad Office.

Undergraduate Awards

Each spring, the Department of Dramatic Art awards several monetary prizes to its undergraduate majors (and graduate students) who are continuing into the next academic year. The prizes are endowed by generous alumni and friends, including Andy Griffith and George Grizzard. In addition, the Sam Selden Prize in Playwriting and the Wes Egan Award in Design are awarded competitively each year.

Undergraduate Research

Faculty and departmental advisors are available to help students define areas of interest, understand the existing knowledge base in a particular area, and develop a plan for meaningful undergraduate research. These goals can be realized through departmental independent study and honors research. See the director of undergraduate studies and the honors advisor for more information. Additional resources are available through the Office of Undergraduate Research at www.unc.edu/depts/our.

Facilities

The Department of Dramatic Art offices, classrooms, studios, rehearsal hall, and construction shops are located in the Center for Dramatic Art. The department also operates in three theatres: The Elizabeth Price Kenan Theatre, a 280-seat flexible facility; The Paul Green Theatre, a 499-seat thrust stage, which is the home of PlayMakers Repertory Company; and historic Playmakers Theatre, a 285-seat proscenium playhouse, formerly the home of the Carolina Playmakers. Majors have opportunities to work and learn in various capacities in these performance spaces.

Graduate School and Career Opportunities

The dramatic art major is associated with a variety of career opportunities, including graduate study, public relations, communications, arts management, public service, teaching, and theatre-related careers, including literary management, stage management, acting, design, publicity, marketing, fund-raising, technical production, sound and lighting technology, box office management, costuming, electrics, and stage craft.

Contact Information

Director of Undergraduate Studies, Department of Dramatic Art, CB# 3230, Center for Dramatic Art, (919) 962-1132.

For additional information about the application process for the minor in writing for the screen and stage, contact David Sontag in the Department of Communications Studies.

DRAM

080 First-Year Seminar: Psychology of Clothes: Motivations for Dressing Up and Dressing Down (3). The course seeks to help students find ways to articulate their own motivations for dress and then apply the ideas they have discovered to the ways in which individuality as well as group attitudes are expressed through clothing.

081 First-Year Seminar: Staging America: The American Drama (3). This seminar examines American drama from its colonial origins to the present as both a literary and commercial art form. The focus throughout will be on the forces that shaped American drama as well as drama's ability to shed light on the national experience.

082 First-Year Seminar: All the World's a Stage: Drama as a Mirror of Society (3). This seminar examines how theatre evolves from and reflects the society that generates it, and how understanding that society can enrich our responses to plays.

083 First-Year Seminar: Spectacle in the Theatre (3). This course examines how the theatrical designer uses scenery, costumes, and lighting to help create a production. Students will apply these techniques in creating their own design projects.

084 First-Year Seminar: The Inherent Qualities of Theatrical Space (3). This course examines what elements contribute to the theatricality of space. Through research and creative projects, students will gauge how a space informs what goes on inside it.

085 First-Year Seminar: Documentary Theatre (3). This course explores the political and social ramifications of documentary theatre in the United States. Students will investigate a local community of their choosing and create an interview-based performance.

086 First-Year Seminar: Rediscovering the Mind–Body Connection (3). This seminar will focus on developing our unique mind–body connection. By encouraging small and large changes in behavior students will learn how their body is used to create their world.

087 First-Year Seminar: Style: A Mode of Expression (3). This seminar studies the elements of design in their pure form, surveys a history of period styles and theatre, and identifies their causes.

089 First-Year Seminar: Special Topics (3). This is a special topics course. Content will vary.

115 Perspectives in Drama (3). A survey of plays from the Greeks to the present, analyzed through such elements of the dramatic text as action, character, structure, and language.

116 Perspectives in the Theatre (3). A survey of the interrelationships of acting, directing, designing, and playwriting through the study of major periods of theatrical expression and representative plays.

117 Perspectives in World Drama (3). A survey of non-Western drama and theatre with emphasis on the historical and aesthetic development of those regions.

120 Play Analysis (3). DRAM 120 is the first course in the major and the minor in dramatic art. Development of the skill to analyze plays for academic and production purposes through the intensive study of representative plays.

131 Writing for the Stage and Screen (COMM 131) (3). Prerequisite, ENGL 130. Permission of the instructor for students lacking the prerequisite. Required for the interdisciplinary minor in screen and stage writing. Introduction to writing screen and stage plays.

134 Practicum in Theatrical Auditions (1). Permission of the instructor. Practice in the techniques necessary for successful auditions for the theatre.

135 Acting for Nonmajors (3). Introduction to basic processes and techniques of acting for the stage.

140 Voice Training I (3). Fundamental principles underlying the effective use of voice and speech in performance.

145 Acting for the Screen and Stage (3). The course focuses on developing acting techniques for use in front of the camera and the way they are differentiated from those used on stage.

150 Beginning Acting for the Major (3). Prerequisite, DRAM 120. Introduction to acting tools, emphasizing playing actions and pursuing an objective within personalized given circumstances. Performance work drawn from short scripted, improvised, and contemporary scenes.

155 Movement for the Actor (3). Introduction to physical training. Individual/group exercises explore relaxation, breath, concentration, flexibility, and imaginative response that become physical tools for acting. May include stage combat, juggling, mime, improvisation, games, and yoga.

160 Stagecraft (3). General survey of materials, equipment, and processes used in technical theatre.

164 Introduction to Stage Makeup (1). May be repeated for a maximum of three credits. Students receiving credit for DRAM 164 receive no credit for 165. Introductory course exploring principles and applications of stage makeup for stage, film, television.

165 Stage Makeup (1–3). Students cannot receive credit for both DRAM 164 and 165. A study of principles and techniques for stage, film, and television makeup, including corrective makeup, old age, 3-D, casting for prosthetic pieces, and methods for creating fantasy forms. Also applicable to film and television.

191 Technical Methods: Scenery (3). DRAM 191 or 192 required for dramatic art majors. Permission of the instructor for nonmajors. Introduction to equipment, procedures, and personnel in the design and execution of plans for scenery, lighting, properties, and sound for theatrical productions.

192 Technical Methods: Costume (3). DRAM 191 or 192 required for dramatic art majors. Permission of the instructor for nonmajors. Introduction to equipment, procedures, and personnel in the design and execution of costumes for theatrical productions.

193 Production Practicum (3). Permission of the instructor for nonmajors. Required for the dramatic art major. Practicum in production with PlayMakers Repertory Company in costuming, scenery, lighting, or sound.

195 Dramatic Art Projects (1–3). Permission of the department. May be repeated for credit. Restricted to juniors and seniors majoring in dramatic art. Intensive individual work in major areas of theatrical production: design, technical, directing, acting, playwriting, management.

215 Studies in Western Drama (3). A study of the thematic and formal developments of Western drama, tracing legacies from classical Greece to the contemporary stage.

231 Playwriting I (3). Permission of the department. A practical course in writing for the stage with studio productions of selected works.

235 Acting for Nonmajors II (3). Prerequisite, DRAM 135. A further exploration of basic processes and techniques of acting for the stage.

240 Voice Training II (3). Prerequisite, DRAM 140. A continuation of DRAM 140.

245 Acting for the Camera (3). Prerequisite, DRAM 135 or 150. Permission of the instructor for students lacking the prerequisite. The process of acting and its relationship to the technical and artistic demands of television/film production. Problems of continuity and out-of-sequence filming. Concentration and thinking on camera.

250 Intermediate Acting for the Major (3). Prerequisite, DRAM 150. A deeper exploration of fulfilled actions prompted by an objective, with emphasis on developing techniques required by more formally structured texts such as Sophocles, Molière, Ibsen, Shaw, and Chekhov.

255 Movement for the Actor II (3). Prerequisite, DRAM 155. Permission of the instructor for students lacking the prerequisite. Development of balance, flexibility, strength, focus, grace, and precision through martial art of T'ai Chi Ch'uan. Emphasis on applying T'ai Chi principles to acting. Chinese philosophical bases for T'ai Chi explored.

260 Advanced Stagecraft (3). Prerequisite, DRAM 160. Permission of the instructor for students lacking the prerequisite. The course provides practical applications of principles and tech-

niques used in technical theatre. Lectures are supported by individually scheduled workshop sessions where techniques are applied to a theatrical production.

280 Period Styles for the Theatre (3). Students may not receive credit for both DRAM 280 and 480. A study of visual, cultural, and social styles through history as the forms developed, and as they relate to stylistic production for the theatre.

281 Theatre History and Literature I (3). Prerequisite, DRAM 120. Survey of theatre practice and writing from the Greeks to 1700.

282 Theatre History and Literature II (3). Prerequisite, DRAM 120. Survey of theatre practice and writing from 1700 to 1920.

283 Theatre History and Literature III (3). Prerequisite, DRAM 120. Survey of theatre practice and writing from 1930 to the present.

284 Studies in Dramatic Theory and Criticism (3). May be repeated for credit. Seminar in dramatic theory and criticism with emphasis on the modern period.

285 Modern British Drama (3). Prerequisite, DRAM 120. Evolution of modern British drama from 1956 through the present.

287 African American Theatre (3). Prerequisite, DRAM 120. This course investigates the history and legacy of African American drama through the study of its literary texts, performance styles, and cultural history.

288 Theatre for Social Change: Latina/o Performance Traditions (3). Prerequisite, DRAM 120. This course assesses different models of theatre for social change as historically employed by United States Latina/o and Latina American theatre practitioners. Students will be guided through creating new works.

290 Special Studies (0.5–3). Permission of the department. May be repeated for credit. Minimum 15 hours per week required during the rehearsal period, and a faculty evaluation is provided at the close of the production. Credit for performance and/or production experience in Department of Dramatic Art productions, including PlayMakers Repertory Company.

300 Directing (3). Prerequisite, DRAM 120. Permission of the instructor for students lacking the prerequisite. Generally limited to majors. An introductory course in the principles of stage directing; analysis for concept, organization of production, and methodology of staging.

331 Playwriting II (3). Prerequisite, DRAM 231. A practical course in writing for the theatre, taught at an advanced level.

350 Advanced Acting for the Major (3). Prerequisite, DRAM 250. Permission of the instructor for students lacking the prerequisite. Development of the actor's technique in verse drama with emphasis on scansion and textual analysis as guidelines for actions, characterization, and given circumstances. Scene and monologue work drawn from the works of Shakespeare.

395 Professional Theatre Laboratory (1–12). Permission of the department. Individual programs or internship in acting, directing, design, management, and playwriting under the guidance of professional practitioners in conjunction with PlayMakers Repertory Company or other professional theatre organizations.

450 Shakespeare in the Theatre (3). Prerequisite, DRAM 120. A study of the literary, stage history, and production problems of representative plays.

465 Sound Design (3). The study of general principles of sound design for the theatre. Theory and application of sound design techniques for the stage, including script analysis, staging concepts, special effects, sound plots, and technology.

466 Scene Design (3). Permission of the instructor. General principles of visual design as applied to scenery for the theatre. Instruction in standard techniques of planning and rendering scene design.

467 Costume Design I (3). Permission of the instructor. Studies and practicum in play analysis and costume design for the theatre. Instruction in techniques of planning and rendering costume design.

468 Lighting Design I (3). Permission of the instructor. General principles of lighting design as applied to the performing arts. Theory and instruction in standard techniques of lighting for the stage.

470 Survey of Costume History (3). A survey of historic costume forms from ancient Egypt to the present time.

473 Costume Construction I (1–3). Permission of the instructor. Beginning instruction in pattern making through flat pattern for theatrical costume.

474 Costume Construction II (1–3). Prerequisite, DRAM 473. Permission of the instructor for students lacking the prerequisite. Beginning instruction in pattern making through draping on a dress form for theatrical costume.

475 Costume History: Africa, Asia, and Arabia (3). A survey of the traditional costume forms on the African Continent, in Asia (China, Japan, India), and on the Arabian Peninsula.

477 Theatrical Design (3). Prerequisite, DRAM 120. General principles of scenic, costume, and lighting design for the theatre.

480 Period Styles for Production (3). Students may not receive credit for both DRAM 280 and 480. A study of the historical development of Western minor arts and the ramifications of reproducing them for the theatre.

484 Studies in Dramaturgy and Criticism (3). This seminar seeks to introduce students to the principles of arts criticism through study of the work of a variety of different critics, by distinguishing between the nature of criticism and reviewing the arts, and through the students' own practice of critical writing.

486 Latin American Theatre (3). Prerequisite, DRAM 120. This course explores the historical and aesthetic development of Latin American theatre, focusing on particular factors that distinguish this theatre from the Western European tradition.

487 Chicana/o Drama (3). Prerequisite, DRAM 120. Permission of the instructor for students lacking the prerequisite. This course surveys Chicana/o history and culture from 1965 to the present through the examination of plays by and about Chicana/os. It also interrogates Chicana/o performance practices as political acts.

488 United States Latino/a Theatre (3). Prerequisite, DRAM 120. Investigation of United States Latino/a theatre texts and performance practices as a discreet genre. United States Latino/a theatre will be distinguished from the dominant culture, and diversity of forms and styles discussed.

490 Theatre Management (3). Practicum in theatre management procedures and business of the theatre involving box office, audience development, research, publicity, operational, and contract procedures in regard to artists, technicians, managers, and producers. Students actively engage in management areas of the PlayMakers Repertory Company and productions of the Department of Dramatic Art.

491 Issues in Arts Management (3). Arts management issues taught through analysis of case studies. Course includes management theories, organizational structures, and current issues.

495 Stage Management (3). Permission of the department. A study of the basic principles and practices of modern stage management.

566 Advanced Scene Design (3). Prerequisite, DRAM 466. Permission of the instructor for students lacking the prerequisite. Advanced study of the principles and practice of designing scenery for the theatre.

567 Costume Design II (3). Prerequisite, DRAM 467. Permission of the instructor. Practicum in costume design for the theatre, focusing on the requirements of professional theatre production and alternative costume design solutions.

595 Costume Seminars I: Dyeing and Painting (1–3). Prerequisite, DRAM 192. Permission of the instructor. Taught in a four-semester rotation. May be repeated for credit for a total of six hours for undergraduates and 12 hours for graduate students. Series of topics in costume for use in design and production for the stage.

597 Costume Seminars II: Millinery and Hair (1–3). Permission of the instructor. Advanced costume production techniques with an emphasis on millinery and hair design.

598 Costume Seminars III: Masks and Armor (1–3). Permission of the instructor. Advanced costume production techniques with an emphasis on creating masks and armor.

599 Costume Seminars IV: Decorative Arts (1–3). Permission of the instructor. Advanced costume production techniques with an emphasis on decorative arts.

650 Costume Production I: Couture Methods (0.5–3). Prerequisite, DRAM 192. Advanced construction techniques in theatrical costuming with an emphasis on couture methods.

667 Advanced Costume Design I (1–3). Permission of the instructor. Study of costume design for students concentrating in costume production.

691H Honors Project in Dramatic Art (3). Required preparation, 3.5 cumulative grade point average and permission of the department. The commencement of a special project (essay or creative endeavor), approved by the department, by a student who has been designated a candidate for undergraduate honors.

692H Honors Project in Dramatic Art (3). Prerequisite, DRAM 691H. Permission of the department. The completion of a special project by a student who has been designated a candidate for undergraduate honors.

697 Senior Seminar (3). Close study of the interrelationships between theory and practice in contemporary world theatre, placing developments in their cultural contexts, and exploring current theatrical trends in an international framework.

Department of Economics

www.unc.edu/depts/econ

JOHN S. AKIN, *Chair*

Professors

John S. Akin, Gary A. Biglaiser, Patrick J. Conway, Richard T. Froyen, Eric Ghysels, David K. Guilkey, Eric Renault, Steven S. Rosefielde, Michael K. Salemi, John F. Stewart, Helen V. Tauchen.

Associate Professors

Donna B. Gilleskie, Lutz Hendricks, Peter Norman, William Parke, Sergio Parreiras, Boone A. Turchi.

Assistant Professors

Sandra Campo, Anusha Chari, Saraswata Chaudhuri, Neville Francis, Jonathan Hill, Vijay Krishna, Oksana Leukhina, Brian McManus, Sang Soo Park.

Adjunct Professors

Richard Bilsborrow, Ralph Byrns, Peter Coclanis, Jennifer Conrad, Barry Popkin, Frank Sloan.

Adjunct Associate Professors

James Anton, Scott Baker, Robert Connolly, Sally Stearns, Rachel A. Willis.

Lecturers

Michael Aguilar, Rita Balaban, Burton Goldstein, Stephen Lich-Tyler, John McCallie, Geetha Vaidyanathan.

Professors Emeriti

Dennis Appleyard, Arthur Benavie, Stanley W. Black, Alfred J. Field Jr., James Friedman, A. Ronald Gallant, James Ingram, David McFarland, James L. Murphy, Thomas Orsagh, Ralph Pfouts, Vincent Tarascio, Roger Waud, James Wilde.

Introduction

Economics is commonly defined as the study of how society allocates scarce resources to satisfy unlimited wants. In other words, economics focuses upon the fact that we wish to maximize our satisfaction through the consumption of goods and services (including leisure time); however, the resources available for production are limited. Hence, decisions must be made regarding what to produce, how to produce it most efficiently, and how to distribute the output among the various members of the society. Economics analyzes the market framework for making such choices.

At the microeconomic or "individual unit" level, economics examines the behavior of consumers, business firms, workers, and individual markets. At the macroeconomic or "aggregate" level, attention is given to the national and international problems of unemployment, inflation, balance of payments, and economic growth. The role of government with respect to these issues is also considered because the market cannot properly allocate all goods and services without allowances for noncompetitive forces, external effects such as pollution, and concern over the distribution of income. Additionally, nonmarket or "command" economies are compared with market economies.

In recent years, many students have chosen to double major in economics and another academic discipline. Combinations of economics with majors such as mathematics, international studies, foreign language, and political science can be useful to students contemplating

private employment, government employment, or graduate work in economics, planning, law, or business administration.

The courses leading to a B.A. degree with a major in economics comprise a large area of inquiry into the problems and structure of the economic segment of society. The curriculum provides the opportunity to achieve one or more of the following objectives:

- General education for intelligent citizenship with special emphasis on understanding the principles and problems of modern economic life.
- Preparation for private employment. In pursuing this objective, supplementary courses in business administration (especially accounting courses) may be selected and integrated with the student's program.
- Preparation for governmental employment.
- Preparation for graduate programs in economics, business administration, international studies, law, health and hospital administration, city planning, public policy, and other fields.
- Specialized undergraduate programs incorporating double majors and interdisciplinary studies.

Program Restrictions

ECON 101 or equivalent is a prerequisite to all courses numbered above the 100 level. In addition, University graduation credit will be given for only one in each of the following sets of courses: ECON 310 and 410, ECON 320 and 420, ECON 320 and 423, ECON 330 and 430, ECON 340 and 440, ECON 345 and 445, ECON 380 and 480.

Programs of Study

The degree offered is the bachelor of arts with a major in economics. A minor in entrepreneurship is offered.

Majoring in Economics: Bachelor of Arts

Departmental Requirements

- ECON 101 (gateway course)
- ECON 400, 410, and 420
- Four ECON courses at the 400-, 500-, or 600-level, with at least one course above the 400 level. Note that 200- and 300-level courses do not count toward the major.
- A grade of C must be attained in at least six of the seven major courses numbered above 101.

At least seven courses in economics, in addition to ECON 101, are required. STOR 155 and BUSI 410 will substitute for ECON 400; if this substitution is made, another major-level economics course must be taken in its place so there are seven economics courses in addition to ECON 101. For majors in the department's honors program, the minimum is eight economics courses rather than seven courses, in addition to ECON 101. The same provisions apply except that ECON 691H and 692H must constitute two of the eight courses.

To complete the B.A. with a major in economics, a minimum of 40 courses, or 120 semester hours must be completed. An economics major may take as many as 15 courses in economics, or 45 hours, toward the B.A. degree. Sufficient free elective courses to reach the 120 credit hours are required for graduation. Students must complete all General Education requirements, including at least one calculus course (MATH 231 or STOR 113 is recommended; MATH 116 is not acceptable) and ECON 101, with a grade of C or better. ECON 101 will satisfy the SS requirement, and the calculus course, the QR requirement. ECON 400 may be taken after completion of a calculus course. Both ECON 400 and 570, appropriate for majors, satisfy the QI requirement. Either the Distributive or Integrative option for B.A.-level arts and sciences majors is required.

Majoring in Economics: UNC–National University of Singapore Joint Degree Program

UNC–Chapel Hill undergraduates can spend anywhere from two to four semesters at the National University of Singapore (NUS) and receive a joint bachelor of arts degree with a major in economics from both institutions. Qualified UNC–Chapel Hill students will have at least a 3.3 GPA and can apply for the joint degree beginning in the second semester of their first year until the second semester of their junior year. UNC joint degree students can decide on their own how many semesters (between two and four) and at which point in their undergraduate career they would like to study at NUS, as long as it is after their first year at Carolina.

A minimum of 120 credit hours is required for graduation. They consist of a total of 60 hours in the major (including as many as six to 12 hours of honors work if applicable) and 45 hours of General Education requirements. The remaining 15 hours consist of electives, the supplemental General Education requirement (either distributive or integrative option), and possibly one minor. All General Education and graduation requirements of both UNC–Chapel Hill and NUS must be met. A detailed listing of the requirements for both schools and how to satisfy those requirements is available at the UNC Study Abroad Office.

Minoring in Entrepreneurship

This minor is designed for students wishing to remain in another discipline but who have an interest in the process of entrepreneurship. There are two tracks in the minor. One track is for students who have an interest in business entrepreneurship, and the other is for students with an interest in social entrepreneurship. Entrepreneurship is the mechanism by which new products, services, and organizational processes are identified, refined, and ultimately realized as a sustainable part of the society. There is a common process for the realization of both new commercial and social ventures. The minor will provide the student with the background to undertake entrepreneurial activity in either the business or social realm. An internship opportunity is a key component of the minor.

The minor is not open to undergraduate business majors. ECON 325, 327, and 328 cannot be counted toward an economics major.

The minor consists of a prerequisite of ECON 101 and four courses.

- Prerequisite: ECON 101 Introduction to Economics
- ECON 325 Introduction to Entrepreneurship
- PLCY 326 Social Ventures or ECON 327 Business Venturing Workshop
- ECON 328 Internship in Entrepreneurship
- One elective chosen from BUSI 100; COMM 325; ECON 330, 345 430, 445, 460, 465; HIST 364, 625; JOMC 130, 170, 175; PHIL 164; SOCI 131, 410, 412, 415, 427; or approved by the director of the entrepreneurship minor.

Honors in Economics

The Department of Economics honors program offers outstanding economics students the opportunity to work closely with an individual faculty member on a specialized research topic of the student's choice during the senior year. Generally, students with a

3.5 grade point average in economics courses and in all University course work are invited to participate in this two-course program (ECON 691H and 692H).

In the first semester (ECON 691H), students become familiar with the recent literature on topics of major interest. Each candidate formulates an honors thesis proposal and initiates work on the project. In ECON 692H, the thesis work is conducted under the supervision of a faculty advisor who is a specialist in the general topic area of the research.

Near the end of second semester (ECON 692H), the student submits to an oral examination on the thesis. Upon successful completion of the program, the student receives the bachelor of arts degree with honors or with highest honors. Students in the honors program are also required to complete at least an eight-course major rather than the minimum seven courses, including ECON 691H and 692H.

Special Opportunities in Economics

Departmental Involvement

Undergraduates in economics recently organized an active club, the Carolina Economics Club. Seminars, social activities, and greater interaction among students and with faculty have resulted from the formation of this on-going organization. The club has also helped the Department of Economics conduct an annual job fair. All majors are invited to participate in this organization's activities. In addition, the local chapter of Omicron Delta Epsilon, the national economics honor society, annually extends membership to those outstanding junior and senior economics majors who have demonstrated strong academic performance both overall and in their economics courses.

Undergraduate Awards

Each spring the Chancellor awards the Undergraduate Prize in Economics to the undergraduate student majoring in economics who has been judged the most outstanding on the basis of major and related course performances.

Graduate School and Career Opportunities

Economics students in recent years have frequently pursued graduate work in law and business administration, as well as the Ph.D. degree in economics. Others have entered international affairs/international studies programs. Students planning to pursue graduate work in economics should continue to take mathematics courses beyond the required level, and a minor or second major in mathematics is recommended.

Most students have accepted employment with commercial and investment banks, accounting and insurance firms, and a variety of other corporations. The economics major competes well with other majors (including business administration) in the job market. Employment surveys of recent graduates by UNC–Chapel Hill's University Career Services indicate a relatively high ranking for economics majors in terms of employment rates and starting salaries. Note: Recent majors have found that job possibilities are enhanced if at least one accounting course has been completed at the undergraduate level.

Contact Information

William Parke, Associate Professor of Economics, (919) 966-2383, parke@email.unc.edu; or Buck Goldstein, University Entrepreneur in Residence, (919) 843-3294, Buck_goldstein@unc.edu.

ECON

050 First-Year Seminar: Future Shock: Global Economic Trends and Prospects (3). Are we heading for global depression and an intensification of international conflict as in the 1930s? Or are we on the threshold of a golden age of peace and prosperity? This course will use the tools of economics and international security analysis to examine the probable directions of that change.

051 First-Year Seminar: Current Economic Problems: The Economics of North Carolina (3). Basic concepts of economics through the study of basic economic issues facing the residents of North Carolina. Topics will include hog farming, the Carolina Panthers, the outsourcing of manufacturing jobs, the proliferation of Wal-Marts, and more.

052 First-Year Seminar: The Root of All Evil? Money as a Cultural, Economic, and Social Institution (3). It is amazing that over time people have developed the willingness to exchange valuable goods for useless pieces of paper called money. In this course, students study money as a social, economic, historical, and cultural institution.

053 First-Year Seminar: The Costs and Benefits of the Drug War (3). The basic question examined in this course will be the costs and benefits of the United States policy of drug prohibition. As a seminar the class will consist of discussions and debates.

054 First-Year Seminar: The Entrepreneurial Imagination: Turning Ideas into Reality (3). What are the skills and competencies that great entrepreneurs have in common and how might first-year students begin to acquire such skills? This course will answer the question by combining a study of the writings of leading scholars on innovation and entrepreneurship with analytical case studies on successful entrepreneurs.

055 First-Year Seminar: Economics of Sports (3). This course uses a variety of economic tools to analyze selected topics and issues related to professional, collegiate, and recreational athletics.

056 First-Year Seminar: Entrepreneurship: Asia and the West (3). This course fits the Carolina Entrepreneurial Initiative (CEI), with the communication intensive, global issues framework.

057H First-Year Seminar: Engines of Innovation: the Entrepreneurial University in the 21st Century (3). Exploring research universities' impact on solving the world's biggest problems. Based on a book coauthored by Buck Goldstein and Chancellor Holden Thorp. Students will work on an entrepreneurial project.

100 Economic Principles (3). Discussion of economic topics of current interest for students with little or no background in economics.

101 Introduction to Economics (3). Introduction to fundamental issues in economics including competition, scarcity, opportunity cost, resource allocation, unemployment, inflation, and the determination of prices.

231 Economic History of Western Europe (3). Main features of the emergence and expansion of capitalism since 1500.

234 Survey of the History of Economic Thought (3). Introduction to the development of economic thought from the mercantilists, through Smith and the classicists, Marx, the neoclassicists to Keynes.

267 Comparative Economic Systems (3). A survey of the principles and performance of capitalist, communist, socialist, corporatist, and transitional systems.

285 Access to Work (AMST 285) (3). See AMST 285 for description.

310 Microeconomics Theory and Applications (MNGT 310) (3). Analysis of the ways in which consumers and business firms interact in a market economy. Students may not receive credit for both ECON 310 and 410.

320 Macroeconomics: Theory and Policy (3). Analysis of economic theory and government policy as they relate to such national economic variables as output, income, employment, inflation, investment, and budget and trade deficits. Students may not receive credit for both ECON 320 and 420 or both ECON 320 and 423.

325 Introduction to Entrepreneurship (3). Prerequisite, ECON 101. Permission of the instructor for students lacking the prerequisite. A historical overview of the role and importance of entrepreneurship in the economy and society, and a survey of the critical competencies all entrepreneurs (commercial, social, or artistic) must possess.

327 Business Venturing Workshop (3). Prerequisite, ECON 325. Permission of the instructor for students lacking the prerequisite. A comprehensive survey of commercial venturing throughout the lifecycle of a venture from initial conception to execution and exit. Outlines strategies of entrepreneurs to develop ventures in different commercial markets.

328 Internship in Entrepreneurship (3). Prerequisite, ECON 327 or PLCY 326. Students spend a minimum of eight weeks in an entrepreneurial environment taking on significant responsibilities and working on a specific project that results in a rigorous agreed-upon deliverable.

330 Economic History of the United States (MNGT 330) (3). Main features of the American economy: colonial times to the present.

340 Introduction to Public Finance (3). Principles and practices of the budgetary activities of American governments— federal, state, and local. Students may not receive credit for both ECON 340 and 440.

345 Public Policy Toward Business (MNGT 345) (3). Prerequisite, ECON 310 or 410. Industry structure and its relation to performance; market imperfections; description and analysis of antitrust and regulation. Students may not receive credit for both ECON 345 and 445.

360 Survey of International and Development Economics (INTS 360) (3). An introduction to basic economic concepts critical to understanding issues of economic development and international economics, particularly as they relate to contemporary policy issues facing both developing and industrialized countries.

363 International Economics from the Participant's Perspective (INTS 463) (3). Prerequisite, ECON 360. Permission of the instructor for students lacking the prerequisite. This course examines the fundamental principles of international economics from the perspective of the private business firm. Rather than begin with abstract theory, the course will work with case studies of individual firms as they choose to (or are forced to) compete in an international marketplace.

380 The Economics of Labor Relations (MNGT 380) (3). Prerequisite, ECON 310 or 410. An economic analysis of workplace issues, including worker quits, layoffs and unemployment, discrimination and affirmative action, and the setting of pay, fringe benefits, and working conditions. Students may not receive credit for both ECON 380 and 480.

384 Introduction to Philosophy, Politics, and Economics (PHIL 384, POLI 384) (3). See PHIL 384 description.

385 Gender and Economics (AMST 385, WMST 385) (3). Survey of women's time allocation patterns, labor force participation trends, earnings, occupational selection, and economic history.

390 Current Economic Problems (3). Analysis and discussion of current policy issue using an economic framework. Topics such as tax reform, environmental controls, announced prior to each offering.

395 Research Course (1–3). Topic varies from semester to semester.

396 Independent Study (1–3). Topic varies from semester to semester.

399 Experimental Course (1–3). Topic varies from semester to semester.

400 Elementary Statistics (3). Comprehensive introduction to statistics, including descriptive statistics and statistical graphics, probability theory, distributions, parameter estimation, hypothesis testing, simple and multiple regression, and use of powerful statistical estimation software.

410 Intermediate Theory: Price and Distribution (3). Prerequisite, MATH 231 or STOR 113. The determination of prices and the distribution of income in a market system. Students may not receive credit for both ECON 310 and 410.

420 Intermediate Theory: Money, Income, and Employment (3). Prerequisite, ECON 410. An introduction to contemporary macroeconomic concepts and analysis. Topics include the level, fluctuations, and growth of national income, and monetary and fiscal policies designed to achieve economic goals. Students may not receive credit for both ECON 320 and 420.

423 Financial Markets and Economic Fluctuations (3). Prerequisite, ECON 420. An examination of financial institutions and markets, their role in economic conditions, and the use of macroeconomic policies in affecting those conditions. Students may not receive credit for both ECON 320 and 423.

430 Economic Development of the United States (3). Prerequisites, ECON 410 and 420. Students may receive credit for either ECON 330 or 430 but not for both. This course parallels ECON 330 but is designed for students with a higher level of theoretical preparation.

434 History of Economic Doctrines (3). A survey of the fundamental forms of economic thought from the scholastics through Keynes.

440 Analysis of Public Finance (3). Prerequisite, ECON 410. Application of economic analysis to the taxing and spending functions of government. Students may not receive credit for both ECON 340 and 440.

445 Industrial Organization (3). Prerequisite, ECON 410. Theoretical and empirical development of structure-conduct-per-

formance relationships in the industrial sector; description and analysis of United States industry. Students may not receive credit for both ECON 345 and 445.

450 Health Economics: Problems and Policy (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. Economic analysis applied to problems and public policy in health care.

454 Economics of Population (3). Prerequisite, ECON 310 or 410. Permission of the instructor for students lacking the prerequisite. Analysis of economic-demographic interrelations including demographic analysis, population and economic growth and development, economic models of fertility and migration, and population policy.

460 International Economics (EURO 460, PWAD 460) (3). Prerequisite, ECON 410. An introduction to international trade, the balance of payments, and related issues of foreign economic policy.

461 European Economic Integration (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. Economic and political aspects of European economic integration, the EC customs union, barriers to integration, convergence vs. divergence of inflation rates and income levels, enlargement of the EC.

465 Economic Development (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. An introduction to the economic characteristics and problems of the less developed countries and to the theories and policies applicable to the developing economy.

468 Principles of Soviet and Post-Soviet Economic Systems (3). Prerequisite, ECON 310 or 410. Study of the principles, design, organization, and performance of state-controlled economies relying on planning or regulated markets, with an emphasis on continuity and post-communist transition.

469 Western and Asian Economic Systems (ASIA 469) (3). Prerequisite, ECON 310 or 410. Policy seminar on the systemic factors distinguishing Western economies from their rivals in the former Soviet bloc and Asia, focused on conflict resolution and global integration.

480 Labor Economics (3). Prerequisite, ECON 410. An introduction to the field of labor economics with emphasis on how the interactions between firms and workers influence wages, employment, unemployment, and inflation. Students may not receive credit for both ECON 380 and 480.

490 Special Topics (1–3). Topic varies from semester to semester. Permission of the instructor.

495 Research Course (1–3). Topic varies from semester to semester. Permission of the instructor.

496 Seminar in Economics (1–3). Detailed examination of selected problems in economics and a critical analysis of pertinent theories. Permission of the instructor.

499 Experimental Course (1–3). Topic varies from semester to semester. Permission of the instructor.

510 Advanced Microeconomic Theory (3). Prerequisite, ECON 410. A treatment of topics in microeconomic theory not normally covered in ECON 410.

511 Game Theory in Economics (3). Prerequisites, ECON 410 and MATH 233. Permission of the instructor for students lacking the prerequisites. Topics in noncooperative and cooperative game theory are covered, along with a selection of applications to economics in areas such as industrial organization, international trade, public finance, and general equilibrium.

520 Advanced Macroeconomic Theory (3). Prerequisite, ECON 420. This course will emphasize theoretical and empirical topics such as growth, labor search, Phillips curves, stagflation, and optimal government policy.

540 Advanced Public Finance (3). Prerequisite, ECON 440. Selected topics in taxation, public expenditures, and governmental transfer programs.

545 Advanced Industrial Organization and Social Control (3). Prerequisite, ECON 445. Theory of market failure and its relationship to antitrust and regulatory policy; exploration of empirical literature of industrial organization; current issues in social control.

560 Advanced International Economics (3). Prerequisite, ECON 460. Analysis and interpretation of selected problems and policy issues. Content varies, but attention is given to such topics as trade barriers, trade patterns, floating exchange rates, and international monetary policy.

570 Economic Applications of Statistical Analysis (3). Prerequisite, ECON 400. Statistical methods in the construction, estimation, testing, and application of linear economic models; computer programs and interpretation of their output in empirical analysis of common economic theories.

580 Advanced Labor Economics (3). Prerequisite, ECON 480. A theoretical and empirical analysis of current social problems involving individuals and their jobs. Included are such topics as poverty, discrimination, and working conditions.

586 Economics of the Family (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. Analyzes the family with respect to the marriage market; divorce; reproductive behavior; the baby black market; intra-family allocation of goods, time, and power; labor supply; migration; and family policy.

590 Special Topics (1–3). Topic varies from semester to semester.

595 Research Course (1–3). Topic varies from semester to semester.

596 Independent Study (1–3). Topic varies from semester to semester.

599 Experimental Course (1–3). Topic varies from semester to semester.

691H Honors Course (3). Permission of the instructor. Readings in economics and beginning of directed research on an honors thesis. Required of all candidates for graduation with honors in economics.

692H Honors Course (3). Prerequisite, ECON 691. Permission of the instructor. Completion of an honors thesis under the direction of a member of the faculty. Required of all candidates for graduation with honors in economics.

698 Philosophy, Politics and Economics II: Capstone Course (PHIL 698, POLI 698) (3). See PHIL 698 for description.

Department of English and Comparative Literature

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BEVERLY W. TAYLOR, *Chair*

Professors

Daniel Anderson, William L. Andrews, Christopher M. Armitage, David J. Baker, A. Reid Barbour, James W. Coleman, Marsha Collins, Eric S. Downing, Rosa Palmer Durban, Connie C. Eble, Marianne Gingher, Darryl J. Gless, Philip Gura, Minrose Gwin, Mae Henderson, Fred Hobson, Joy S. Kasson, Clayton Koelb, Laurie Langbauer, George S. Lensing Jr., Michael A. McFee, John P. McGowan, Jeanne Moskal, Patrick P. O'Neill, Ruth Salvaggio, James Seay, Alan R. Shapiro, Bland Simpson, Beverly W. Taylor, Todd Taylor, James P. Thompson, Joseph S. Viscomi, Daniel Wallace, Joseph S. Wittig.

Associate Professors

Inger S.B. Brodey , Erin G. Carlston, Pamela Cooper, Tyler Curtain, Jane M. Danielewicz, María DeGuzmán, Mary Floyd-Wilson, Randall Kenan, Ritchie D. Kendall, Theodore H. Leinbaugh, Diane R. Leonard, Allan R. Life, Megan Matchinske, Thomas J. Reinert, Eliza Richards, Jane F. Thrailkill, Jessica Wolfe.

Assistant Professors

Neel Ahuja, Danielle G. Eliott, Rebecka Rutledge Fisher, Gregory Flaxman, Laura Halperin, Jennifer Ho, Jordynn Jack, Shane Legassie, Matthew Taylor.

Adjunct Professors

Robert Cantwell, Dino Cervigni, Madeline Levine, James L. Peacock, William Race, Monica Rector.

Adjunct Associate Professors

Donna Bickford, Sharon James, Federico Luisetti, Anne MacNeil, Timothy Marr, Hassan Melehy, Alicia Rivero.

Adjunct Assistant Professors

Randi Davenport, Janice Koelb.

Professors Emeriti

Laurence G. Avery, Doris W. Betts, Paul Debreczeny, Alan C. Dessen, Joseph M. Flora, J. Lee Greene, William R. Harmon, Howard M. Harper Jr., Trudier Harris, George A. Kennedy, Edward D. Kennedy, J. Kimball King, Erika Lindemann, C. Townsend Ludington Jr., Fred H. MacIntosh, G. Mallary Masters, Jerry L. Mills, Margaret A. O'Connor, Daniel W. Patterson, Julius R. Raper III, Mark L. Reed, Louis D. Rubin Jr., Richard D. Rust, Richard A. Smyth, Philip A. Stadter, Albrecht B. Strauss, Thomas A. Stumpf, Weldon E. Thornton, Linda Wagner-Martin, David Whisnant, Charles G. Zug III.

Introduction

The study of English and comparative literature has undergone exciting transformations in the past few decades. One such transformation is the merging of the Department of English and the Curriculum in Comparative Literature into one vibrant and diverse department with a global reach. Our course offerings reflect those changes by presenting a rich diversity of approaches to the study, production, and appreciation of literary and nonliterary texts. In our undergraduate program, we pursue a four-fold mission to 1) explore the history and significance of American, British, and world literatures; 2) promote interdisciplinary connections and incorporate the study of culture, theory, and history into our research and courses; 3) offer training in rigorous thinking, precise analysis, and critical reading; and 4) foster practical skills in rhetoric, composition, and expression in essays, creative pieces, even emerging forms of digital media.

Working with texts is at the core of our program of study. We ask our majors to appreciate the sweep of literature from seminal works such as Chaucer's *Canterbury Tales*, Shakespeare's plays, Austen's novels, and Dickinson's poetry to the works of authors and artists of the modern era such as Alfred Hitchcock, Toni Morrison, Don DeLillo, Seamus Heaney, and Gabriel García Márquez, to name only a few in a large and inclusive canon. The canon extends even further in the hands of comparative literature students, who explore major works of literature and theory from across the world, engage multiple disciplines, and cross national, cultural, and linguistic boundaries. Students in comparative literature pay particular attention to the critical issues of translation and study authors such as Homer, Sappho, Dante, Ibsen, Kafka, Duras, Achebe, and Murakami in the original languages whenever possible.

English and comparative literature both encompass the study of poetry, plays, books, films, and new forms such as graphic novels and blogs; we draw our materials from sources as varied as the media in which they were created. Students also explore the relationships between important texts and their contexts: from politics to economics, from aesthetics to psychology, from religion to biology, and from history to theory. Our teachers and scholars recognize and seek to explain how literature contributes to the making and re-imagining of the world. The focus on reading and culture helps majors and minors make connections with many other fields, including African American studies, anthropology, art history, communication studies, folklore, gender studies, classical and modern languages, Latina/o studies, linguistics, and philosophy. Majors also explore the connections between literature and other aesthetic forms including film, music, and the visual and dramatic arts.

The Department of English and Comparative Literature emphasizes the development of students' skills in reasoning and in oral and written communication. We ask questions about reading. What makes a text a poem? Why study this novel over that one? What happens when a play moves from page to stage? We also ask questions about how to speak and write. What can we say when we persuade people about issues or interpretations? How do we write about ourselves, or about others? What compositional moves go into a podcast? What can Ernest Hemingway or Jhumpa Lahiri tell us about writing? What claims can we make when we study a text in translation? As a major or minor, you learn to analyze and produce texts with an eye toward their aesthetic, rhetorical, and cultural dimensions.

Our majors work with engaged professors and talented fellow students who share a passion for reading and writing. We guide students to become careful readers and strong communicators, and to use their educations to make connections among ideas and with the greater world. When we recently surveyed graduating majors about our Department's strengths, one student voiced a sentiment that resonates with many: "Every single [faculty member] has been passionate and enthusiastic about the subject matter, an effective teacher, and very willing to see me when I have needed help or just wanted to talk outside of class." This enthusiasm translates into

dynamic classrooms filled with dedicated and inquisitive students. In short, when students choose to major or minor in English and comparative literature, they keep company with "a lot of great professors who are passionate about what they teach, inspiring students to feel the same way."

Programs of Study

The degrees offered are the bachelor of arts with a major in English and the bachelor of arts with a major in comparative literature. The comparative literature major can be either in international literature or international film and literature. Minors are offered in English, comparative literature, creative writing, and Latina/o studies. The minor in writing for the screen and stage is an interdisciplinary program drawing on the faculties and resources of the Department of Dramatic Art, Department of Communication Studies, and the Creative Writing Program of the Department of English and Comparative Literature. For information on the minor in writing for the screen and stage, see the Department of Communication Studies in this bulletin.

Majoring in English: Bachelor of Arts

Departmental Requirements

- ENGL 120 British Literature, Medieval to 18th Century
- ENGL 121 British Literature, 19th and Early 20th Century or ENGL 150 Introductory Seminar in Literary Studies
- ENGL 225 Shakespeare
- One pre-1660 course: ENGL 226, 227, 228, 229, 230, 285, 319, 320, 321*, 325, 326, 327, 328, 330, 423, 424, 430, 525
- Two 1660–1900 courses: ENGL 278*, 321*, 331, 332, 333, 338, 339, 343, 344, 347*, 367, 373*, 374*, 387*, 436, 437, 438, 439, 440, 441, 442, 443, 444
- One post-1900 course: ENGL 262, 266, 278*, 279, 280, 287, 288, 289, 345, 347*, 348, 350, 351, 355, 356, 360, 364, 368, 369, 373*, 374*, 375, 378, 379, 387*, 445, 462, 479
- Three elective courses: Students may choose elective courses numbered between ENGL 200 and 699. Students should view these courses (which may include any of the courses listed among the core requirements) as an opportunity to further their work in historical periods or to explore other fields, methods, themes, and approaches to literature. The three courses can share a common ground—organized, for example, around a theme; a historical period or periods; a genre; a critical approach; a national, regional, or ethnic grouping; or a writing focus—or they can combine a range of different interests.

The major requires 10 courses. All General Education requirements apply. ENGL 101 and 102 are prerequisites to all other English courses unless exempted by placement exams. ENGL 120 and a sophomore seminar (ENGL 121 or 150) are required for the major. Two of the 10 courses for the major must focus primarily on American literature.

Courses marked with an asterisk may fit more than one category. However, such a course may only be counted once; e.g., ENGL 347 may count as fulfilling either the 1660–1900 or the post-1900 requirement, but not both.

English majors may choose additional courses, though they should keep in mind that no more than 45 semester hours of English (excluding English 100, 101, and 102) may be used toward fulfillment of the B.A. graduation requirement.

Students must have a grade of C or better in at least 18 semester hours in courses numbered ENGL 120 and above to satisfy the major requirements.

Majors in English in the School of Education

A student interested in teaching English in public high schools can apply to the M.A.T. program for certification after completing a B.A. in English. To meet special certification requirements, students should take the following courses as part of, or in addition to, the English major (remaining within the 45-hour limitation referenced above):

- Three required courses: ENGL 313, 368 or 369, and 373
- Two recommended courses: 314, 374, 400, 401, or 446

Majoring in Comparative Literature: Bachelor of Arts

B.A. Major in Comparative Literature: International Literature Track

Departmental Requirements

- One course from Literary Traditions I (courses numbered between CMPL 120 and 129)
- One course from Literary Traditions II (courses numbered between CMPL 130 and 139)
- CMPL 250 or 251
- Three literature courses (200 level or higher) in a single foreign/ classical language (List A below), one of which may be a course of literature in translation (List B below)
- Three literature courses (200 level or higher) in any department or program, but only one of these courses may be in the student's primary foreign/ classical language (List C below)
- CMPL 500

Additional Requirements

- Foreign language through level 4

B.A. Major in Comparative Literature: International Film and Literature Track

Departmental Requirements

- One course from Literary Traditions I (courses numbered between CMPL 120 and 129)
- One course from Literary Traditions II (courses numbered between CMPL 130 and 139)
- CMPL 250 or 251
- CMPL 143 or IDST 256
- Four courses in film (200 level or higher) (List D below). These must include courses focusing on at least two different national/ language traditions (List E below). At least one of the four courses must demonstrate the student's ability to work with films in the original foreign language, either by choosing a course in List F (below) or by special arrangement with an instructor of a course in List E
- CMPL 500
- ENGL 142

Additional Requirements

- Foreign language through level 4

To major in comparative literature is to explore major works of literature and theory from across the world, crossing disciplinary as well as national, cultural, and linguistic boundaries. Depending

upon which track within comparative literature students choose, they focus upon either interrelations among literatures or the international study of film and literature. Majoring in comparative literature enables students to acquire a broad, liberal arts-based education and equips them to live in a multicultural world. Sophomores planning to major in comparative literature should take one course under the Literary Traditions I rubric (courses numbered between CMPL 120 and 129, which treat ancient and premodern literatures) and one course under the Literary Traditions II rubric (courses numbered between CMPL 130 and 139, which treat literature from 1750 to the present). One of these courses can be used to fulfill the literary arts Approaches requirement in General Education.

Students may choose to take comparative literature as a second major, a particularly attractive option for students majoring in a foreign language because two of the foreign language major requirements can also count toward the eight-course major requirement in comparative literature. A maximum of four courses counted towards the other major may also count towards the major in comparative literature.

Undergraduates majoring in comparative literature may minor in any department, curriculum, or school in which a minor program is offered. The two foreign language literature courses required for the major in comparative literature may not also be counted as part of a minor in any of the foreign language departments.

Students majoring in comparative literature choose between two tracks: international literary studies and international film and literature. Majors should expect to work closely with the undergraduate advisor to design and follow a coherent and cohesive plan of study.

All majors, regardless of their chosen track, must obtain at least a level-4 proficiency in a foreign language relevant to their individual area of interest.

B.A. Major in Comparative Literature: Course Lists

List A: Literature Courses in a Foreign/Classical Language

ARAB 407, 408, 681; CHIN 407, 408, 464, 490, 510, 590; CLAS 254, 257, 258, 259, 362, 396, 409, 509, 510; FREN 250, 260, 370, 371, 372, 375; GERM 279, 303, 330, 350, 370, 371, 380, 390, 615, 616, 625, 630, 640, 645, 650, 655, 685; HUNG 425; ITAL 340, 345, 370, 371, 382, 511, 512; JAPN 384, 409, 410, 490, 517, 518, 590; PLSH 425; PORT 501, 502, 503, 504; SPAN 260, 371, 372, 373, 381, 382, 383, 384, 385, 386, 387, 389

List B: Literature in Translation Courses

AMST 246; ARAB 433, 434; BULG 411; CHIN 451, 452, 551, 552, 563; CLAS 363, 409; CMPL 250, 251, 252, 254, 255, 268, 269, 271, 277, 279, 321, 364, 365, 374, 379, 380, 383, 385, 390, 392, 393, 411, 435, 450, 452, 453, 454, 456, 458, 460, 462, 464, 466, 468, 469, 470, 471, 472, 473, 476, 481, 482, 483, 485, 486, 487, 490, 492, 535, 558, 560, 621, 622, 624, 685; CZCH 411; DRAM 281, 282, 283, 486, 487; ENGL 285; FREN 275, 277; GERM 216, 245, 246, 252, 290; HUNG 411; ITAL 240, 241, 242; PHIL 411, 412; PLSH 411, 412; PORT 275; ROML 229; RUSS 270, 274, 431, 432, 463, 475; SLAV 198H; SPAN 270, 275, 280

List C: Literature Courses

AFAM 294, 560, 697; AFRI 261, 262; ARAB 433, 434, 452; ASIA 241, 333, 379, 380, 451, 481, 483, 486, 584, 681; BULG 411; CHIN 361, 451, 452, 463, 464, 490, 551, 552, 562, 563, 590; CMPL 250, 251, 252, 254, 255, 268, 269, 271, 277, 279, 321, 364, 365, 374, 379, 380, 383, 385, 390, 392, 393, 411, 435, 450, 452, 453, 454, 456, 458, 460, 462, 464, 466, 468, 469, 470, 471, 472, 473, 476, 481, 482, 483, 485, 486, 487, 490, 492, 535, 558, 560, 621, 622, 624, 685; CZCH 411, 425; DTCH 405; ENGL 202, 225, 226, 227, 228, 229, 230, 246, 260, 261, 262, 263, 264, 265, 266, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 306, 307, 316, 319, 320, 321, 322, 325, 326, 327, 328, 330, 331, 332, 333, 337, 338, 339, 340, 343, 344, 345, 347, 348, 350, 351, 353, 355, 356, 360, 361, 362, 363, 365, 366, 367, 368, 369, 373, 374, 375, 377, 378, 379, 381, 382, 383, 384, 385, 387, 388, 390, 396, 423, 424, 430, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 461, 462, 463, 464, 465, 466, 472, 475, 478, 479, 481, 486, 487, 489, 525, 564, 566, 578, 581, 582, 583, 585, 587, 589, 619, 621, 625, 626, 627, 628, 629, 630, 631, 637, 639, 643, 644, 651, 657, 659, 660, 661, 662, 663, 664, 665, 666, 673, 680, 684, 685, 686, 687; FREN 250, 260, 275, 277, 370, 371, 372, 375, 376, 380, 381, 382; GERM 204, 251, 279, 290, 291, 303, 310, 311, 330, 350, 370, 371, 372, 373, 374, 380, 381, 390, 391, 502, 625, 630, 640, 645, 650, 655, 685; GREK 351, 352, 396, 508, 509, 510; HEBR 305, 306; HNUR 490, 592; HUNG 411, 425; ITAL 240, 241, 242, 330, 331, 340, 343, 345, 357, 370, 371, 382, 390, 511, 512; JAPN 375, 376, 384, 410, 490, 590; LATN 396, 511, 512, 513, 514, 530; LGLA 203; PLSH 411, 412, 425; PORT 270, 275, 390, 501, 502, 503, 504, 535; ROML 229, 604; RUSS 244, 250, 270, 272, 274, 275, 281, 394, 425, 431, 432, 435, 441, 442, 462, 463, 464, 465, 469, 471, 475, 479, 486, 493, 513, 514; SECR 411, 425; SLAV 244, 248, 250, 251, 425, 464, 465, 469, 470, 490; SPAN 250, 260, 270, 275, 280, 350, 361, 371, 372, 373, 380, 381, 382, 383, 384, 385, 386, 387, 389, 610, 613, 614, 617, 620, 635, 650; SWAH 403, 404

List D: Courses in Film

AFAM 276, 396; AMST 268, 336, 483; ARAB 453; ASIA 333, 379, 435; CHIN 464, 544; CMPL 255, 332, 379; COMM 440, 450, 452, 543, 546, 547, 566, 651, 656, 658; CZCH 426; ENGL 380, 381, 478, 580, 665, 680; FREN 332, 373; GERM 250, 265, 275; HUNG 280, 411, 426; ITAL 333, 340; JAPN 378; PLSH 280, 394, 426; PORT 388; RUSS 281, 426; SECR 426; SLAV 281, 426; SPAN 361, 388; WMST 250, 285, 437, 656

List E: Courses from National Traditions in Film

AFAM 276; AMST 268, 336, 483; ARAB 453; ASIA 333, 379, 435, 451; CHIN 464, 544; CMPL 255, 332H, 379; COMM 546, 651, 658; ENGL 280, 478, 580, 665; FREN 332H, 373; GERM 250, 265, 275; HUNG 280, 411; ITAL 333, 335, 340; JAPN 378; PLSH 280, 394; PORT 388; SPAN 361, 388; WMST 250, 285

List F: Film Courses Taught in a Foreign Language

CHIN 464; GERM 204; SPAN 386

Minoring in English

The English minor consists of five courses:

- ENGL 120
- Four courses numbered between ENGL 200 and 699, one of which must be an American Literature course selected from ENGL 343, 344, 345, 347, 348, 360, 367, 368, 369, 443, 444, or 445

Minoring in Comparative Literature

Students who wish to minor in comparative literature must take

- One course from Literary Traditions I (numbered between CMPL 120 and 129)
- One course from Literary Traditions II (numbered between CMPL 130 and 139)
- Three additional courses numbered between CMPL 200 and 699

Courses cross-listed between comparative literature and classics may not be counted for a minor in comparative literature by students majoring in classics.

Minoring in Creative Writing

The Creative Writing Program, centered in the Department of English and Comparative Literature, offers a minor in creative writing. The minor requires 15 hours, a total of five courses, and may be earned in one of two ways: 1) by completing introductory, intermediate, advanced, and two-semester senior honors classes in one genre; or 2) by completing five courses in any combination of genres.

Students need to begin work toward the minor at least by their sophomore year and may take one creative writing class per semester. Enrollment in courses beyond the introductory level is by permission only. A student must seek permission from the program's director to declare the minor once he or she has taken two creative writing courses and is on track to graduate. Completion of a minor in creative writing is contingent on the student's successful advancement through the sequence.

The Creative Writing Program also gives credit toward the minor for several courses offered in other departments, such as DRAM 231, playwriting; COMM 330 and 433, screenwriting; and JOMC 256, feature writing. To qualify for receiving a degree with honors or highest honors in creative writing, students must maintain a 3.2 grade point average and meet all requirements both to enter and to complete the senior honors seminar (ENGL 693H and 694H). Students minoring in creative writing must also plan carefully when intending on studying abroad and meet all submission and deadline requirements for applying to successive courses. Writing classes offered by the UNC Friday Center for Continuing Education (correspondence, independent study, online) DO NOT count toward the minor.

The courses for the fiction track and poetry track are as follows:

- ***Fiction:*** ENGL 130 or 132H, 206, 406, and 693H and 694H (a yearlong, two-semester senior workshop, which counts as two courses and can lead to graduation with honors or with highest honors in creative writing)
- ***Poetry:*** ENGL 131 or 133H, 207, 407, and 693H and 694H (a yearlong, two-semester senior workshop, which counts as two courses and can lead to graduation with honors or with highest honors in creative writing)

Other creative writing courses include ENGL 208 Creative Nonfiction, 209 Writing Children's Literature, 210 Writing Young Adult Literature, 306 Playwriting, 307 Stylistics: Studies in Fiction, Poetry, or Nonfiction, and 412 Creative Writing—Contemporary Issues.

ENGL 130, 131, 132H, and 133H, the introductory classes, are prerequisites to other Creative Writing Program classes. ENGL 130 and 131 are open for registration by rising sophomores only during spring semester for the following fall and for current sophomores only during fall semester for the following spring. Rising or current sophomores may register for ENGL 130 or 131, not both. Demand by sophomores regularly exceeds the number of seats available. Enrollment of juniors and seniors is on a space-available basis by permission of the instructor, and students may inquire of the instructor during the first week of classes to see if seats are available. ENGL 130 and 131 are sometimes offered during summer sessions with no registration restrictions. Please always review summer session course listings for any changes or updates.

Advancement to successive courses in either the fiction or poetry sequence is by recommendation of the student's previous instructor(s) and by application for both the advanced workshops and senior honors seminars. If possible, the student is assigned to a different instructor for each course. Should students not advance beyond the intermediate level, they may choose to finish the minor with other classes offered in creative writing. Creative writing minors receive priority in all creative writing classes and usually fill all seats.

Students completing the five courses for the minor may take additional creative writing courses only by permission of the director, providing that all other students still completing the minor are served first.

Again, please note that online courses do not count towards the creative writing minor.

Transfer Students: Important Information

The requirement for taking a minor in creative writing is five courses or 15 semester hours. Students are limited to one creative writing course at a time. Most junior transfer students have four semesters remaining. Junior transfer students wanting to minor in creative writing will need to take one of the following steps:

1. Secure a seat in an introductory workshop (ENGL 130 for fiction writing or ENGL 131 for poetry writing), if space is available by permission of the instructor, during their first fall semester at Carolina and then take their final course during an additional semester (five semesters at Carolina will be necessary),
2. OR take an introductory course via UNC–Chapel Hill Summer School if offered prior to their first fall term at Carolina and be promoted to the next level or to another creative writing class (on a space available basis) in the fall of their junior year,
3. OR have an introductory course already on their record that will transfer to Carolina as credit, e.g., an introductory course in fiction writing or poetry writing taken at their former college or university that is transferring in as credit for ENGL 130 or 131.

Permission to move forward with transfer credit for an introductory course requirement will require a review of the syllabus and work completed in the course by the creative writing faculty and is dependent on space availability, which cannot be guaranteed. Students must provide hard copies of syllabi and samples of course work as early as possible in order to ensure time for review and to schedule a meeting with the director.

Junior transfers who are able to minor in creative writing via option 1 above would not be eligible to apply for Advanced Fiction or Poetry (ENGL 406 or 407) or the senior honors seminars and would need to complete the minor using the multigenre approach. Students fitting options 2 and 3 would be eligible for those courses provided they are promoted to and there is space available in Intermediate Fiction (ENGL 206) or Intermediate Poetry (ENGL 207) their first fall semester.

Note: No more than two creative writing courses from other schools may be counted for credit here at UNC–Chapel Hill. At least three of the five courses taken for a minor—a majority of the classes—must be Creative Writing Program courses taken at Carolina.

Minoring in Latina/o Studies

Requirements for the five-course minor in Latina/o studies are as follows:

- One humanities/fine arts course in Latina/o literatures and cultural production chosen from AFAM 293; DRAM 288, 487, 488; ENGL 267, 364, 465, 665, 666, 685; ENGL/INTS 265; HIST 241, 390, 561, 574; MUSC 147; RELI 245; SPAN 389, 398

- One course in social sciences or Latina/o communities and cultural space chosen from AFAM 140, 190, 278; ANTH 130; GEOG 056 (first-year students only), 423, 452; INTS/PLCY 249; JOMC 443.
- Three elective courses chosen from the core or from AFAM 254 or DRAM 486. At least one elective must be from the humanities and at least one from the social sciences.

Latina/o studies is constituted from the transdisciplinary study of Latina/o cultural production and experience in terms of a whole variety of factors. Latinas/os are defined as people of Latin American and Iberian descent living and working in the United States or US-based, but also moving between the United States and the rest of the Americas. Latina/o studies takes as its primary concern the presence of Latin America, Spain, and the myriad combinations of Hispanic-Native-African-Asian and Euorpean non-Hispanic cultures within the borders of the United States. However, Latina/o studies is not confined within those borders to the extent that its subjects of study (and the very creators of the field itself) are in motion and in flux, coming and going, crossing borders and boundaries. In this respect it does share some of the transnational and transcultural scope, momentum, and issues of Latin American studies but with its own foci, its own perspectives. Latina/o studies does not duplicate the work of Latin American studies; it draws on it and complements it.

Latina/o studies is characterized by heterogeneity. Latina/o studies encompasses Chicana/o studies, Puerto Rican studies, Cuban American studies, Dominican studies, Central American studies, and so forth. It must take into account the cultural production and the socioeconomic and political experiences of a diverse population located in many parts of the country, not just in the Southwest borderlands. As such, it offers plenty of opportunity for both diversification and specialization.

The main stipulation of the minor is that students must take a combination of courses in the humanities (literatures and cultural production) and the social sciences (communities and cultural space), some of which have been designated as core courses and others as electives. Students who feel they need a basic introduction to Latina/o studies should take ENGL 364 Introduction to Latina/o Studies.

Honors in English

The Department offers at least two English honors seminars each semester. Students seeking a degree with honors in English (3.6 grade point average required) undertake a yearlong independent project during their senior year (ENGL 691H and 692H) and usually produce a 40- to 50-page thesis. Students pursuing a degree with honors normally meet every week with the professors supervising their projects. This opportunity for individually directed research and writing often proves to be a high point of the student's academic career.

Honors in Comparative Literature

Majors with an overall 3.2 grade point average may elect to write an honors thesis by applying for permission to the director of undergraduate studies in the spring semester of their junior year. Students then register for CMPL 691H and 692H during their senior year. These courses may count as credit towards completion of the major. Students write the thesis on a comparative topic under the direction of any faculty member. The first semester involves regular tutorial sessions with the faculty advisor relating to the topic. In the spring students defend the completed thesis at an oral examination.

Honors in Creative Writing

See "Minoring in Creative Writing" above.

Special Opportunities in English and Comparative Literature

Creative Writing

One of the special strengths of the Department of English and Comparative Literature is in creative writing. Excellent fiction and poetry writers are members of the permanent staff, and because many accomplished writers live in or near Chapel Hill, others periodically teach in the Creative Writing Program.

Departmental Involvement

The department provides opportunities for students to get to know each other and faculty members in informal settings. Each year the department sponsors events that mingle social, educational, and career-oriented discussions and activities. Visit the department's Web page for information. The Student Organization for Undergraduate Literature (SOUL) hosts regular formal and informal events for students and faculty. SOUL sponsors an annual undergraduate conference where students can present their research to peers and faculty. English majors and minors lead the organization and enjoy the community it provides. Find out more at uncsoul.org. Comparative literature students organize and participate in special lectures, colloquia and conferences, including events sponsored by CLOUD (the Comparative Literature Organization for Undergraduate Discussion), such as the annual Comparative Literature International Film Series. For information on CLOUD's activities, see englishcomplit/cloud.

Study Abroad

Some of the best programs offered at the University for study overseas are especially appropriate and useful to majors in the Department of English and Comparative Literature. These include semester or yearlong programs at Bristol, Manchester, Sussex, Edinburgh, Glasgow, and certain Australian universities. Students who have a minimum grade point average of 3.3 at the end of their sophomore year can participate in the King's College Exchange Program at King's College, London (either representing English or comparative literature). Special opportunities are also available at Oxford University and through the Joint Degree Program with the National University of Singapore. Comparative literature students most frequently travel to non-English-speaking destinations. For information on all overseas programs, see the Study Abroad Office or visit the Web site studyabroad.unc.edu.

Graduate School and Career Opportunities

As in the past, many English and comparative literature majors go on to graduate programs in business, law, medicine, education, and other fields; some pursue careers as college professors. Chapel Hill English and comparative literature majors have been welcomed by the best graduate programs in the country, including those at Berkeley, Chicago, Cornell, Harvard, Johns Hopkins, Princeton, Virginia, and Yale. The University's own strong graduate programs admit undergraduates who have majored here. The English or comparative literature major provides essential preparation for

numerous career paths in business and government as well as in educational, legal, and medical professions in a society whose leaders increasingly value breadth of information; the capacity to comprehend complex situations from multiple perspectives; and readiness to describe, evaluate, and promote, in clear and forceful language, new ideas as well as civilizing influences of a shared past or an increasingly global present.

Recent English and comparative literature majors have consequently found profitable careers in virtually all professions, including business and government consulting, investment banking, financial management, journalism, law, medicine, magazine and book publishing, and teaching (elementary, middle, secondary, and university levels). Majors should take General Education and elective courses in fields that bear on careers they may wish to pursue. For instance, the combination of an English or comparative literature major with some courses in economics and business has long been recognized as one of the best ways to prepare for careers in the business world or in law. Today business leaders often prefer to hire people who have such preparation rather than an undergraduate degree in business administration.

The possibilities are limitless, though first-time job seekers must plan to search energetically to locate jobs after graduation. Work experience and serious extracurricular activities undertaken during college years often prove especially helpful for liberal arts majors seeking to enter the work force directly after college. A bachelor of arts in comparative literature may be particularly useful to anyone considering a career that involves cross-cultural communication or international perspectives, including a career in international business or international law. Students wishing to pursue a teaching or research career within English or comparative literature must generally do graduate work, preferably at the Ph.D. level; however, some students have used their degrees as part of their preparation to teach literature in secondary schools.

For the student wishing to continue towards graduate study in comparative literature, the importance of foreign language preparation cannot be overemphasized. Requirements for admission to most M.A. programs in comparative literature include mastery of English and one other language, and most Ph.D. programs require mastery of English and two other languages. Thus a second major in a foreign language offers good preparation for graduate study in comparative literature.

English and comparative literature majors have many opportunities for graduate study. Not only is the major excellent preparation for graduate programs in many areas of the humanities, but it is also ideal for those students wishing to enter professional schools. For example, the interpretation of literary texts is analogous to the interpretation of legal texts that a student will encounter in law school. Medical schools often search for students who can understand the human side of medicine. English and comparative literature can provide special insights into the human condition in its various cultural and historical settings, preparing the prospective physician for dealing with the larger ethical issues of medicine.

Contact Information

For information concerning the major or minor in English, contact Dr. Tyler Curtain, CB# 3520, 211 Greenlaw Hall, (919) 962-6922, tyler@unc.edu. Web site: englishcomplit.unc.edu.

For information concerning the major or minor in comparative literature, contact Dr. Inger S.B. Brodey, CB# 3520, 434 Greenlaw Hall, (919) 843-0965, brodey@email.unc.edu. Web site: englishcomplit.unc.edu.

For more information concerning the Latina/o minor, contact Dr. María DeGuzmán, CB# 3520, 429 Greenlaw Hall, (919) 962-4031, deguzman@email.unc.edu. Web site: english.unc.edu/latina-o/index.html.

For more information concerning the creative writing minor, contact Michael McFee, CB# 3520, 416 Greenlaw Hall, (919) 962-3461. Web site: english.unc.edu/creative/index.html.

ENGL

050 First-Year Seminar: Multimedia North Carolina (3). Each student will complete a service-learning internship and compose a multimedia documentary about the experience using original text, photos, audio, and video.

052 First-Year Seminar: Computers and English Studies (3). How do computers change the study of literature? How do images tell stories? How is writing evolving through photo essays, collages, and digital video? Students investigate these and related questions.

053 First-Year Seminar: Slavery and Freedom in African American Literature and Film (3). The seminar's purpose is to explore the African American slave narrative tradition from its 19th-century origins in autobiography to its present manifestations in prize-winning fiction and film.

054 First-Year Seminar: The War to End All Wars? The First World War and the Modern World (3). Examination of literary and cinematic works that expose the cultural impact World War I had on contemporary and future generations.

056 First-Year Seminar: Projections of Empire: Colonial and Postcolonial Fiction and Film (3). The course covers a range of fictions about colonialism and its aftermath, exploring both narrative and filmic depictions of empire and its legacies.

057 First-Year Seminar: Future Perfect: Science Fictions and Social Form (3). This class will investigate the forms and cultural functions of science fiction using films, books, and computer-based fictional spaces (Internet, video games, etc.)

058 First-Year Seminar: The Doubled Image: Photography in U.S. Latina/o Short Fiction (3). Course will examine the aesthetic and cultural functions and implications of textual images of photography and photographs in United States Latina/o short stories from the 1960s to the present.

063 First-Year Seminar: Banned Books (3). This course will focus on issues of intellectual freedom and censorship, with particular attention to the ways in which these issues are racialized.

064 First-Year Seminar: Ethics and Children's Literature (3). An investigation of how the tradition of children's books addresses and negotiates central questions of existence and conduct, focusing on the ways ethical problems are formed in such literature.

065 First-Year Seminar: The Sonnet (3). Students will read more than 100 sonnets, learn the sonnet's different forms, and relate them to the cultural environments in which they were written over the past four centuries.

066 First-Year Seminar: William Butler Yeats and Irish Independence (3). A consideration of Yeats' poetry, plays, and political activities in relation to the establishment of the Irish Free State in 1922 and its aftermath.

067 First-Year Seminar: Travel Literature (3). Students will read examples of several kinds of travel literature, e.g., voyage, pilgrimage, exploration, tour, and mission. Special attention to North Carolina as a tourist venue.

068 First-Year Seminar: Radical American Writers, 1930–1960 (3). The evolution of leftist American literature from the Depression through the early Cold War. Authors include Mary McCarthy, Clifford Odets, Arthur Miller, Saul Bellow, and others.

069 First-Year Seminar: Entrepreneurial Writing on the Web (3). This course explores trends in online communication, emphasizing composition for the Web. The study of these writing activities is linked with a focus on innovation and on entrepreneurship.

070 First-Year Seminar: Courtly Love, Then and Now (3). Study of the medieval concept of courtly love, tracing its classical antecedents, its expression in Renaissance literature (especially Shakespeare), and its influence in modern culture.

071 First-Year Seminar: Doctors and Patients (3). This course explores the human struggle to make sense of suffering and debility. Texts are drawn from literature, anthropology, film, art history, philosophy, and biology.

074 First-Year Seminar: Epic/Anti-Epic in Western Literature (3). In this course, students will study epic and anti-epic strains in Western literature, reading key texts in the epic tradition from Homer and Virgil through the 20th century in light of various challenges to that tradition and tensions within it.

075 First-Year Seminar: Interpreting the South from Manuscripts (3). The aim of the course is to give beginning university students the requisite research skills to allow them to appreciate and to contribute to an understanding of the past by directly experiencing and interpreting records from the past. Students will work with historical documents, some more than 200 years old.

076 First-Year Seminar: Decadence, Nihilism, and Aestheticism: 1870–1910 (3). This course will explore four writers of this period in order to examine a range of responses to what each writer saw as a crisis in the West's ability to provide both a prosperous and a meaningful life for all people.

077 First-Year Seminar: Seeing the Past (3). This course will introduce students to practices of critical analysis that inform academic work in all the core humanistic disciplines: how do we ask analytical questions about texts, artwork, and other cultural artifacts that come down to us from the past or circulate in our own culture?

079 First-Year Seminar: Globalization/Global Asians (3). This course will explore the concept of globalization by focusing on the Asian diaspora, particularly the artistic and cultural productions that document, represent, and express Global Asians.

080 First-Year Seminar: The Politics of Persuasion: Southern Women's Rhetoric (3). Narratives of women spies, social reformers, missionaries, teachers, blockade runners, and escapees from slavery help uncover persuasive strategies used to challenge the limited roles to which women were assigned.

084 First-Year Seminar: Into the West (3). This course explores fiction as a particular form of cultural narrative and thinks about its deployment in the construction of a core American identity—the cowboy.

085 First-Year Seminar: Economic Saints and Villains: Entrepreneurial Spirit in Early English Literature (3). Our objective throughout will be to analyze how literary art simultaneously demonizes and celebrates the "miracle of the marketplace" and those financial pioneers that perform its magic.

086 First-Year Seminar: The Cities of Modernism (3). This course is a cross-cultural and intermedial exploration of the imagery of the Great City in high modernist works of literature, art, and film.

087 First-Year Seminar: Jane Austen, Then and Now (3). This course focuses on the fiction of Jane Austen and its representations in film.

088 First-Year Seminar: The Legacy of the Japanese American Internment from WWII to 9/11 (3). This course will explore stories about the Japanese American internment from first-person memoirs to contemporary fiction. We will also examine the ramifications, historic and legal, of the internment post-9/11.

089 First-Year Seminar: Special Topics (3). Content varies by semester.

100 Basic Writing (3). Required for incoming students with SAT I Writing scores of 460 or lower. Provides frequent practice in writing, from short paragraphs to longer papers, focusing on analysis and argument. Workshop format.

101 English Composition and Rhetoric (3). Required of all students except those exempted by placement tests. Students practice the writing conventions that define social, cultural, and professional communities. Up to nine papers, including research projects.

102 English Composition and Rhetoric (3). Required of all students except those exempted by placement tests. Students practice the writing conventions that define various academic disciplines. Up to nine papers, including research projects.

102I English Composition and Rhetoric (Interdisciplinary) (3). Required of all students except those exempted by placement tests. Students practice the writing conventions that define various academic disciplines. Up to nine papers, including research projects.

120 British Literature, Medieval to 18th Century (3). Required of English majors. Survey of medieval, Renaissance, and neoclassical periods. Drama, poetry, and prose.

121 British Literature, 19th and Early 20th Century (3). This course (or ENGL 150) is required of English majors. Seminar focusing on later British literature. Students learn methods of literary study and writing about literature.

122 Introduction to American Literature (3). Representative authors from the time of European colonization of the New World through the 20th century.

123 Introduction to Fiction (3). Novels and shorter fiction by Defoe, Austen, Dickens, Faulkner, Wolfe, Fitzgerald, Joyce, and others.

124 Contemporary Literature (3). The literature of the present generation.

125 Introduction to Poetry (3). A course designed to develop basic skills in reading poems from all periods of English and American literature.

126 Introduction to Drama (3). Drama of the Greek, Renaissance, and modern periods.

127 Writing about Literature (3). Course emphasizes literature, critical thinking, and the writing process. Students learn how think-

ing, reading, and writing relate to one another by studying poetry, fiction, drama, art, music, and film.

128 Major American Authors (3). A study of approximately six major American authors drawn from Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, Clemens, Dickinson, Chesnutt, James, Eliot, Stein, Hemingway, O'Neill, Faulkner, Hurston, or others.

129 Literature and Cultural Diversity (3). Studies in African American, Asian American, Hispanic American, Native American, Anglo-Indian, Caribbean, gay-lesbian, and other literatures written in English.

130 Introduction to Fiction Writing (3). Sophomores only. A course in reading and writing fiction. Close study of a wide range of short stories; emphasis on technical problems. Class criticism and discussion of student exercises and stories.

131 Introduction to Poetry Writing (3). Sophomores only. A course in reading and writing poems. Close study of a wide range of published poetry and of poetic terms and techniques. Composition, discussion, and revision of original student poems.

132H First-Year Honors: Introduction to Fiction Writing (3). First-year honors students only. A close study of the craft of the short story and novella through a wide range of reading, with emphasis on technical strategies. Class discussion of student exercises and stories.

133H First-Year Honors: Introduction to Poetry Writing (3). First-year honors students only. A close study of a wide range of published poems and of the basic terms and techniques of poetry. Composition, discussion, and revision of a number of original poems.

134H First-Year Honors: Women's Lives (3). First-year honors students only. This course focuses on women's life writing, including autobiography, biography, autoethnography, personal essay. Includes theories of life writing. Students will read contemporary works in each genre and write their own versions.

135H First-Year Honors: Types of Literature (3). First-year honors students only. Study of literary forms (epic, drama, lyric, novel), beginning in the fall term and concluding in the spring, with three hours credit for each term. Students should consult the assistant dean for honors or the Department of English and Comparative Literature for offerings.

139 Currents in Sexuality Studies (3). This course provides a systematic introduction to the field of sexuality studies, using a broad range of disciplinary perspectives to study human sexuality in its various functions and forms.

140 Introduction to Gay and Lesbian Culture and Literature (WMST 140) (3). Introduces students to concepts in queer theory and recent sexuality studies. Topics include queer lit, AIDS, race and sexuality, representations of gays and lesbians in the media, political activism/literature.

141 World Literatures in English (3). This course will be a basic introduction to literatures in English from Africa, the Caribbean, South Asia, Canada, Australia, New Zealand, and other Anglophone literary traditions.

142 Film Analysis (3). This course offers an introduction to the technical, formal, and narrative elements of the cinema.

143 Film and Culture (3). Examines the ways culture shapes and is shaped by film. This course uses comparative methods to contrast films as historic or contemporary, mainstream or cutting-edge, in English or a foreign language, etc.

144 Popular Genres (3). Introductory course on popular literary genres. Students will read and discuss works in the area of mystery, romance, westerns, science fiction, children's literature, and horror fiction.

145 Literary Genres (3). Studies in genres including drama, poetry, prose fiction, or nonfiction prose, examining form, comparing that genre to others (including popular genres), placing works within a tradition or a critical context.

146 Science Fiction/Fantasy/Utopia (3). Readings in and theories of science fiction, utopian and dystopian literatures, and fantasy fiction.

147 Mystery Fiction (3). Studies in classic and contemporary mystery and detective fiction.

148 Horror (3). From its origins in Gothic and pre-Gothic literatures and arts, this course examines the complexities and pleasures of horror. Topics include psychology, aesthetics, politics, allegory, ideology, and ethics.

150 Introductory Seminar in Literary Studies (3). Sophomore English majors only. This course (or ENGL 121) is required of English majors. Introduces students to methods of literary study. Students learn to read and interpret a range of literary works, develop written and oral arguments about literature, and conduct literary research.

190 Introduction to Literary Studies (3). Introduces students to the field of literary studies while emphasizing a single writer, group, movement, theme, or period. Students conduct research, develop readings, and compose literary interpretations.

202 Introduction to Folklore (ANTH 202, FOLK 202) (3). An introduction to the study of creativity and aesthetic expression in everyday life, considering both traditional genres and contemporary innovations in the material, verbal, and musical arts.

206 Intermediate Fiction Writing (3). Prerequisite, ENGL 130 or 132H. Permission of the program director. Substantial practice in those techniques employed in introductory course. A workshop devoted to the extensive writing of fiction (at least two short stories), with an emphasis on style, structure, dramatic scene, and revision.

207 Intermediate Poetry Writing (3). Prerequisite, English 131 or 133H. Permission of the program director. An intensification of the introductory class. A workshop devoted to close examination of selected exemplary poems and the students' own poetry, with an emphasis on regular writing and revising.

208 Reading and Writing Creative Nonfiction (3). Prerequisite, English 130, 131, 132H, or 133H. Permission of the program director. A course in reading and writing creative nonfiction, focusing on three of its most important forms: the personal essay, nature writing, and travel writing.

209 Reading and Writing Children's Fiction (3). Prerequisite, English 130, 131, 132H, or 133H. Permission of the program director. A course in reading and writing children's fiction, focusing on five important forms: folk tale, fairy tale, picture book, young adult, and biography.

210 Writing Young Adult Literature (3). Prerequisites, ENGL 130, 131, 132H, or 133H. Permission of the program director. A course in reading and writing young adult fiction, with a focus on the crafting of a novel.

225 Shakespeare (3). A survey of representative comedies, tragedies, histories, and romances by William Shakespeare.

226 Renaissance Drama (3). A survey of Renaissance drama focusing on contemporaries and successors of Shakespeare during the Elizabethan and Jacobean periods.

227 Literature of the Earlier Renaissance (3). Poetry and prose of the earlier Renaissance, including More, Wyatt, Sidney, Spenser, Bacon, and Marlowe.

228 Literature of the Later Renaissance (3). Poetry and prose from the late Elizabethan years through the "century of revolution" into the Restoration period after 1660: Donne, Jonson, Bacon, Herbert, Burton, Browne, Marvell, Herrick, and others.

229 Renaissance Women Writers (3). This course introduces students to a variety of renaissance English texts authored by women. Topics include historical perspectives on women and gender and methodological approaches to Renaissance feminist study.

230 Milton (3). A study of Milton's prose and poetry in the extraordinary context of 17th-century philosophy, politics, religion, science, and poetics, and against the backdrop of the English Civil War.

240 Caribbean Literature (3). This course offers an introductory exploration of key topics in the literatures of the Caribbean basin, Bermuda, and the Caribbean diaspora.

246 Introduction to American Indian Literatures (3). Students will develop a working knowledge of American Indian cultural concepts and historical perspectives utilizing poetry, history, personal account, short stories, films, and novels.

260 Creative Reading (3). Practice of "close reading" over a diverse selection of novels, short stories, and lyric poems. Intended for students who have declared, or who will soon declare, the English major.

261 An Introduction to Literary Criticism (3). An introduction to literary criticism in English studies, with an emphasis on historical developments from Plato to the present.

262 Literature and Cultural Difference (3). Studies in the diversity within and between African American, Asian American, Latina/o, Native American, Anglo-Indian, Caribbean, GLBTQ, feminist, proletarian, and other literatures in English. Intended for English majors.

263 Literature and Gender (WMST 263) (3). Intensive study, focused on gender issues of criticism and writing.

264 Literature and Sexuality (3). A literary and cultural critical examination of the role sex plays within the creation, consumption, and regulation of literature.

265 Literature and Race, Literature and Ethnicity (INTS 265) (3). Considers texts in a comparative ethnic/race studies framework and examines how these texts explore historical and contemporary connections between groups of people in the United States and the Americas.

266 Science and Literature (3). Introductory exploration of the relation between science and literature, as well as the place and value of both in the contemporary world.

267 Growing Up Latina/o (3). This interdisciplinary course will examine what it means to grow up Latina/o through an exploration of childhood narratives, linguistic debates, education policies and legislation, and censored books.

268 Medicine, Literature, and Culture (3). An introduction to key topics that focus on questions of representation at the intersections of medicine, literature, and culture.

270 Studies in Asian American Literature (3). This course introduces students to the study of Asian American literature and culture. The focus of the course may include examining coming-of-age novels, immigration narratives, or other genre explorations.

271 Mixed-Race America: Race in Contemporary American Literature and Culture (3). This service-learning course is partnered with a charter school, and together UNC–Chapel Hill and high school students will explore issues of race in American literature and culture.

278 Irish Writing, 1800–2000 (3). This course introduces major texts and current themes, from Joyce to the postcolonial, in Irish writing from 1800 to 2000.

279 The Irish Literary Revival (3). Course will examine the roots and development of the Irish literary revival in the work of Yeats, Joyce, Lady Gregory, and Shaw, from 1890 to 1930.

280 The Western (3). This course offers a broad overview of the western as a literary and especially cinematic genre.

281 Literature and Media (3). This course investigates the rich and complex relationship between literature and other mass media.

282 Travel Literature (3). Students will analyze various types of travel literature, such as voyage, pilgrimage and tour, in terms of literary conventions, historical conditions and considerations of gender, ethnicity, economics, empire, and religion.

283 Life Writing (3). Exploration of different forms of life writing such as autobiography, biography, and autoethnography. Readings will include theories of autobiography and selected literature.

284 Reading Children's Literature (3). An overview of the tradition of children's literature, considering the ways those books point to our basic assumptions about meaning, culture, self, society, gender, economics.

285 Classical Backgrounds in English Literature (3). A survey of Greek and Roman epic and lyric poetry, literary criticism and philosophy designed for the undergraduate English major.

286 Nature Writing (AMST 286) (3). Introduction to the field of nature writing surveys historical periods, authors, and a variety of genres; cross-cultural and multidisciplinary; study of classics in the field.

287 Another Country: Homoeroticism in British Literature (3). This course will examine themes of homoeroticism, gender identity, class relations, and the changes in cultural norms precipitated by World War I in literary works by British men.

288 Literary Modernism (3). In this course students will read early 20th-century poetry, fiction, films, and criticism, and consider

the ways these works constituted, defined, and challenged the phenomenon known as literary modernism.

289 Jewish American Literature and Culture of the 20th Century (JWST 289) (3). Through readings in a wide range of genres, this course will examine major factors and influences shaping Jewish American literature and culture in the 20th century.

290 Children's Picture Books: Texts and Illustration (3). An investigation of children's picture books within the context of illustrated texts in Britain and America.

300 Advanced Expository Writing (3). Advanced practice with critical, argumentative, and analytic writing, including forms of the essay. Special attention to style, voice, and genre.

300I Advanced Expository Writing (Interdisciplinary) (3). Advanced practice with critical, argumentative, and analytic writing, including the essay. Special attention to writing in the disciplines of life and applied sciences, social sciences (including business), and humanities.

301 Advanced Expository Writing for the Humanities (3). Advanced practice with the oral and written discourse of the humanities. Special attention to disciplinary rhetoric, style, genre, format, and citation.

302 Advanced Expository Writing for the Social Sciences (3). Advanced practice with the oral and written discourse of the social sciences. Special attention to disciplinary rhetoric, style, genre, format, and citation.

303 Advanced Expository Writing for the Natural Sciences (3). Advanced practice with the oral and written discourse of the natural sciences. Special attention to disciplinary rhetoric, style, genre, format, and citation.

304 Advanced Expository Writing for Business (3). Advanced practice with business and professional oral and written discourse. Special attention to disciplinary rhetoric, style, genre, format, and citation.

305 Advanced Expository Writing for Law (3). Advanced practice with legal oral and written discourse. Special attention to disciplinary rhetoric, style, genre, format, and citation.

306 Playwriting (3). Prerequisite, ENGL 130, 131, 132H, or 133H. Permission of the program director. A workshop for people interested in writing plays, focusing on elements that make them work on stage, such as characterization, climax, dialogue, exposition, momentum, setting, and visual effects.

307 Studies in Fiction: Style and Stylistics (3). Permission of the program director. Creative writing minors only. Close study of language and grammar as tools of style. Numerous short exercises. Collaborative development and production of a language-arts show based on original exercises.

313 Grammar of Current English (3). An introductory course in descriptive English linguistics that studies the sounds, word-building processes, and sentence structures of current English as well as general notions of correctness and variation.

314 History of the English Language (3). A study of the development of English from its Proto-Indo-European origins to modern English, with emphasis on how events and contacts with other languages influenced the vocabulary of English.

315 English in the U.S.A. (3). A historical and critical examination of regional, social, and stylistic variation in English in the United States, including correctness, legal and educational issues, and the influence of mass media.

316 Rhetorical Traditions (3). Examines histories of rhetorical theory and practice. Students will develop original research projects that expand our understanding of rhetorical traditions. Historical periods, critical perspectives, genres, and topics will vary.

319 Introduction to Medieval English Literature, excluding Chaucer (3). An introduction to English literature from the eighth to the 15th century, focusing on the primary works of Old English and Middle English literature.

320 Chaucer (3). An introduction to Chaucer's major poetry: *Troilus and Criseyde*, the "dream" poems (e.g., *Parliament of Fowls*) and *The Canterbury Tales*.

321 Medieval and Modern Arthurian Romance (CMPL 321) (3). Representative examples of Arthurian literature from the Middle Ages and 19th and 20th centuries, with some attention to film, art, and music.

322 Medieval England and Its Literary Neighbors (3). A study of the external literary influences which shaped Old and Middle English, notably the vernacular literatures of England's Celtic neighbors (Wales, Brittany, Scotland, and Ireland) and/or France.

325 Shakespeare and His Contemporaries (3). This course explores the wide range of drama produced in England between the 1570s and 1640s, including work by Shakespeare and his many rivals.

326 Renaissance Genres (3). This course traces the historical evolution/devolution of Renaissance literary genres. Each offering will focus on a single generic kind or set of kinds.

327 Renaissance Literature and Its Intellectual Contexts (3). A focused study of one or two intellectual movements of the Renaissance through the literary and nonliterary texts of the period.

328 Renaissance Authors (3). This course involves the detailed study of a substantial author of the English Renaissance, such as Sidney, Spenser, Marlowe, Raleigh, Bacon, Jonson, Donne, Browne, or Herbert.

330 Perspectives on the Renaissance (3). Students will study Renaissance literature while assessing the usefulness and status of a theoretical approach, such as feminist theory, queer theory, cultural materialism, new historicism, or psychoanalytic theory.

331 18th-Century Literature (3). A survey of British literature from Dryden to Paine.

332 18th-Century Drama (3). A survey of Restoration and 18th-century drama from Etheredge to Sheridan.

333 18th-Century Fiction (3). A survey of 18th-century fiction from Behn to Austen.

337 The Romantic Revolution in the Arts (3). This course examines the technical and aesthetic revolutions in the fine arts of the English Romantic Period, focusing on lyrical poetry, landscape painting, and original printmaking and works by Wordsworth, Turner, and Blake.

338 19th-Century British Novel (3). Important novelists in the tradition, from Austen to Wilde.

339 English Romantic-Period Drama (3). Covers the history of the British theater, 1780–1840, with representative plays and closet dramas by playwrights such as Holcroft, Cowley, Inchbald, Baillie, Coleridge, P.B. Shelley, and Byron.

340 Studies in Jane Austen (3). This course focuses on both the novels of Jane Austen and their fate since publication in the early 19th century. They have inspired countless imitations, over 150 sequels and continuations, and more than 30 full-length films. We will trace the transmission and transformation of the original texts across time and cultures.

343 American Literature before 1860 (3). Selected topics or authors in American literature from the period of European colonization of the New World through the onset of the Civil War.

344 American Literature, 1860–1900 (3). Instructors choose authors or topics from the period 1860 to 1900. The course may be organized chronologically or thematically but is not intended as a survey.

345 American Literature, 1900–2000 (3). Instructors choose authors or topics from the period 1900 to 2000. The course may be organized chronologically or thematically but is not intended as a survey.

347 The American Novel (3). The development of the American novel from the late 18th century through the 20th century. May proceed chronologically or thematically.

348 American Poetry (3). Content of course varies with instructor, but students are given a sense of the chronological, stylistic, and thematic development of American poetry over two centuries.

350 20th-Century British and American Poetry (3). Poetry in English from the middle of the 19th century to the present, approached historically, thematically, technically, politically, and aesthetically; concentration on analysis, comparison, and synthesis.

351 British and American Drama of the 20th Century (3). The course focuses on modern drama in English. Most of the plays will come from the British and American theaters, though a few may exemplify the European background of modern drama or the colonial reach of the English language.

353 Modern Women's Literature (3). This course will examine literature written in English by women, focusing on issues of style and genre and their relation to gender.

355 The British Novel from 1870 to World War II (3). Students will read novels in English, including Joyce, Woolf, and Proust, to explore how writers from across cultures created new strategies to represent the late 19th- and 20th-century worlds of imperialism, science, and experiment.

356 British and American Fiction since World War II (3). Course studies contemporary British and American fiction through representative works. Intellectual and aesthetic, historical and cultural emphases. May include works from the Anglophone diaspora.

360 Contemporary Asian American Literature and Theory (3). This course will explore contemporary Asian American literature and theory and will examine how Asian American literature fits into, yet extends beyond, the canon of American literature.

361 Asian American Women's Writing (3). This course covers writings by Asian American women and examines issues of gender, race, and sexuality.

362 Theories of Language (3). A sustained examination of what is meant by "language," this course reads major philosophical and critical-theoretical texts from Plato to contemporary evolutionary biological accounts of language/representation.

363 Feminist Literary Theory (WMST 363) (3). Theories of feminist criticism in relation to general theory and women's writing.

364 Introduction to Latina/o Studies (3). Introduction to the major questions within Latina/o studies in terms of transnationalism, transculturation, ethnicity, race, class, gender, sexuality, systems of value, and aesthetics.

365 Migration and Globalization (3). Covers literary works associated with one or more of the major historical migrations, forced and voluntary, and present-day works engaged with globalization.

366 Literature and the Other Arts (3). Course examines relationship of literature to the other arts, especially music and the visual arts, in terms of similar period characteristics, distinct material, and formal constraints.

367 African American Literature to 1930 (3). Survey of writers and literary and cultural traditions from the beginning of African American literature to 1930.

368 African American Literature, 1930–1970 (3). Survey of writers and literary and cultural traditions from 1930 to 1970.

369 African American Literature, 1970 to the Present (3). Survey of writers and literary and cultural traditions from 1970 to the present.

371 The Place of Asian Americans in Southern Literature (3). This course will consider the themes of globalization and regionalism through an examination of narratives featuring Asians/Asian Americans in the American South.

373 Southern American Literature (3). An introduction to Southern literature, with emphasis on 20th-century fiction, poetry, drama, and essays. Representative authors include Faulkner, Wolfe, Williams, Warren, Hurston, Wright, Ransom, Tate, Welty, Chappell, McCullers, O'Connor.

374 Southern Women Writers (WMST 374) (3). The study of fiction, poetry, plays, and essays by Southern American women writers of the past 200 years, continuing to the present.

375 Contemporary North Carolina Literature (3). A study of the novels, short stories, and poems produced by North Carolina writers during the literary renaissance of recent decades.

377 Introduction to the Celtic Cultures (3). A broad survey of the cultures of the Celtic-speaking areas, notably Ireland, Wales, Scotland, and Brittany, with special emphasis on language and literature.

378 Contemporary Irish Poetry: Heaney and After (3). Students will read modern Irish poetry from Seamus Heaney to the present, addressing issues of language, culture, and society.

379 Irish Prose from Joyce to Doyle (3). Twentieth-century Irish prose is committed to experiment in form, language and

representation, gauging cultural pressure from James Joyce to Roddy Doyle.

380 Film History (3). The course offers an introduction to the history of cinema and, in particular, to a period of film history.

381 Literature and Cinema (3). The course introduces students to the complex narrative and rhetorical relationship between literature and cinema.

382 Regionalism (3). This course introduces students to the organization and conceptualization of American literatures by geography and local culture. The course looks at literature from a diverse array of groups and locales.

383 Literary Nonfiction (3). An introduction to the many forms of creative nonfiction by contemporary writers. Will include nonfiction literature as well as theoretical and critical responses to such literature.

384 The Lesbian Novel (3). In this course students will discuss the formation and evolution of lesbian identities as manifested in novels in English in the 20th century.

385 Literature and Law (3). Explores various connections of literature and law, including literary depictions of crime, lawyers, and trials; literary conventions of legal documents; and/or shared problems in interpretation of law and literature.

387 Canadian Literature (3). A study of Canadian literature in English from the late 18th century to the present, with emphasis on 20th-century writing and on the novel.

388 Modernism: Movements and Moments (3). What was modernism? When was modernism? Where was modernism? Reading literature and visual art from 1890 to 1940 in Europe, America, and Africa will be key to finding answers.

390 Studies in Literary Topics (3). An intensive study of a single writer, group, movement, theme, or period.

396 Directed Readings in English or Creative Writing (3). Permission of the department. Intensive reading on a particular topic under the supervision of a member of the staff.

400 Advanced Composition for Teachers (3). This course combines frequent writing practice with discussions of rhetorical theories and strategies for teaching writing. The course examines ways to design effective writing courses, assignments, and instructional materials.

401 Advanced Composition for Elementary Teachers (3). This course combines frequent writing practice with an introduction to teaching writing and reading in the elementary grades. Students explore composition theory and learn about effective practices for improving writing.

402 Investigations in Academic Writing (3). This course considers learning to write from three vantage points: personal, social, and contextual. Emphasis on theory, reflective practice, and pedagogy for peer tutoring.

405 Writing Literary Genres (3). Focuses on producing writing in a particular genre or form such as personal essay, autobiography, or creative nonfiction.

406 Advanced Fiction Writing (3). Prerequisite, ENGL 206. Permission of the program director. A continuation of the intermediate workshop with emphasis on the short story, novella, and novel. Extensive discussion of student work in class and in conferences with instructor.

407 Advanced Poetry Writing (3). Prerequisite, ENGL 207. Permission of the program director. A continuation of the intermediate workshop, with increased writing and revising of poems. Extensive discussion of student poetry in class and in conferences with instructor.

412 Creative Writing—Contemporary Issues (3). Permission of the program director. An occasional course, which may focus on such topics as editing and revising, short-short fiction, contemporary poetry, short stories of the modern South, the one-act play, the lyric in song.

418 The English Language—Contemporary Issues (3). Focused study of a specific subfield or issue of current or historical English linguistics not covered in depth in other courses, e.g., dictionaries, North Carolina dialects, language of advertising.

423 Old English Literature—Contemporary Issues (3). This course investigates themes or issues in Old English literature, thought, and culture.

424 Middle English Literature—Contemporary Issues (3). This course investigates themes or issues in Middle English literature, thought, and culture.

430 Renaissance Literature—Contemporary Issues (3). This course investigates cultural themes or problems across a wide spectrum of Renaissance authors.

436 Contemporary Approaches to 18th-Century Literature and Culture (3). Focuses on particular forms, authors, or issues in the period.

437 Chief British Romantic Writers (3). Survey of works by Blake, Wordsworth, Coleridge, Byron, Percy and Mary Shelley, Keats, and others.

438 19th-Century Women Writers (3). An investigation of important texts by 19th-century British women writers that considers issues of gender in relation to other important considerations: tradition, form, culture.

439 English Literature, 1832–1890 (3). Poetry and prose of the Victorian period, including such writers as Tennyson, the Brownings, Arnold, the Brontës, Dickens, G. Eliot.

440 English Literature, 1850–1910 (3). The Pre-Raphaelites, Wilde, Conrad, Shaw, and Yeats.

441 Romantic Literature—Contemporary Issues (3). Devoted to British Romantic-period literature's engagement with a literary mode (such as the Gothic) or a historical theme (such as war or abolition) or to an individual author.

442 Victorian Literature—Contemporary Issues (3). The study of an individual Victorian writer, a group (such as the Pre-Raphaelites), a theme (such as imperialism), or genre (such as Victorian epic or the serialized novel).

443 American Literature before 1860—Contemporary Issues (3). A junior- or senior-level course devoted to in-depth exploration of an author, group of authors, or topic in American literature to 1860.

444 American Literature, 1860–1900—Contemporary Issues (3). Intensive study of one or more authors or a topic in American literature from the Civil War through 1900.

445 American Literature, 1900–2000—Contemporary Issues (3). A junior- or senior-level course devoted to in-depth exploration of an author, group of authors, or a topic in American literature from 1900 to 2000.

446 American Women Authors (WMST 446) (3). American women authors from the beginnings to the present.

447 Memory and Literature (3). This course brings together theories of collective and individual memory with questions of aesthetics and narrative while exploring global connections between memory and literature.

461 Aesthetics (3). Examines the question of what defines art and what describes art's social and human significance through a reading of classic texts on these issues.

462 Contemporary Poetry and Theory (3). This course introduces the student to historical and contemporary thinking about poetry and poetic language. Examines the place of poetry in theoretical thinking and theoretical thinking about poetry.

463 Postcolonial Literature (3). This course is a multigenre introduction to postcolonial literatures. Topics will include postcolonial Englishes, nationalism, anti-imperialism, postcolonial education, and the intersections between national and gender identities in literature.

464 Queer Texts, Queer Cultures (3). The literary and cultural critical arts of gay, lesbian, bisexual, transvestite, and other communities of sexual dissidents of the contemporary United States, United Kingdom, and other Anglophone cultures.

465 Difference, Aesthetics, and Affect (3). Examines interrelations between cultural difference, aesthetic form, and the representation, production, and conveyance of subjectivity (in particular affect or states of feeling) in texts, other media, and material culture.

466 Literary Theory—Contemporary Issues (3). Examines current issues in literary theory such as the question of authorship, the relation of literary texts to cultural beliefs and values, and to the formation of identities.

472 African American Literature—Contemporary Issues (3). Study of particular aspects of African American literature, such as the work of a major writer or group of writers, an important theme, a key tradition, or a literary period.

475 Southern Literature—Contemporary Issues (3). The study of a particular topic or genre in the literature of the United States South, more focused than students will find in ENGL 373.

478 Projecting Ireland (3). This course will examine the relationship between literary and cinematic versions of Ireland, exploring how written and visual texts negotiate the difficulties of representation in a decolonizing society.

479 Ireland and Modernism (3). This course explores Ireland's contribution in literature and art to movements in 20th-century modernism.

481 Media Theory (3). This course investigates the ramifications of the development of mass media and popular culture, paying special attention to the transformation of literature.

486 Literature and Environment (3). Multidisciplinary, thematic investigations into topics in literature and environment that cut across boundaries of history, genre, and culture. Junior/senior level.

487 Folk Narrative (FOLK 487) (3). The study of three genres of folk narrative (fairytale, personal narrative, and legend) and their distinctive roles in contemporary life.

489 Cultural Studies—Contemporary Issues (3). The student will have an opportunity to concentrate on topics and texts central to the study of culture and theory.

525 Senior Seminar in Renaissance Literature (3). Seniors only. Senior-level survey of one or two key themes or issues in the literature of the English Renaissance.

564 Interdisciplinary Approaches to Literature (3). Examines the ways knowledge from other disciplines can be brought to bear in the analysis of literary works. Questions of disciplinary limits and histories will also be addressed.

566 Literature and Psychoanalysis (3). This course offers an introduction to the theoretical intersection of psychoanalysis and literature and to the spectrum of what is called "psychoanalytic theory."

578 Irish Americas, American Irelands (3). Course will explore the cultural connections between Ireland and America in literature and film to examine how each has imagined the other.

580 Film—Contemporary Issues (3). This course is designed to introduce students to a particular historical or cultural aspect of the cinema.

581 Contemporary Approaches to Fiction (3). Examines the formal features of narrative and its role in shaping social values, groups, and identities through readings in literary theory, short stories, and novels.

582 Contemporary Approaches to Poetry (3). The course is an introduction to the genre of poetry and its subgenres, to the practice of reading it in both form and content, and to the work of selected poets or individual poets.

583 Drama on Location (3). Offered as part of summer study abroad programs in Oxford, London, and Stratford-on-Avon. Students experience plays in performance and as texts, and discuss their literary, dramatic, cultural, and historical aspects.

585 British and American Folksong (FOLK 585) (3). Explores the forms, functions, and relationships of British and American folksongs, charting the emergence of Anglo- and African American vernacular musics and the dynamic processes of tradition, creolization, innovation, and revival.

587 Folklore in the South (FOLK 587) (3). An issue-oriented study of Southern folklore, exploring the ways that vernacular artistic expression (from barns and barbecue to gospel and well-told tales) come to define both community and region.

589 African American Folklore (FOLK 589) (3). Focuses on the richness and variety of oral traditions that define African American culture, with some emphasis on African origins.

600 Advanced Expository Writing (3). The course, restricted to graduate students in English, offers students practice writing vitae and job application letters, grant or conference proposals, dissertation or thesis chapters, book reviews, or journal articles.

613 Modern English (LING 613) (3). A study of current English structure and usage using a traditional approach modified by appropriate contributions from structural and generative grammar, with some attention to the application of linguistics to literary analysis.

619 Survey of Old and Middle English Literature (3). An introduction to English literature from the eighth to the 15th century, focusing on the primary works of Old English and Middle English literature.

621 Arthurian Romance (CMPL 621) (3). British and continental Arthurian literature in translation from the early Middle Ages to Sir Thomas Malory.

625 Shakespeare (3). A study of selected plays and poetry by Shakespeare and some of the key critical and theoretical approaches to his work.

626 Renaissance Drama (3). A study of a representative group of plays by dramatists writing between the establishment of the permanent theaters in the 1570s and the closing of those theaters in 1642.

627 Literature of the Earlier Renaissance (3). A graduate-level survey of the literature of the earlier Renaissance in England.

628 Literature of the Later Renaissance (3). In this course, students will interrogate the social, historical, and representational dimensions of 17th-century literature and culture in England.

629 Milton (3). A study of Milton's prose and poetry in the extraordinary context of 17th-century philosophy, politics, religion, science, and poetics, and against the backdrop of the English Civil War.

630 Shakespeare and His Contemporaries (3). This course will examine drama written and performed in England from 1570 to 1640, situating Shakespeare's plays in relation to others in his generation.

631 18th-Century Literature (3). Studies in a variety of British writers from Rochester to Cowper.

637 Chief British Romantic Writers (3). A survey of the major British Romantic writers, including Blake, Wordsworth, Coleridge, Byron, Percy and Mary Shelley, Keats, with an introduction to the chief scholarly and critical problems of this period.

639 Victorian Literature (3). Survey of major Victorian writers such as Tennyson, the Brownings, Arnold, Dickens, the Brontës, G. Eliot, Mill, Ruskin.

643 Introduction to American Literature to 1860 (3). A graduate-level survey of American literature from the European settlement of the New World through 1860. Consideration of authors in their aesthetic, historical, and contemporary critical contexts.

644 Introduction to American Literature, 1860–1900 (3). A graduate-level introduction to the range of American writing from the Civil War through 1900. Attention given to major critical concerns, e.g., the cultural force of realism, etc.

651 British and American Drama of the 20th Century (3). A survey of British and American drama, poetry, fiction, and criticism.

657 English and American Literature of the 20th Century (3). A survey of 20th-century English and American drama, poetry, fiction, and criticism.

659 War in 20th-Century Literature (PWAD 659) (3). A study of literary works written in English concerning World War I, or the Spanish Civil War and World War II, or the Vietnam War.

660 War in Shakespeare's Plays (PWAD 660) (3). The focus is on Shakespeare's various treatments of war in his plays: all his Roman histories, most of his English histories, all his tragedies, even some of his comedies.

661 Introduction to Literary Theory (3). Examines contemporary theoretical issues and critical approaches relevant to the study of literature.

662 History of Literary Criticism (3). A history of literary criticism from the Greeks to mid-20th century, focusing on recurrent concerns and classic texts that are indispensable for understanding the practice of literary criticism today.

663 Postcolonial Theory (3). This course covers major works of and topics in postcolonial theory.

664 The Challenge of Queer Theory to Literary Studies, Cultural Studies, and the Humanities (3). An advanced-level investigation of queer theory's challenges to literary criticism, cultural studies, and questions of critical methodology in the humanities. Cutting-edge research and just-published articles will be used.

665 Queer Latina/o Literature, Performance, and Visual Art (WMST 665) (3). This course explores literature, performance art, film, and photography by Latinas and Latinos whose works may be described as "queer" and that question terms and norms of cultural dominance.

666 Queer Latina/o Photography and Literature (WMST 666) (3). This course explores Latina/o literature about photography in relation to photography by "queer" Latina/o artists and through this double focus poses certain questions about identity, subjectivity, and culture.

673 Literature of the United States South (3). A study of the literature of the United States South, in most cases focusing on 20th-century Southern literature and on prose fiction.

680 Film Theory (3). This course offers a rigorous introduction to the various theories (aesthetic, narratological, historiographic, ideological, feminist, poststructuralist) inspired by the cinema.

684 Women in Folklore and Literature (FOLK 684, WMST 684) (3). An exploration of representations of women in oral traditions as well as in literature based on oral traditions.

685 Literature of the Americas (AMST 685, CMPL 685) (3). Two years of college-level Spanish or the equivalent strongly recommended. Multidisciplinary examination of texts and other media of the Americas, in English and Spanish, from a variety of genres.

686 Readings in Literature and Environment (3). Readings course selects an author, genre, or method as a means of deepening awareness of the politics, poetics, and paradoxes in the field of literature and environment.

687 Canadian Literature in English (3). A study of Canadian literature in English, with emphasis on writing since 1940, particularly the novels by, for example, Margaret Laurence, Robertson Davies, Mordecai Richler, and Margaret Atwood.

691H English Senior Honors Thesis, Part I (3). Restricted to senior honors candidates. First semester of senior honors thesis.

Independent research under the direction of an English department faculty member.

692H English Senior Honors Thesis, Part II (3). Restricted to senior honors candidates. Second semester of senior honors thesis. Essay preparation under the direction of an English department faculty member.

693H Creative Writing Senior Honors Thesis, Part I (3). Prerequisite, ENGL 406. Restricted to senior honors candidates. The first half of a two-semester seminar. Each student begins a book of fiction (25,000 words) or poetry (1,000 lines). Extensive discussion of student work in class and in conferences.

694H Creative Writing Senior Honors Thesis, Part II (3). Prerequisites, ENGL 406 and 693H. Restricted to senior honors candidates. The second half of a two-semester seminar. Each student completes a book of fiction or poetry. Extensive discussion of student work in class and in conferences with instructor.

CMPL

120 Epic and Lyric Traditions (3). Introduces students to representative literary and intellectual texts from antiquity up to 1750 and to relevant techniques of literary analysis. Works originally written in foreign languages are studied in translation.

121 Romancing the World (3). This course focuses on the literary mode of romance, with particular attention to cross-cultural contact and exchange from classical antiquity to the present in both European and non-European literature.

122 Literature and the Visual Arts from Antiquity to 1750 (3). This course offers students a survey of mutually supportive developments of literature and the visual arts from classical antiquity until around 1700.

123 Literature and Politics from Antiquity to 1750 (3). This course examines comparative literary texts in literature and political philosophy in the context of developments in political thought and practice from classical Greece through the French Revolution.

124 Literature and Science from Antiquity to 1750 (3). This course examines developments in literary and scientific thought, including the literary depiction of disciplines of natural philosophy, including magic, cosmology, natural history, and physiology.

130 Great Books II (3). An introduction to some of the major texts of 19th- and 20th-century literature, focusing on periods of romanticism, realism, and modernism and with some attention given to parallel developments in the arts and philosophy.

131 Savage, Native, Stranger, Other (3). Using readings in literature and philosophy, as well as film screenings, this course explores comparative literature's reconciliation over time of its own, predominantly Western, lineage with other non-Western textual traditions.

132 Performance and Cultural Identity in the African Diaspora (3). The focus of this course is inquiry into how we theorize the existence of the African diaspora, cultural identity/-ies, and the role that performance plays in the articulation of experiences.

133 Imaging the Americas: Late 18th Century to the Present (3). This course studies the intersection between word and image, especially verbal and photographic cultural production, in the representation of the Americas in the hemispheric sense from the mid-18th century to present.

134 Travel and Identity (3). Introduces students to representative literary and intellectual texts from 1750 to the present and to relevant techniques of literary analysis. Works originally written in foreign languages are studied in translation.

143 Introduction to Global Cinema (3). This course is designed to introduce students to the field of global cinema and, thence, to the methods of comparativist film study.

151 Literature and Society in Southeast Asia (ASIA 151) (3). See ASIA 151 for description.

198H East European Literature (SLAV 198H) (3). See SLAV 198H for description.

250 Approaches to Comparative Literature (3). This communications-intensive course familiarizes students with the theory and practice of comparative literature: the history of literary theory; translation; and literature combined with disciplines such as music, architecture, and philosophy.

251 Introduction to Literary Theory (3). Familiarizes students with the theory and practice of comparative literature. Against a background of classical poetics and rhetoric, explores various modern literary theories, including Russian formalism, Frankfurt School, feminism, psychoanalysis, deconstruction, new historicism, and others. All reading in theory is paired with that of literary texts drawn from a wide range of literary periods and national traditions.

252 Popular Culture in Modern Southeast Asia (ASIA 252, INTS 252) (3). See ASIA 252 for description.

255 The Feast in Film, Fiction, and Philosophy (3). Comparative and interdisciplinary study of feasting and its philosophical underpinnings, with special attention to the multiple purposes and nuances of food and feasting in literature, film, and the visual arts.

269 Representations of Cleopatra (CLAS 269, WMST 269) (3). See CLAS 269 for description.

270 German Culture and the Jewish Question (GERM 270, JWST 239, RELI 239) (3). See GERM 270 for description.

271 Vampires and Empires: An Introduction to Transylvania (3). The thousand-year history of a multi-ethnic corner of Eastern Europe, focusing on why (and how) it has come to be identified in the West with the vampire. Course materials include films, slides, and music. All lectures and readings in English.

277 Myth, Fable, Novella: The Long History of the Short Story (3). Traces the development of European short fiction from the 12th through the 17th centuries, taking brief looks backward toward the ancient world and forward to the modern short story.

279 Once upon a FairyTale: Fairy Tales and Childhood, Then and Now (GERM 279) (3). See GERM 279 for description.

321 Medieval and Modern Arthurian Romance (ENGL 321) (3). See ENGL 321 for description.

332H Cultural Identities in European Cinema (EURO 332H, FREN 332H) (3). See FREN 332H for description.

364 The Classical Background of English Literature (CLAS 364) (3). See CLAS 364 for description.

365 Cervantes' *Don Quixote* and the Birth of the Imagination (3). Close study and analysis of Cervantes' *Don Quixote* and its

reception and relation to the growth of the modern concept of the imagination.

374 Modern Women Writers (WMST 373) (3). The development of a women's literary tradition in the works of such writers as George Sand, George Eliot, Isak Dinesen, Colette, Virginia Woolf, Gertrude Stein, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar.

375 New Wave Cinema: Its Sources and Its Legacies (3). The challenge the New Wave presented to postwar cinema by pointing to Hollywood and other European films; the New Wave's influence on United States and European cinema beginning in the 1970s. Taught in English.

379 Cowboys, Samurai, and Rebels in Film and Fiction (ASIA 379) (3). Cross-cultural definitions of heroism, individualism, and authority in film and fiction, with emphasis on tales or images that have been translated across cultures. Includes films of Ford, Kurosawa, and Visconti.

380 Almost Despicable Heroines in Japanese and Western Literature (ASIA 380, WMST 380) (3). Authors' use of narrative techniques to create the separation between heroines and their fictional societies and sometimes also to alienate readers from the heroines. Austen, Flaubert, Ibsen, Arishima, Tanizaki, Abe.

383 Literature and Medicine (3). Examines the presentation of medical practice in literature from the mid-19th century to the present. Readings include some medical history, novels, stories, and recent autobiographies of medical training.

385 Modernist and Postmodernist Narrative (3). A study of the structure of various types of modernist and postmodernist narrative, including texts by such writers as Proust, Faulkner, Camus, Hesse, Duras, Mann, Woolf, Robbe-Grillet, Kundera, Simon.

390 Special Topics in Comparative Literature (3). Course topics vary from semester to semester.

392 Women and Work, 1850–1900 (WMST 392) (3). An explanation of the problems of work for women in the later 19th century, drawing on historical and fictional materials to illuminate each other.

393 Adolescence in 20th-Century Literature (3). An analysis of the literary portrayal of adolescence by major 20th-century English, American, and European writers, focused on dominant themes and modes of representation.

411 Critical Theory (3). Overview of those realms of modern and contemporary thought and writing that are known as, and closely associated with, "critical theory."

435 Consciousness and Symbols (ANTH 435, FOLK 435) (3). See ANTH 435 for description.

450 Major Works of 20th-Century Literary Theory (3). Comparative study of representative works on literary and cultural theory or applied criticism to be announced in advance.

452 The Middle Ages (3). Study of selected examples of Western medieval literature in translation, with particular attention to the development of varieties of sensibility in various genres and at different periods.

454 Literature of the Continental Renaissance in Translation (3). Discussion of the major works of Petrarch, Boccaccio, Machiavelli, Castiglione, Ariosto, Tasso, Rabelais, Ronsard, Montaigne, Cervantes, and Erasmus.

456 The 18th-Century Novel (3). English, French, and German 18th-century narrative fiction with emphasis on the epistolary novel. The relation of the novel to the Enlightenment and its counterpart, the cult of sentimentality, and on shifting paradigms for family education, gender, and erotic desire.

458 Sense, Sensibility, Sensuality, 1740–1810 (3). The development of the moral aesthetic of sensibility or *Empfindsamkeit* in literature of western Europe in the late 18th and early 19th centuries.

460 Romanticism (3). An exploration of the period concept of Romanticism, using selected literary works by such writers as Blake, Wordsworth, Coleridge, Goethe, Novalis, Schlegel, Hugo, Nerval, Chateaubriand.

462 Realism (3). An exploration of the period concept of Realism through selected works by such writers as George Eliot, Dickens, James, Dostoevsky, Tolstoy, Balzac, Stendhal, Flaubert, Zola.

464 Naturalism (3). The Naturalist movement in European and American literature of the late 19th and early 20th centuries, focusing on its philosophical, psychological, and literary manifestations in selected plays and novels.

466 Modernism (3). An exploration of the period concept of modernism in European literature, with attention to central works in poetry, narrative, and drama, and including parallel developments in the visual arts.

468 Aestheticism (3). Aestheticism as a discrete 19th-century movement and as a major facet of modernism in literature and literary theory. Authors include Kierkegaard, Baudelaire, Nietzche, Huysmans, Wilde, Mann, Rilke, Nabokov, Dinesen, Barthes, Sontag.

470 Concepts and Perspectives of the Tragic (3). History and theory of tragedy as a distinctive literary genre and as a more general literary and cultural problem. Authors include Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Goethe, Nietzsche, Wagner, Mann, Samuel I and II, Faulkner. Also engages theorists, ancient and modern.

471 Classical Rhetoric and Modern Theory (3). Explores how the theory and practice of classical, medieval, and early modern rhetoric continue to challenge and stimulate contemporary theory. Two-thirds of the course examines texts written before 1750.

472 The Drama from Ibsen to Beckett (3). The main currents of European drama from the end of the 19th century to the present. Includes Chekhov, Strindberg, Pirandello, Lorca, Brecht, Anouilh.

473 Drama, Pageantry, and Spectacle in Medieval Europe (3). An exploration of different expressions of medieval drama and pagentry, including plays, tournaments, public executions, and religious processions.

476 Autobiography as a Literary Form (3). The rise and evolution of interest in the self in literary forms from St. Augustine's to Rousseau's *Confessions* and from Abelard through Dante, Petrarch, Cellini, and Montaigne.

481 Rhetoric of Silence: Cross-Cultural Theme and Technique (ASIA 481) (3). The uses of literary silence for purposes such as protest, civility, joy, oppression, nihilism, awe, or crisis of representation. Authors include Sterne, Goethe, Austen, Kawabata, Soseki, Oe, Toson, Camus, Mann.

482 Philosophy in Literature (PHIL 482) (3). See PHIL 482 for description.

483 Cross-Currents in East-West Literature (ASIA 483) (3). The study of the influence of Western texts upon Japanese authors and the influence of conceptions of "the East" upon Western writers. Goldsmith, Voltaire, Soseki, Sterne, Arishima, Ibsen, Yoshimoto, Ishiguro.

485 Approaches to 20th-Century Narrative (3). An examination of central trends in 20th-century narrative.

486 Literary Landscapes in Europe and Japan (ASIA 486) (3). Changing understandings of nature across time and cultures, especially with regard to its human manipulation and as portrayed in novels of Japan and Europe. Rousseau, Goethe, Austen, Abe, Mishima.

487 Literature and the Arts of Love (3). Love and sexuality in literary works from various historical periods and genres. Authors include Sappho, Plato, Catullus, Propertius, Ovid, Dante, Petrarch, Shakespeare, LaClos, Goethe, Nabokov, and Roland Barthes.

490 Special Topics (3). Topics vary from semester to semester.

492 The Fourth Dimension: Art and the Fictions of Hyperspace (3). An exploration of the concept of the fourth dimension, its origins in non-Euclidean geometry, its development in popular culture, and its impact on the visual arts, film, and literature.

496 Reading Course (1–21). Readings vary from semester to semester. The course is generally offered for three credits.

500 Senior Seminar (3). This seminar allows comparative literature majors to work on an independent project to synthesize their curricular experience, and it introduces them to current, broadly applicable issues in comparative literature.

558 The Lives and Times of Medieval Corpses (3). An investigation of the social, political, and literary uses of corpses in the Middle Ages.

560 Reading Other Cultures: Issues in Literary Translation (SLAV 560) (3). See SLAV 560 for description.

621 Arthurian Romance (ENGL 621) (3). See ENGL 621 for description.

622 Medieval Cosmopolitanisms (3). An examination of medieval engagements with the foreign and the extent to which those engagements challenged conventional ways of thinking about the world.

624 The Baroque (3). Required preparation, one course from CMPL 120–129. Analysis of the Baroque as an aesthetic movement, including major, representative literary works, comparisons of literature and the visual arts, and the study of theories of the Baroque and Neo-Baroque. Authors studied may include Tasso, Racine, Cervantes, and Shakespeare, among others.

685 Literature of the Americas (AMST 685, ENGL 685) (3). See ENGL 685 for description.

691H Comparative Literature Senior Honors Thesis Part I (3). Required of all students reading for honors in comparative literature.

692H Comparative Literature Senior Honors Thesis Part II (3). Prerequisite, CMPL 691H. Required of all students reading for honors in comparative literature.

Curriculum for the Environment and Ecology

www.cee.unc.edu
www.ie.unc.edu/index.cfm

DAVID MOREAU, *Chair, Curriculum for the Environment and Ecology*
LARRY BAND, *Director, Institute for the Environment*

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Research Professors

Dick Bilsborrow (Biostatistics), Frank Binkowski (Institute for the Environment), Adel Hanna (Institute for the Environment), David McNelis (Institute for the Environment).

Research Associate Professors

Kiran Alapaty (Institute for the Environment), Aijun Xiu (Institute for the Environment).

Research Assistant Professors

Saravanan Arunachalam (Institute for the Environment), Gregory Gangi (Institute for the Environment), Thomas Shay (Institute for the Environment), James Umbanhower (Biology).

Research Associate

Elizabeth Shay (Institute for the Environment).

Adjunct Assistant Professors

Anya Hinkle (Institute for the Environment), Lee Leidy (Institute for the Environment), Robert Perry (Institute for the Environment).

Adjunct Faculty

Jim Costa (Institute for the Environment), Cecil Frost (Environment and Ecology), Sam Pearsall (Environment and Ecology), Johnny Randall (Environment and Ecology), Gary Wein (Institute for the Environment).

Lecturer

Geoffrey Bell (Environment and Ecology), Amy Cooke (Environment and Ecology), Lindsay Dubbs (Institute for the Environment), Kathleen Gray (Institute for the Environment), Anthony Reevy (Institute for the Environment).

Professor Emeritus

Douglas J. Crawford Brown (Institute for the Environment).

Introduction

The undergraduate majors in environmental science (B.S.) and environmental studies (B.A.) are administered by the Curriculum for the Environment and Ecology in the College of Arts and Sciences. Degrees are conferred by the College of Arts and Sciences. The Institute for the Environment is an important partner to the curriculum. The Institute provides capstone courses, internships, and experiential learning opportunities through several field sites located in North Carolina and abroad. Faculty from throughout the University, including the College of Arts and Sciences, the Institute of Government, and the Schools of Public Health, Medicine, Law, and Business, guide the majors. This unique approach provides students an opportunity to explore the base of knowledge needed to understand the environment and its relationship to society, as well as the applications of that knowledge in areas such as environmental modeling; earth system science; environmental behavior and decisions; environmental change and human health; ecology, conservation, and biodiversity; and environmental arts and humanities. The degrees combine traditional classroom teaching with extensive use of interdisciplinary, team-based projects; internships; study abroad opportunities; and research.

The bachelor of science with a major in environmental science is appropriate for students wanting rigorous preparation in the basic sciences of the environment and the application of those principles to the analysis of environmental processes and problems. It focuses on the ways in which material and energy are moved and transformed in complex environmental systems, the role of society in perturbing those processes, and the techniques of science and engineering that might be used to improve environmental quality. All students take core courses in the relevant sciences and in the application of those sciences to environmental analysis; they then select a minor in one of the traditional science or math disciplines. In addition, students select, in consultation with an advisor, a concentration for specialized study of the environment. The degree provides strong preparation for graduate or professional training as well as for jobs in government, consulting, industry, etc.

The bachelor of arts with a major in environmental studies is appropriate for students wanting rigorous preparation in the methods of the social sciences and humanities needed to understand how society affects the environment, how it organizes itself to respond to environmental problems, and how understanding of the environment is created and transmitted through culture. All students gain a sufficient base of scientific and mathematical expertise to allow them to work effectively with environmental scientists and engineers. The degree focuses on the social, political, economic, and cultural forces that guide society's role in both causing and solving environmental problems. All students take core courses in the relevant sciences, social sciences, and humanities. In addition, students, in consultation with an advisor, select a concentration for specialized study of the environment and society. Each may result in a minor in one of several disciplines. The degree provides strong preparation for graduate and professional training, as well as for jobs in environmental policy, journalism, education, etc.

Programs of Study

The degrees offered are the bachelor of science with a major in environmental science and the bachelor of arts with a major in environmental studies. A minor in environmental science and studies is also offered.

Majoring in Environmental Science: Bachelor of Science

Departmental Requirements

- ENST 201 and 203
- ENST 698
- Two courses from one of the following options:
  - BIOL 202 and CHEM 261
  - ENST 562; STOR 455, 456
  - ENST 415 and MATH 383
  - GEOG 370, 477, 491, 577, 591
- Three of the following courses: BIOL 201; ENST 111, 406; ENST/GEOG 253; ENST/GEOL 213; MASC 470
- Four courses chosen from one of the following concentrations:

Environment and Health

ANTH 319; BIOL 568; three hours of ENST 395 or 694H, 522; ENVR 230, 412, 430, 431, 468, 470, 600; EPID 600; GEOG 434, 445, 541

Earth System Science

ENST 111, 211, 213, 222, 307, three hours of 395 or 694H, 403, 410, 411, 415, 417, 450, 530, 562, 581, 586; ENST 471/MASC 448; ENVR 413; GEOG 410, 416, 441, 442; GEOL 508, 509

Ecology

ANTH 139, 239, 318, 320, 439; BIOL 201, 277/277L, 278/278L, 463, 469, 471; ECOL 567, 569; ENST 222, 254, 261, 270, three hours of 395 or 694H, 404, 461, 471, 472, 520, 562; GEOG 228, 232, 423, 434; PLAN 550, 641

Energy and Sustainability

ENST 207, 210, 261, 307, 330, 331, 350, 404, 415, 474, 479, 480, 581, 585, 586, 685; ENST/MASC 450; GEOG 237, 410, 416

Environmental Decision Making

ANTH 539; ENST 254, 270, 350, 351, 368, 375, 395, 470, 474, 480, 562, 585, 685; GEOG 435

Environment and Infrastructure

ENST 330, 420, 474, 562, 581, 685; GEOG 228, 441; GEOG/PLAN 491, 591; GEOL 508, 509; PLAN 246, 247, 550, 636

Additional Requirements

- BIOS 600 or STOR 155
- CHEM 102 and 102L
- COMP 116
- PHYS 116 and 117
- MATH 233
- An approved course sequence in an allied science leading to the minor in biology, chemistry, physics, mathematics, physical geography, marine science, mathematical decision sciences, computer science, or geological science. Contact the director of undergraduate studies for approval of the minor courses.

All General Education requirements must be satisfied, some with specific courses:

- BIOL 101 and 101L (Approaches physical and life sciences with laboratory requirement)
- CHEM 101 and 101L (Approaches physical and life sciences requirement)
- ECON 101, recommended (Approaches social and behavioral sciences requirement)
- ENGL 101 and 102 (Foundations composition and rhetoric requirements)
- MATH 231 (Foundations quantitative reasoning requirements)
- MATH 232 (Connections quantitative intensive requirement)

Majoring in Environmental Studies: Bachelor of Arts

Departmental Requirements

- ENST 201 and 202
- One of the following courses: ENST 305; GEOG 370, 477, 491
- ENST 307 and 698
- One of the following courses: BIOL 201; ENST 111, 222, 213, 253
- Five courses chosen from one of the following concentrations:

Environment and Health

ANTH 319; BIOL 568; three hours of ENST 395 or 694H, 522; ENVR 230, 412, 430, 431, 468, 470, 600; EPID 600; GEOG 434, 445, 541

Ecology

ANTH 139, 239, 318, 320, 439; BIOL 201, 277/277L, 278/278L, 463, 469, 471; ECOL 567, 569; ENST 222, 254, 261, 270, three hours of 395 or 694H, 404, 461, 471, 472, 520, 562; GEOG 228, 232, 423, 434; PLAN 550, 641

Energy and Sustainability

ENST 207, 210, 261, 307, 330, 331, 350, 404, 415, 474, 479, 480, 581, 585, 586, 685; ENST/MASC 450; GEOG 237, 410, 416

Environmental Decision Making

ANTH 539; ENST 254, 270, 350, 351, 368, 375, 395, 470, 474, 480, 562, 585, 685; GEOG 435

Environment and Infrastructure

ENST 330, 420, 474, 562, 581, 685; GEOG 228, 441; GEOG/PLAN 491, 591; GEOL 508, 509; PLAN 246, 247, 550, 636

Population, Environment, and Development

ANTH 139, 239, 318, 320, 439, 459; ENST 254, 270, 370, 520, 562; GEOG 232, 266, 269; SOCI 121, 265

All General Education requirements must be satisfied, some with specific courses:

- BIOL 101/101L (Approaches physical and life sciences with laboratory requirement)
- CHEM 101/101L or PHYS 104/104L (Approaches physical and life sciences requirement)
- CHEM 102/102L or PHYS 105/105L
- ECON 101 (Approaches social and behavioral sciences requirement)
- ECON 400 or STOR 155 (Connections quantitative intensive requirement)
- ENGL 101 and 102 (Foundations composition and rhetoric requirements)
- MATH 231 (Foundations quantitative reasoning requirements)

Minoring in Environmental Science and Studies

The minor is designed for students wishing to remain in another discipline but who have an interest in the environmental field as an area of application. It provides a basic grounding in the principles and methods of environmental science and/or studies. Students may focus on the science aspects or the studies aspects. Students in the minor in environmental science and studies must take two core courses designed to give a grounding in the scientific and societal dimensions of environmental issues and problems and the tools for their solution.

- Required courses: ENST 201 and either ENST 202 or 203
- Three additional ENST courses (at least one at the 400 level)

Students must see an ENST advisor to discuss potential courses. Depending on the courses selected, the minor would require between 17 and 20 hours.

Minoring in Sustainability Studies

Students in any discipline may add this minor, which provides a grounding in sustainability—a unifying approach to human and environmental problems with a future orientation. Sustainable businesses, communities, and other organizations seek to design systems in ways that optimize material and energy use to decrease environmental and health problems and to bolster economic vitality and social equity. A growing number of scholars are framing problems and solutions in the language of sustainability, which balances growth and development with justice and environmental stewardship, in order to meet today's needs without undermining the ability of future generations to do the same.

Undergraduates minoring in sustainability take at least one of two core courses—ENST 330 Principles of Sustainability or ENST 331 Systems Analysis for Sustainability—as well as a capstone course and seminar series. In addition, they choose three other courses from a menu drawn from other campus departments, including business, city and regional planning, geography, and environmental science and engineering, among others. The minor requires 16 credit hours.

Honors in Environmental Science or Studies

Students in either the B.S. or B.A. degree program may participate in honors research leading to graduation with honors or highest honors. This distinction is earned by participation in honors research in an associated honors research seminar, culminating in ENST 694H. The Institute for the Environment maintains a listing of faculty with projects in which undergraduate honors candidates may participate.

Special Opportunities in Environmental Science and Studies

Departmental Involvement

The Carolina Environmental Student Alliance (CESA) is an interdisciplinary organization dedicated to uniting the environmental interests of students across campus. Participation is open to all students and community members with an interest in the environment.

Field Sites

The Institute for the Environment maintains a series of field sites in North Carolina and around the world at which students may take course work and conduct research. These range from coastal studies in Manteo and Morehead City, North Carolina, to studies of biodiversity in Highlands, North Carolina, to ecological and anthropological field studies in Siberia, Russia, to studies on atmospheric pollution and engineering solutions in Thailand, and to studies on international risk assessment and energy policy in Cambridge, England.

Experiential Education

Possibilities for experiential education include field-site programs, an APPLES service-learning course (ENST 205), Coral Reef Ecology and Management (ENST 259), Sierra Nevada Program (ENST 208 and 404), Siberian Field Studies (ENST 191, 261, 263), Internships (ENST 206, 207), and Research and Honors Research (ENST 395, 694H).

Internships

Students are encouraged to apply for internships in local, state, national, and international environmental organizations. The Institute for the Environment maintains an office from which information on internships may be obtained. These internships provide valuable practical experience, and some may be conducted for academic credit.

Study Abroad

The Institute for the Environment and other organizations have developed a series of exchange and other study abroad programs in which B.A. and B.S. students may conduct environmental studies at other universities.

Undergraduate Awards

Undergraduates may be considered for the Watts and Betsy Carr Awards, Mary and Watts Hill Jr. Awards, and Robert Alonzo Winston Scholarships.

Undergraduate Research

All students are encouraged (but not required) to complete an independent or team research project. Such projects introduce students to the tools needed for graduate study. They also provide an important place where students can work directly with the world-class environmental faculty and graduate students at UNC–Chapel Hill, as well as in the many environmental organizations in the Research Triangle. The Triangle area contains one of the largest collections of environmental organizations and expertise in the world, providing unique opportunities for students to conduct research on an immense range of topics from fundamental scientific research to policy applications.

Facilities

Coates Building (second floor), Miller Hall, Computational and Visualization Laboratory (sixth floor Bank of America Building), and the facilities at our field sites in Manteo, Morehead City, and Highlands, North Carolina.

Graduate School and Career Opportunities

A major in environmental science or studies prepares students for a variety of career options, including marine scientist, ecologist, environmental modeler, environmental policy maker, conservation advocate, land-use planner, and environmental educator. Combining either major with other studies at the undergraduate or graduate level can lead to possibilities as an environmental lawyer, epidemiologist, or environmental geneticist, to cite a few examples. Graduates have found employment in government agencies, such as the United States Environmental Protection Agency and the North Carolina Department of Environment and Natural Resources; in private industry, as a corporate lawyer, environmental consultant, or researcher; in educational institutions, as a science teacher or university faculty member; and in nonprofit organizations, working for an organization such as The Nature Conservancy.

Contact Information

The Institute for the Environment maintains an advising system for students with an environmental interest regardless of rank. Students may use that advising system from the time they enter UNC–Chapel Hill, obtaining advice from specialists in the various environmental fields. This advising system includes opportunities each semester to meet with professionals from government, industry, consulting, etc., and learn of the skills needed to work effectively in those fields.

The Institute for the Environment, Office of Undergraduate Environmental Programs, 100 Miller Hall, (919) 966-9922. Web site: http://www.ie.unc.edu/index.cfm.

ENST

051 First-Year Seminar: Balancing the Environment: Science, Human Values, and Policy in North Carolina (3). This course examines the ways in which scientific information, human values, and the policy process interact to produce environmental change, economic growth, and social justice in North Carolina.

108 Our Energy and Climate Crises: Challenges and Opportunities (PWAD 108) (4). Students quantify global depletion of energy resources and accompanying environmental degradation, hence discovering the profound changes in attitudes and behavior required to adjust to diminished fossil fuels and modified climate.

111 Physical Geology for Science Majors (GEOL 111) (4). See GEOL 111 for description.

191 Peoples of Siberia (ANTH 191, INTS 191) (3). See ANTH 191 for description.

201 Introduction to Environment and Society (4). Human-environment interactions are examined through analytical methods from the social sciences, humanities, and sciences. The focus is on the role of social, political, and economic factors in controlling interactions between society and the environment in historical and cultural contexts. Three lecture hours and one recitation hour a week.

201H Introduction to Environment and Society Honors (4). Human–environment interactions are examined through analytical methods from the social sciences, humanities, and sciences. The focus is on the role of social, political, and economic factors in controlling interactions between society and the environment in historical and cultural contexts. Three lecture hours and one recitation hour a week.

202 Introduction to the Environmental Sciences (4). Examines fundamental processes governing the movement and transformation of material and energy in environmental systems. Focuses on the role of these processes in environmental phenomena and how society perturbs these processes. Integrates methods from a range of scientific disciplines. Three lecture hours and three computer laboratory hour a week.

203 Introduction to Environmental Science Problem Solving (3). Prerequisite, MATH 231; corequisite, MATH 232. A quantitative introduction to selected topics in environmental sciences with an emphasis on developing and solidifying problem-solving skills.

204 Environmental Seminar (1–3). This course will provide an intellectual focus on the interface between environment and society by examining the relationship among science, policy, and actual management practices on a chosen topic.

205 Environmental Practicum (1–3). Focuses on the interface between environment and society by examining the relationship between science and management practices. Students receive classroom lecture and then go into the field to see what role the ideas actually have in management practices. Students also learn from an active professional working in the topic area.

206 Internship in Environmental Studies or Science (1–3). Permission of the instructor. To enroll in ENST 206, students must submit to the director of student affairs the internship program approval form (obtained from the director). To receive credit, students must submit at the end of the internship a summary of the work conducted, which the faculty sponsor judges.

207 Internship in Sustainability (3). This course provides an internship with a local organization on the topic of community sustainability, and explores the intellectual basis of public engagement.

208 New Frontiers: Environment and Society in the United States (3–4). By employing a multidisciplinary approach, this class will give students a sense of the role that the environment has played in shaping United States society and the role that our society plays in producing environmental change at the national and global level.

210 Energy in a Sustainable Environment Seminar (1). This seminar series will provide a general introduction to energy sources, resources, technologies, and societal use from a sustainability perspective.

211 Environmental Geology (GEOL 211) (3). See GEOL 211 for description.

213 Earth's Dynamic Systems (GEOL 213) (3). See GEOL 213 for description.

222 Estuarine and Coastal Marine Science (4). Prerequisites, MATH 231 and either CHEM 101 or PHYS 104. Introduction to the estuarine and coastal environment: geomorphology, physical circulation, nutrient loading, primary and secondary production, carbon and nitrogen cycling, benthic processes, and sedimentation. Consideration given to human impact on coastal systems with emphasis on North Carolina estuaries and sounds. Includes a mandatory weekend field trip and laboratory.

225 Water Resource Management and Human Rights (3–4). Water Resource Management and Human Rights explores logistical, political, social, and economic challenges in supplying every human with adequate access to clean water, the most basic human right.

253 Introduction to Atmospheric Processes (GEOG 253) (4). See GEOG 253 for description.

254 International Environmental Politics (POLI 254) (3). Covers the politics of environmental issues, with a focus on issues that have become internationalized. It focuses on the special problems that arise in creating rules for environmental management and regulation when no single government has authority to enforce those rules.

259 Coral Reef Ecology and Management (1). The course familiarizes students with the natural history, ecology, and physical and chemical characteristics of the coral reef environment. Policy and management issues are also examined.

261 Conservation of Biodiversity in Theory and Practice (GEOG 264, INTS 261) (3). Prerequisite, ENST 201. Permission of the instructor for students lacking the prerequisite. This course will give students a multidisciplinary introduction to growing field of biodiversity preservation.

262 Global Ecology: An International Perspective on Ecological and Environmental Problems (BIOL 262) (3). See BIOL 262 for description.

263 Environmental Field Studies in Siberia (GEOG 263, INTS 263) (4). This course explores the biogeography of Siberia and gives students practical training on how to do field work in field ecology and physical geography.

270 Global Environment: Policy Analysis and Solutions (INTS 279, PLCY 270) (3). See PLCY 270 for description.

305 Data Analysis and Visualization of Social and Environmental Interactions (4). Prerequisite, ECON 400, ENST 201, MATH 231, or STOR 155. Principles of spatial and temporal data analysis are applied to issues of the role of society in producing environmental change. Methods include statistical analysis, model development, and computer visualization. Three lecture hours and one laboratory hour a week.

306 Business and the Environment (3). Introduction to the methods for selecting management practices in business and industry in ways that optimize environmental quality and economic prosperity. Three lecture hours a week.

307 Energy and Material Flows in the Environment and Society (3). Prerequisites, MATH 231, ENST 201 and 202. Permission of the instructor for students lacking the prerequisites. Examines the regional to global flow of materials and energy through materials extraction, processing, manufacturing, product use, recycling, and ultimate disposition, including its relevance in policy development. Reviews natural cycles in the environment, basic physics, and the technology of energy production.

308 Environmental History (3). Historical development of the system of beliefs, values, institutions, etc, underlying societal response to the environment in different cultures is analyzed. The

approach is interdisciplinary, drawing on methods from history, philosophy, psychology, etc. Three lecture hours a week.

309 Environmental Values and Valuation (3). Introduction to the methods for assigning value to aspects of the environment and to interhuman and human-environment interactions. The approach is interdisciplinary, drawing on methods from philosophy, ecology, psychology, aesthetics, economics, religion, etc. Three lecture hours a week.

312 Risk-Based International Environmental Decisions (ENVR 312) (3). A Web-based course on the methods and roles of risk assessment in the international setting, with a primary focus on United States–European Union applications in environmental policy decisions.

330 Principles of Sustainability (3). An overview of science, social science, and humanities perspectives on community sustainability.

350 Environmental Law and Policy (3). This course gives students an overview of environmental law and some practical experience in environmental policy making.

351 Coastal Law and Policy (3). The utilization of common coastal resources, the management of fisheries, and coastal zone management guide an examination of coastal laws, policies, and regulations at the federal, state, and local levels.

368 Environmental Ethics (PHIL 368) (3). See PHIL 368 for description.

370 Agriculture and the Environment (3). Introduction to the ecology of agricultural practices and the impact of food production on the environment. Particular attention will be paid to the constraints on agriculture which must be overcome to feed the planet's growing population.

375 Environmental Advocacy (COMM 375) (3). See COMM 375 for description.

395 Research in Environmental Sciences and Studies for Undergraduates (1–21). Permission of the instructor. Research in an area of environmental science or environmental studies.

396 Directed Readings (1–4). Permission of the instructor. A specialized selection of readings from the literature of a particular environmental field supervised by a member of the Carolina Environmental Faculty group. Written reports on the readings or a literature review paper will be required. Cannot be used as a course toward the major.

403 Environmental Chemistry (ENVR 403) (3). See ENVR 403 for description.

404 Mountain Biodiversity (BIOL 253) (4). Introduction to the new field of biodiversity studies, which integrates approaches from systematics, ecology, evolution, and conservation.

405 Mountain Preservation (4). Introduces students to approaches used to preserve the natural and cultural heritage of the Southern Appalachians.

406 Atmospheric Processes II (GEOG 404) (4). Principles of analysis of the atmosphere are applied to the analysis of environmental phenomena. The link between the atmosphere and other environmental compartments is explored through environmental case studies.

410 Earth Processes in Environmental Systems (GEOL 410, MASC 410) (4). Prerequisites, CHEM 102, GEOL 111 or 213, MATH 231, PHYS 105 or 117. Permission of the instructor for students lacking the prerequisites. Principles of geological and related Earth systems sciences are applied to analyses of environmental phenomena. The link between the lithosphere and other environmental compartments is explored through case studies of environmental issues. Three lecture hours and one laboratory hour a week.

411 Oceanic Processes in Environmental Systems (GEOL 411, MASC 411) (4). Prerequisites, BIOL 101, CHEM 102, ENST 222, MATH 231, PHYS 105 or 117. Permission of the instructor for students lacking the prerequisites. Principles of analysis of the ocean, coast, and estuarine environments and the processes that control these environments are applied to the analysis of environmental phenomena. Case studies of environmental issues. Three lecture hours and one laboratory hour a week.

416 Environmental Meteorology (3). This course explores atmospheric processes most important to environmental problems such as the transport and transformation of air pollutants and weather systems involved in intercontinental transport of gases and particles.

417 Geomorphology (GEOL 417) (3). See GEOL 417 for description.

420 Community Design and Green Architecture (3). The impact of building on the environment and health will be examined by looking at the major areas of: land use planning, water resource use, energy, materials, and indoor environment.

431 Systems Analysis for Sustainability (3). Provides an overview of principles from science and engineering to analyze sustainability of material and energy systems.

450 Biogeochemical Processes (ENVR 415, GEOL 450, MASC 450) (4). Prerequisites, CHEM 251 or 261, MATH 231, PHYS 105 or 117. Permission of the instructor for students lacking the prerequisites. Principles of chemistry, biology, and geology are applied to analysis of the fate and transport of materials in environmental systems, with an emphasis on those materials that form the most significant cycles. Three lecture hours and one laboratory hour a week.

460 Historical Ecology (ANTH 460) (3). See ANTH 460 for description.

461 Fundamentals of Ecology (BIOL 461, ECOL 461) (4). See BIOL 461 for description.

468 Advanced Functions of Temporal GIS (ENVR 468) (3). See ENVR 468 for description.

470 Environmental Risk Assessment (ENVR 470) (3). See ENVR 470 for description.

471 Human Impacts on Estuarine Ecosystems (MASC 471) (4). Prerequisites, CHEM 102 and MATH 231. A cohesive examination of the human impacts on biological processes in estuarine ecosystems. Laboratory/recitation/field work is included and contributes two credit hours to the course.

472 Coastal and Estuarine Ecology (MASC 448) (4). See MASC 448 for description.

474 Sustainable Coastal Management (3). This course explores the environmental history of the Albemarle estuary and its larger

watershed and explores ways in which humans can utilize this region in a more sustainable manner.

479 Landscape Analysis (3). This course utilizes GIS, GPS, and remote sensing technologies to gather data on geology, watersheds, soils, integrated moisture indices. The class also develops habitat maps and derives species diversity indices.

480 Environmental Decision Making (PLCY 480) (3). See PLCY 480 for description.

489 Ecological Processes in Environmental Systems (4). Prerequisites, BIOL 101 or 201, CHEM 102, MATH 231, PHYS 105 or 117. Permission of the instructor for students lacking the prerequisites. Principles of analysis of the structure and function of ecosystems are applied to environmental phenomena. The link between the biosphere and other environmental compartments is explored through case studies of environmental issues. Three lecture hours and one laboratory hour a week.

490 Special Topics in Environmental Science and Studies (3). Advanced topics from diverse areas of environmental science and/or environmental studies are explored.

510 Policy Analysis of Global Climate Change (PLCY 510) (3). See PLCY 510 for description.

511 Stable Isotopes in the Environment (GEOL 511) (3). See GEOL 511 for description.

520 Environment and Development (INTS 520, PLCY 520) (3). See PLCY 520 for description.

522 Environmental Change and Human Health (ENVR 522) (3). Prerequisite, ENST 201 or 202. The course will provide students with a multidisciplinary perspective of environmental changes to encompass both human health and ecological health.

530 Principles of Climate Modeling (3). Prerequisites, MATH 231, 232, and 233; PHYS 116 and 117. Recommended preparation, MATH 383. Develops explanatory and predictive models of the earth's climate. The level is introductory and the emphasis is on modeling past climate with the hope of understanding its future.

562 Statistics for Environmental Scientists (BIOL 562, ECOL 562) (4). See ECOL 562 for description.

563 Statistical Analysis in Ecology and Evolution (BIOL 563, ECOL 563) (4). See BIOL 563 for description.

567 Ecological Analyses and Application (ECOL 567) (3). See ECOL 567 for description.

569 Current Issues in Ecology (ECOL 569) (3). See ECOL 569 for description.

581 Water Resource Planning and Policy Analysis (3). Water resources demand-supply relationships, United States water resource and related water quality policy, legal structure for water allocation, planning, project and program evaluation, and pricing. Strategies for coping with floods, droughts, and climate change will be explored. Extensive use of case studies.

585 American Environmental Policy (ENVR 585, PLAN 585, PLCY 585) (3). See ENVR 585 for description.

586 Water Quality Policies and Planning (3). Prerequisites, BIOL 101 and MATH 231. Introduction to the management of water quality at the local and basinwide scales. Topics include theory and management frameworks; state and federal statutes and programs; water contaminants, their fate and transport; alternatives for improving and protecting water quality; and the technologies and management practices of selected basinwide comprehensive strategies.

608 Continuum Mechanics in the Earth Sciences (GEOL 608) (3). See GEOL 608 for description.

675 Environmental Communication and the Public Sphere (COMM 675) (3). See COMM 675 for description.

685 Environmental and Resource Economics (3). Prerequisite, ECON 310. Theory and methods of environmental economics. Topics covered include cost-benefit analysis and environmental policy analysis, economic concept of sustainability, optimal use of natural resources, nonmarket valuation, and economic instruments.

686 Policy Instruments for Environmental Management (ENVR 686, PLAN 686, PLCY 686) (3). See PLCY 686 for description.

694H Honors Project in Environmental Sciences and Studies (3). Permission of the director of undergraduate studies. Independent project leading to the honors designation. Includes weekly research seminar.

698 Capstone: Analysis and Solution of Environmental Problems (3). Interdisciplinary, team-based analyses of environmental phenomena are performed and applied to problems of the selection of effective environmental strategies. Students may select from a wide range of examples and venues.

Department of Exercise and Sport Science

www.unc.edu/depts/exercise

KEVIN M. GUSKIEWICZ, *Chair*

Professors

Kevin M. Guskiewicz, Anthony C. Hackney, Robert G. McMurray, William E. Prentice.

Associate Professors

Diane G. Groff, Bonita L. Marks, Joseph B. Myers, Barbara J. Osborne, Darin A. Padua, Edgar W. Shields Jr.

Assistant Professors

Claudio L. Battaglini, J. Troy Blackburn, Coyte G. Cooper, Richard M. Southall, Steven M. Zinder.

Adjunct Professors

John Anderson, Robert C. Cantu, Michael T. Gross, Michael D. Lewek, Timothy N. Taft.

Adjunct Assistant Professors

Elizabeth G. Hedgpeth, Daniel N. Hooker, Bing Yu.

Senior Lecturers

Meredith A. Petschauer, Sherry L. Salyer.

Lecturers

Alain J. Aguilar, Rebecca L. Battaglini, Marian T. Hopkins, Debra C. Murray, Kristin S. Ondrak, Deborah J. Southall, Deborah L. Stroman.

Professors Emeriti

M. Deborah Bialeschki, John E. Billing, Frederick O. Mueller, Francis Pleasants Jr.

Introduction

Exercise and sport science examines the physics, physiology, and psychology of sport and exercise, the recognition and treatment of athletic injuries, and the administration of athletics. The athletic training program within the Department of Exercise and Sport Science (EXSS) can prepare students to work as a certified athletic trainer for high school, college, or professional sports teams. Students interested in sport administration can build a foundation in the management aspect of sport. Sport administration career options include almost anything related to amateur, interscholastic, or professional sports. The fitness professional program is designed to prepare students for careers in a variety of health-related fields, including but not limited to entry-level positions in the health-fitness industry; personal training of amateur, professional, and recreational athletes; exercise therapy for a range of clinical conditions; or graduate study in exercise physiology. Other career options for EXSS majors include strength-conditioning coach for an athletic team; exercise research within the athletic, medical, or pharmaceutical industries; or fitness club entrepreneur. By choosing additional coursework, students can apply to schools of physical therapy, occupational therapy, public health, nursing, or medicine.

The overall mission of the Department of Exercise and Sport Science is to discover, create, and promote knowledge of human movement to improve the quality of life of individuals and society.

Programs of Study

The degree offered is the bachelor of arts with a major in exercise and sport science. In addition to the general B.A. in exercise and sport science, the department offers three concentrations: athletic training, fitness professional, and sport administration. Three minors are offered in coaching education, exercise and sport science, and recreation administration.

Majoring in Exercise and Sport Science: Bachelor of Arts

B.A. Major in Exercise and Sport Science: General Concentration

Students seeking the bachelor of arts degree with a major in exercise and sport science must complete the following departmental requirements in addition to required General Education courses.

EXSS Courses

- Four required core courses (must earn a grade of C or better): EXSS 175, 188, 276, and either 220 or 221
- EXSS 101, 273, 376, 380, and 385

Additional Courses

- BIOL 101 and 101L
- MATH 110 (prerequisite for EXSS 273, 376, and 385)

A minimum of 18 hours in the nine required courses for the major must be completed with a grade of C or better (not a C average). A maximum of 45 hours of EXSS courses may be applied toward the B.A. degree.

B.A. Major in Exercise and Sport Science: Athletic Training Concentration

Students seeking the bachelor of arts degree with a major in exercise and sport science–athletic training (EXSS–AT) must complete the following departmental requirements in addition to required General Education courses.

EXSS Courses

- Required core courses (must earn a grade of C or better): EXSS 175, 188, 276, and 369
- EXSS 141, 265, 271, 275L, 360, 366, 367, 368, 370, 376, and 385

Additional Courses

- BIOL 101 and 101L
- MATH 110 (prerequisite for EXSS 273, 376, and 385)

The undergraduate athletic training program is nationally accredited as determined by the Commission on Accreditation of Athletic Training Education (CAATE). Students can become involved in athletic training at UNC–Chapel Hill as early as their first year, when they are assigned observational hours in Fetzer Athletic Training Room. Students gain exposure to injury evaluation, treatment, and rehabilitation while working under the supervision of certified athletic trainers. Students who wish to continue with athletic training as a career path should apply to the program during the fall semester of their sophomore year. Applications are due October 15.

Prerequisites include 1) a minimum of 50 observational hours; 2) successful completion (B grade minimum) of EXSS 175 Human Anatomy and 188 Emergency Care of Injuries and Illness, by the end of the fall semester sophomore year; and 3) a minimum cumulative grade point average of 2.75.

Interested students should attend an organizational meeting held on the first Tuesday of every semester at 7:00 p.m. in Room 106 Fetzer Gymnasium. For more information, interested students can access the athletic training Web site at http://www.unc.edu/depts/exercise/undergraduate_program/athletic_curriculum.htm. They also may contact Dr. Meredith Petschauer at (919) 962-1110, mbusby@email.unc.edu; Dr. Steve Zinder at (919) 962-0774, szinder@email.unc.edu; or Dr. Joe Myers at (919) 962-7543, joemyers@email.unc.edu.

B.A. Major in Exercise and Sport Science: Fitness Professional Concentration

Students seeking the bachelor of arts degree with a major in exercise and sport science–fitness professional (EXSS–FP) must complete the following departmental requirements in addition to required General Education courses.

EXSS Courses

- Required core courses (must earn a grade of C or better): EXSS 175, 188, 220, and 276
- EXSS 273, 360, 376, 379, 385, 408 (formerly 476), 410L, and 412

Additional Courses

- BIOL 101 and 101L
- BIOC 107 or CHEM 101 and 101L
- MATH 110 (prerequisite for EXSS 273, 376, and 385)

The goal of the fitness professional program is to prepare students to assume roles as leaders in the fitness field and the area of fitness research. The blend of theoretical course work and practical experience will assist the student in preparing for career opportunities and national fitness certifications.

Course Sequencing

EXSS 188, 273, 385, and electives may be taken at any point in the major. For other courses the following sequence is required due to the building-block nature of the academic material:

First Year

- BIOL 101/101L

Second Year

- CHEM 101/101L and possibly BIOC 107 (may be taken first year)
- Fall: EXSS 175
- Spring: EXSS 276

Third Year

- Fall: EXSS 220, 376
- Spring: EXSS 360, 408 (option 410L)

Fourth Year

- Fall: EXSS 410L
- Spring: EXSS 379, 412, and remaining EXSS/elective courses

Interested students should attend an interest informational meeting held approximately two weeks before spring and fall registration begins. The exact date/time/place will be posted in Fetzer Gymnasium and online. For more information, interested students can also access the fitness professional Web site at http://www.unc.edu/depts/exercise/undergraduate_program/fitness_professional.htm. For more information, please contact Dr. Kristin Ondrak at kondrak@unc.edu or Dr. Bonita Marks at marks@email.unc.edu.

B.A. Major in Exercise and Sport Science: Sport Administration Concentration

Students seeking the bachelor of arts degree with a major in exercise and sport science–sport administration (EXSS–SA) must complete the following departmental requirements in addition to required General Education courses.

EXSS Courses

- Required core courses (must earn a grade of C or better): EXSS 175, 188, 221, and 276
- EXSS 273, 322, 323, 324, and 326
- Three (3) additional credits must be earned in EXSS course(s) at the 200 level or above.

Additional Courses

- BIOL 101 and 101L
- ECON 101 (prerequisite for EXSS 324)
- MATH 110 (prerequisite for EXSS 273)

The undergraduate sport administration program provides students with course work specific to sport related organizations and prepares students to work in managing a variety of positions within the multi-faceted sport industry. Graduates often secure jobs with professional sport teams, intercollegiate athletics, sport industry corporations, and youth sport organizations.

Course Sequencing

Second Year

- EXSS 175, 188 (can be taken in the second or third year), 221

Third Year

- Fall: EXSS 322, 323
- Spring: EXSS 276

Fourth Year

- EXSS 324, 326

For more information, please contact Barbara Osborne, Esq., at sportlaw@unc.edu.

Minoring in Coaching Education

The minor in coaching education consists of five courses, distributed as follows:

- Students take two core courses: EXSS 188 and 207
- Three additional courses are required, including two from group A and one from group B.
- Group A: EXSS 141, 181, 211, 221, 380, 385, 408, 478; RECR 430
- Group B: EXSS 205, 206

Minoring in Exercise and Sport Science

Students should satisfy the physical and life science with laboratory Approaches requirement with BIOL 101/101L, which are prerequisites for the minor. The minor consists of five courses, distributed as follows:

- One core course: EXSS 101
- Four courses from the following list: EXSS 181, 220, 376, 380, and 385

Minoring in Recreation Administration

The minor consists of five required courses: EXSS 221; RECR 311, 420, 430, and 475.

Honors in Exercise and Sport Science

The senior honors program provides exercise and sport science majors the opportunity to pursue an independent, two semester research project. A student must have an overall grade point average of 3.2 or above prior to acceptance into the departmental honors program and must maintain an overall average of 3.2 or above to remain in the program. Students complete EXSS 693H and 694H. Honors study involves the completion of a substantial piece of original research and the formal oral presentation of the results. Those successfully completing the program are awarded their degree with either honors or highest honors. Previous senior honors theses have researched such topics as recovery heart rate, balance and joint stability, and the effects of guided imagery. Please contact Dr. Meredith Petschauer at (919) 962-1110, mbusby@email.unc.edu, if you are interested.

Special Opportunities in Exercise and Sport Science

Departmental Involvement

In addition to its academic offerings, the EXSS department houses the campus recreation program (intramural sports, club sports, Carolina Fitness, Carolina Outdoor Education, Heels Employee Fitness). Students may also align with the Carolina Sports Business Club, the Carolina Baseball Marketing group, the Student Athletic Trainers Association, and the Chapel Hill Adaptive Sports Experience (CHASE) programs. The "Get Real and Heel" program, offering exercise and recreation therapy services to women with breast cancer, and the "Sport Concussion Research" program provide opportunities for qualified students to volunteer and gain valuable research experience.

Experiential Education

EXSS 207, 271, 379, 694H, and RECR 420 satisfy the experiential education requirement.

Laboratory Teaching Internships and Assistantships

Athletic training students work with UNC–Chapel Hill sports teams and local high schools. The fitness professional students serve a practicum with local fitness organizations.

Study Abroad

The Department of Exercise and Sport Science offers a summer study abroad program in Montevideo, Uruguay. Refer to the EXSS Web site for more information. For other study abroad experiences the department will gladly work with its majors to determine appropriate credit.

Undergraduate Awards

The Patrick F. Earey Award, named in honor of a longtime faculty member, is given annually to the outstanding senior major in the department. The award signifies exemplary leadership, academic achievement, and extracurricular involvement by a senior exercise and sport science major.

The Ronald W. Hyatt Scholarship, named in honor of the late Dr. Hyatt, one of Carolina's "priceless gems" and an EXSS faculty member, is a merit-based scholarship awarded annually to an outstanding full-time undergraduate exercise and sport science major with junior status.

The EXSS Scholar Athlete Award is a merit-based award recognizing outstanding scholarship of a student athlete majoring in Exercise and Sport Science.

Undergraduate Research

Students are encouraged to explore research interests by completing independent research studies and senior honors theses. For a few highly motivated and dedicated individuals, working with faculty on faculty research projects is possible.

Facilities

In addition to classroom space and physical activity area, Fetzer Gymnasium houses six well-equipped research and teaching laboratories:

1. The Applied Physiology Laboratory is fully equipped to measure metabolism, body composition, and aerobic fitness. Additionally, it houses a chemistry laboratory to study the biochemistry of exercise.
2. The Cadaver Anatomy Laboratory is designed to teach cadaver dissection in order to gain a greater knowledge about how the human body works in an athletic environment.
3. The Exercise Science Teaching Laboratory was specifically designed for teaching exercise science laboratory experiences as well as clinical exercise testing experiences.
4. The Sports Medicine Research Laboratory, equipped with the latest equipment to investigate athletic injuries related to the biomechanics and kinesiology of movement, offers as its primary research focus the prevention and treatment of athletic-related injuries.
5. The Neuromuscular Control Laboratory is designed for the study of how the central nervous system controls human movement. The laboratory is equipped for the measurement of electromyography, reflex modulation, and postural control.
6. The CPR laboratory is a teaching laboratory for CPR and first aid skills. The laboratory is equipped with mannequins, AED trainers, and first aid equipment.

Graduate School and Career Opportunities

Many undergraduate exercise and sport science majors are preparing for graduate work in related areas: exercise physiology, physical therapy, sports medicine, nutrition, athletic training, sports management, etc. They will be well prepared for master's and doctoral programs at major universities. Numerous opportunities exist for graduate assistantships in these areas at UNC–Chapel Hill and other large universities. Numerous career opportunities exist in a variety of fields directly related to sport and exercise. Some graduates go directly into health/fitness/sport related employment. Others go on to attend professional schools or pursue advanced academic degrees.

Contact Information

Professor Sherry Salyer, Director of Undergraduate Studies, CB# 8700, 211 Fetzer Gym, (919) 962-6947, salyer@email.unc.edu. Web site: www.unc.edu/depts/exercise.

EXSS

050 First-Year Seminar: Discrimination and Sport (3). This course will examine the American ethos by looking at those who have been discriminated against in sport because of race, gender, sexual orientation, or disability.

101 Foundations of EXSS (3). Survey of the discipline of exercise and sport science. Analysis of the nature and importance of physical activity, knowledge base of the discipline, and careers in physical activity professions.

141 Personal Health (3). Elective, open to all students. This course examines basic wellness concepts in the areas of physical fitness, nutrition, disease prevention, mental health, drug abuse, and human sexuality. Emphasis is on the individual's responsibility for his/her own health.

175 Human Anatomy (3). The study of the structure of the human body with special emphasis on the musculoskeletal, articular, and nervous systems. Prosected cadaver materials are utilized to study the skeletal muscles and body viscera.

181 Sport Psychology (3). A comprehensive introduction to psychological and sociological factors that relate to sport involvement and performance. Issues include psychological aspects of elite athletes, motivation and performance, intervention and performance enhancement, anxiety and skill performance, racial and gender discrimination in sport, and violence in sport.

188 Emergency Care of Injuries and Illness (3). Theory and practice of basic first aid, cardiopulmonary resuscitation, and the acute care of athletic injuries.

193 Theory and Practice of Modern Dance Technique—Elementary-Level Elective. (3). Prerequisite, PHYA 224. An intensive study of modern dance technique and philosophy, focusing on the physical principles of movement and their choreographic application. One hour seminar and four and one-half hours laboratory.

205 Analysis of Sport Skills I (3). A professional preparation course in the skills, knowledge, safety, and teaching progressions of basketball, track and field, and softball/baseball.

206 Analysis of Sport Skills II (3). A professional preparation course in the skills, knowledge, safety, and teaching progressions of soccer, tennis, and volleyball.

207 Coaching Principles (3). A professional preparation course for teaching and coaching. Includes basic instruction in coaching education and principles, pedagogy for coaching, conditioning for athletes, and team building.

208 Health and Physical Education in the Elementary School (3). This course deals with methods and materials of health and physical education in school levels kindergarten through sixth grade. Required of elementary education majors. Does not count toward physical education major.

210 Physical Education for the Elementary School—Kindergarten through Sixth Grade (3). This course deals with methods and materials of physical education in school levels kindergarten through the sixth grade.

211 Adapted Physical Education (3). A study of problems related to body mechanics and the needs of the physically handicapped student.

220 Fitness Management (3). Students develop a working knowledge of theories, principles, and operating procedures involved in managing programs, staff, and facilities in the health/fitness industry, including management, marketing, operations, legal aspects.

221 Introduction to Sport and Recreation Administration (3). In this course, students are introduced to the policies and problems of organizing and administering sport, recreation and physical education programs in public and private settings.

260 Women in Sports (WMST 163) (3). A broad based perspective of women's participation in sport including history of participation, physiological differences, and socio-cultural influences including work, politics, family, economics, and gender roles and identity.

265 Fundamentals of Athletic Training (3). Prerequisites, EXSS 175 and 188. Permission of the instructor. This course is designed to introduce the undergraduate athletic training student to the athletic training profession and to provide the basic knowledge and skills necessary to recognize, evaluate, and treat injuries to the head and face, cervical spine, thoracic region, abdominal/urogenital region, and extremities.

271 Athletic Training Clinical (1). Prerequisites, EXSS 175, 188, and 265. This field experience offers implementation of theories and practices of athletic training and sports medicine under the supervision of a certified athletic trainer.

273 Research in Exercise and Sport Science (3). Prerequisite, MATH 110. An introduction to research in the fields of physical education, exercise, and sport science with emphasis on understanding and application of research findings.

275L Human Anatomy Laboratory (1). Prerequisites, BIOL 101L and EXSS 175. Grade point average of 3.1 but not required for core. EXSS 275L is a basic human anatomy laboratory course designed to accompany EXSS 175 for students endeavoring to major in the allied health professions.

276 Human Physiology (3). Prerequisite, EXSS 175. BIOL 252 may be accepted as a prerequisite with the permission of the instructor. A lecture course in elementary physiology, covering the various systems of the body.

290 Special Topics in EXSS (3).

293 Theory and Practice of Modern Dance Technique—Intermediate-Level Elective. (3). Prerequisite, EXSS 193. Permission of the instructor for students lacking the prerequisite. An intensive study of modern dance technique and philosophy, focusing on the physical principles of movement and their choreographic application. One hour seminar and four and one-half hours laboratory.

322 Fundamentals of Sport Marketing (3). Recommended preparation, EXSS 221. This course is designed to introduce students to marketing within the sport industry, including the unique aspects of the sport product and sport consumer markets.

323 Sport Facility and Event Management (3). This course is designed to develop practical competencies necessary for effectively managing sport facilities and events while providing students with experiential learning opportunities inside and outside the classroom.

324 Finance and Economics of Sport (3). Prerequisite, ECON 101. Recommended preparation, EXSS 221. This course provides an understanding of the financial and economic growth of sport, economic theory applied to the sport industry, and the basic principles and methods of sound fiscal control.

326 Legal Aspects of Sport (3). Recommended preparation, EXSS 221. This course provides a foundation in general legal concepts and familiarizes students with those areas they are most likely to encounter as managers in the sports and fitness industry.

327 Field Experience in Sport Administration (1–3). Prerequisite, EXSS 221 and at least two of the following: 322, 323, 324, 326. Permission of the instructor for students lacking the prerequisites. This field experience offers implementation of theory and the practical application of sport administration in a sport organization worksite, under the direct supervision of a business professional.

360 Sports Nutrition (3). Prerequisite, EXSS 276 or NUTR 240. The role of nutrition in maximizing physical performance, promoting health, and controlling body weight. Includes individual nutritional assessments.

366 Evaluation of Athletic Injuries (3). Prerequisites, EXSS 175, 188, and 265. This is an advanced athletic training course, designed to provide the athletic training student with knowledge and skills necessary to recognize and evaluate athletic injuries of the spine and extremities.

367 Therapeutic Modalities (3). Prerequisites, EXSS 175, 188, 265, and 366. This is an advanced athletic training course, designed to provide the athletic training student with knowledge and skills necessary for treating injuries.

368 Therapeutic Exercise and Rehabilitation (3). Prerequisites, EXSS 175, 188, 265, 366, and 367. This is an advanced athletic training course, designed to provide the athletic training student with knowledge and skills necessary for rehabilitating injuries.

369 Athletic Training Seminar (3). Prerequisites, EXSS 175, 188, 265, 276, 366, 367, and 368. A presentation of the historical and current perspectives of athletic training, including techniques for organizing and administering athletic training programs.

370 General Medicine in Athletic Training (2). Prerequisites, EXSS 175, 188, 265, and 276. Advanced course focusing on under-

standing instrumentation used in assessing internal injury related to sport. Pharmacology, drug testing, psychosocial interventions, and selected emergency procedures pertaining to athletic injury are also presented.

376 Physiological Basis of Human Performance (3). Prerequisites, EXSS 175, 276, and MATH 110. Instructor may approve equivalents for EXSS prerequisites. Students must take laboratory section along with class. The application of physiological principles to sport and physical activity. Both immediate and chronic adaptations to exercise are studied. Two lecture and two laboratory hours a week.

379 Practicum in Physical Fitness and Wellness (1–2). Prerequisites, EXSS 220, 385, 408, 410L, and 412. Recommended preparation, EXSS 360 - site dependent. Current CPR certification and student liability insurance is required. Introductory practical experience to enable student to apply knowledge and skills in a worksite under direct supervision of certified professionals.

380 Neuromuscular Control and Learning (3). Provides an understanding of the neuromuscular factors controlling movement and how changes in these factors lead to the learning of physical skills. Promotes the application of neuromuscular control and learning principles to the teaching of physical skills with examples from fields such as athletic training, physical therapy, coaching, and medicine.

385 Biomechanics of Sport (3). Prerequisites, EXSS 175 and MATH 110. Permission of the instructor for students lacking the prerequisites. The study and analysis of human movement including fundamental aspects of the musculoskeletal and articular systems. Principles of biomechanics, including application to neuromuscular fitness activities, aerodynamics in sport, hydrodynamics, rotary motion, throw-like and push-like patterns, and analysis of projectiles.

396 Independent Studies in Exercise and Sport Science Elective (1–3). Required preparation, any two EXSS courses with B or better and a cumulative grade point average of 3.0. Restricted to juniors and seniors. Individually designed in-depth study in an area of interest within exercise and sport science. Available to both majors and nonmajors under the supervision of selected EXSS faculty member.

408 Theory and Application of Strength Training and Conditioning for Fitness Professionals (3). Prerequisites, EXSS 175 and 276. This is an intermediate- to upper-level course designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, functional, and administrative aspects of designing and supervising conditioning programs for various populations.

410L Exercise Testing (3). Prerequisites, EXSS 175, 276, and 376. This is an exercise testing laboratory course for hands-on training of methods and protocols for screening, evaluating, and prescribing exercise.

412 Exercise Prescription (3). Prerequisites, EXSS 175, 276, and 376. Introductory course in the theoretical basis of exercise prescription, enabling students to develop safe and effective exercise programs for healthy and at-risk populations.

478 Performance Enhancement for Fitness Professionals (3). Prerequisites, EXSS 175, 276, and 380. An upper-level course designed to provide students who have a fitness background with the theoretical and practical knowledge related to the Performance Enhancement Specialization for athletes of all ages.

479 Performance Enhancement Specialization for Health Professionals (1). Prerequisites, EXSS 175, 276, 366, and 368. An upper-level course designed to provide students who have a health profession background with the theoretical and practical knowledge related to the Performance Enhancement Specialization for athletes.

693H Senior Honors Thesis (3). Prerequisite, EXSS 273. Required preparation, a cumulative grade point average of 3.2, and permission of the department. Directed independent research under the supervision of a faculty advisor who teaches in the exercise and sport science curriculum.

694H Senior Honors Thesis (3). Prerequisite, EXSS 273. Required preparation, a cumulative grade point average of 3.2, and permission of the department. Preparation of an honors thesis and an oral examination on the thesis.

RECR

050–089 First-Year Seminars (3). The seminars are designed to enable first-year students to work closely with senior professors in classes that enroll 20 students or fewer. See the directory of classes for specific offerings.

310 Women, Work, and Leisure (WMST 310) (3). Implications of the relationship between women and leisure from a lifestyle perspective and an analysis of the changing role of women and changing leisure concepts from a feminist perspective.

311 Recreation and Leisure in Society (3). An introduction to leisure studies and its various elements developed from historical, philosophical, and theoretical perspectives with a focus on the meanings of leisure in individual and community life.

370 Recreation Services across the Lifespan (3). An analysis of the issues that affect recreation programming for persons across the lifespan. Constraints associated with age, economics, and disabling conditions will be explored.

390 Selected Issues Seminar (1–12). Current issues, techniques, and research of a topical short-term nature are the focus of these seminars.

396 Independent Studies in RECR (1–12). Individual readings, research, and/or field study of a recreation issue, problem, service system, or activity pattern. The course may take the form of an independent study or seminar depending upon students' interests and enrollment.

420 Program Planning in Recreation Services (3). This experiential course covers the concepts and skills used in program planning. Students apply their program planning skills to real-life situations and implement a recreation program for a community agency.

430 Introduction to Leadership and Group Dynamics (3). An analysis of the techniques, methods, and motives of group and community leaders. Special attention is focused upon the roles of organizational structure, personnel policies, and in-service training programs.

440 Outdoor Recreation and Environmental Issues (3). A survey course taught from a psychosocial perspective addressing the roles of public and private agencies in meeting increased

demand for outdoor recreation. Emphasizes the implications of environmental awareness on outdoor recreation.

470 Recreation and Leisure across the Lifespan (3). An analysis of aspects that affect recreation and leisure behavior from birth to death, with a focus on issues associated with race, class, gender, sexual identity, and disabling conditions.

475 Disability, Culture, and Therapeutic Recreation (3). An examination of disability from a cultural perspective with the application of theoretical and scientific knowledge to provide recreation interventions that facilitate participation in life by individuals with disabilities.

581 Internship in Recreation (3). Required preparation, three or more courses in recreation. Students will have an opportunity to receive varied practical on-the-job experience in one of many agency types.

676 Clinical Skills in Therapeutic Recreation (3). Development of helping skills for the practice of therapeutic recreation emphasizing rationale, techniques, and role responsibilities of therapeutic recreation in the area of leisure education. A 20-hour practicum is required.

677 Disabling Conditions and the Practice of Therapeutic Recreation (3). Prerequisites, RECR 475 and 676. Instruction in the relationship between various disabling conditions and the practice of therapeutic recreation. A 24-hour practicum is required.

691H Honors in RECR (3). Special studies for undergraduates. Intensive study on a particular topic under the supervision of a qualified member of the staff. For RECR majors, with special permission of the faculty members involved and the director of undergraduate studies.

692H Honors in RECR (3). Honors project in recreation. The completion of a special project, approved by the department, by a student who has been designated a candidate for undergraduate honors. The second of a two-course honors sequence.

LFIT

Note on Lifetime Fitness Courses

Students entering beginning in fall 2006 and forward, must successfully complete one lifetime fitness course (an LFIT course numbered 102 through 190) during their first year of study. One lifetime fitness course is a graduation requirement for all students at UNC–Chapel Hill (post-2006 curriculum). These courses combine practice in a sport or physical activity with general instruction in lifelong health.

102 Lifetime Fitness: Adapted Physical Activity (1). Assignments to this class are made for students with special needs in physical activities focusing primarily on acute and chronic physical limitations. Activities are assigned commensurate with interests and abilities.

103 Lifetime Fitness: Aerobics (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. The activity portion of the course includes various forms of aerobics.

104 Lifetime Fitness: Exercise and Conditioning (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. Activities will promote cardiovascular endurance, muscular strength and endurance, and flexibility.

105 Lifetime Fitness: Indoor Sports (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. Activity portion of the course includes basketball, volleyball, and indoor soccer.

106 Lifetime Fitness: Beginning Jogging (1). This course is an introduction fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. The activity portion of the course promotes cardiovascular fitness through jogging.

107 Lifetime Fitness: Intermediate Jogging (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. Activity portion for students who can complete 30 minutes of jogging.

108 Lifetime Fitness: Outdoor Sports (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. Activity portion of course includes ultimate frisbee, flag football, and soccer.

109 Lifetime Fitness: Racquet Sports (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. The activity portion of the course includes badminton, tennis, and racquetball.

110 Lifetime Fitness: Beginning Swimming (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. The activity portion of the course includes swimming skills for beginners.

111 Lifetime Fitness: Swim Conditioning (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. The activity portion of the course promotes cardiovascular fitness through swimming.

112 Lifetime Fitness: Walking (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. The activity portion of the course promotes cardiovascular fitness through walking.

113 Lifetime Fitness: Weight Training (1). This course is an introduction to fitness and wellness, and includes developing personal fitness programs and instruction in physical activity. The activity portion includes basic techniques of weight training.

190 Special Topics in Lifetime Fitness (1). This course is designed to cover the study and practice of special topics directed by an authority in the field. Subject matter will vary per instructor and topic.

PHYA

One semester of a physical education activity course is required of every undergraduate student who was enrolled prior to fall 2006 (in addition to the 120 academic hour graduation requirement).

201 Adapted Physical Activity (1). Assignments to this class are made for students with special needs in physical education focusing primarily on acute and chronic physical limitations. Activities are assigned commensurate with interests and abilities. Students are required to present an exercise prescription from a physician including prescribed activities and limitations.

202 Beginning Aerobics (1). Provides a cardiovascular fitness program incorporating physiologically safe dance and exercise movements to music. It develops strength, flexibility, and improved cardiorespiratory efficiency.

203 Aerobic Circuit Training (1). Challenges students to achieve higher levels of overall fitness in a cardiovascular program that combines stations of muscular strength with endurance while incorporating a wide variety of equipment. Students are expected to be able to participate in a minimum of 20 minutes of aerobic exercise.

205 Archery (1). Designed to teach the beginning student proper techniques of target shooting with a bow and arrow, this course deals with history, terminology, safety, and equipment selection. Shooting techniques included are the stance, nocking, drawing, anchoring, aiming, releasing, and following through. The use of the bowsight and target scoring are presented.

206 Badminton (1). The course includes an orientation to the history and rules of the game, terminology, and equipment. Basic skills and techniques include the proper grip, stance, footwork, forehand and backhand clears, long and short serves, net shots, around-the-head shot, and the smash. Presents basic single and double game strategies.

208 Beginning Ballet (1). Prerequisite, PHYA 212. Permission of the instructor for students lacking the prerequisite. The technique and vocabulary of classical ballet are presented. Exercises at the barre are followed by practice and combinations in the center.

209 Beginning Basic Training (1). Beginning physical fitness program based on the model used by the United States Army Physical Fitness Academy and designed to improve aerobic and anaerobic strength, endurance, and overall physical fitness.

210 Beginning Bowling (1). Presents terminology of the game, various grips and stances, the delivery approach, release, and follow through. Pick up spare leaves, releasing straight, hook, and back-up balls, reading the lanes, and handicapping are also included. Rules and scoring as well as tournament bowling are learned.

211 Cycling (1). The purpose of this course is to introduce students to the history and skill of cycling. The course will focus on maintenance of the bicycle, fitness acquired through the use of cycling, and the skills of climbing, descending, cornering, and balance.

212 Introduction to Dance Technique (1). This course is an introduction to the positions, exercises, and steps common to ballet, jazz, and modern dance. It is designed for students with no previous dance experience and is a prerequisite for PHYA 208, 220, and 224.

213 Exercise and Conditioning (1). Covers activities that promote cardiovascular endurance, muscular strength and endurance, and flexibility. The course content includes fitness evaluation, stretching, weight training, aerobic exercise, jogging, and circuit training. Individual exercise programs are developed.

214 Beginning Fencing (1). Introduces students to the history, rules, and terminology of the sport of fencing. It traces the development of ancient and modern weapons; presents warm-up, stretching, and conditioning exercises that are specific to the sport; and covers grip, basic positions, and footwork. Individual and team competitions are conducted in the course.

216 Beginning Golf (1). Stresses swing motion and the basic fundamentals. Techniques of the full swing and the short game are presented. Rules and etiquette are covered. Students who shoot 115 or less for 18 holes are not eligible for this beginner course.

217 Beginning Tumbling and Gymnastics (1). Through proper progression, students are exposed to compulsory routines on several pieces of gymnastic apparatus—including the balance beam, parallel bars, pommel horse, rings, horizontal bar—and strength, flexibility, and gross motor coordination. Emphasis is placed on safe spotting techniques and safety awareness.

219 Beginning Horseback Riding (1). Introduces students to tacking, grooming, and riding the basic gaits of walk, trot and canter. An additional fee is required; this course is taught off campus.

220 Beginning Jazz Dance (1). Prerequisite, PHYA 212. Students will explore the roots of the jazz style through rhythm, principles of isolation and opposition, shape and energy through center work, stretches, movement across the floor, and simple routines. Previous ballet training is highly recommended.

221 Beginning Jogging (1). The purpose of this course is to provide students with the opportunity to develop cardiovascular fitness through a popular activity. Selection of proper clothing and equipment, the physiological effects of a jogging program, care and prevention of common injuries, and the mechanics of jogging are presented.

222 Karate (1). This course offers an introduction to the basics of one of many martial art styles. Emphasis is on traditional forms, basic movements, philosophy, discipline, and proper class conduct. Students will learn various stances and forms.

223 Lifeguard Training (1). Required preparation, ability to swim 500 yards continuously and retrieve a 10-pound object from a depth of seven feet. This course will prepare individuals to effectively assume the duties and responsibilities of lifeguards at swimming pools and at protected (nonsurf) open water beaches.

224 Beginning Modern Dance (1). Prerequisite, PHYA 212. Students will explore the principles of movement that define modern dance, gaining some understanding of the use of weight, the shape of the body in space, an awareness of timing and energy, and individual creative potential.

225 Beginning Racquetball (1). The course introduces the beginner to basic skills, including forehand and backhand drives, grips, footwork, and serves. Safety considerations as well as rules and terminology are covered. Basic strategy is presented involving the return of service, use of ceiling, rear wall, pass, and kill shots.

227 Scuba (1). Required preparation, strong swimming skills. This course prepares students for participation in recreational diving: both skin diving and scuba. Lectures cover physiology of diving, first aid, and decompression. It can lead to certification if students attend open water training dives conducted at the semester's end. An additional fee is required.

228 Self Defense (1). This course introduces the basics of self-defense techniques and will. instruct the student by incorporating a three-dimensional educational approach. The student will develop skill, knowledge and self-confidence as related to self-defense.

229 Downhill Skiing (1). This course is conducted in Boone, North Carolina, for five days over the winter break. It includes orientation to proper equipment selection, the use of lifts and tows, and the basic fundamentals, such as parallel turns, edging concepts, and rhythm. An additional fee is required.

230 Beginning Soccer (1). Basic soccer skills are presented including dribbling, shooting, passing, heading, trapping, and tackling. Position play and strategies for basic offense and defense are learned as well as rules and terminology. Conditioning is achieved through drills and game play.

231 Beginning Social Dance (1). The basic step patterns of popular social dances, such as fox trot, waltz, cha-cha, swing or shag, hustle, tango, and others are taught. Confidence in the ability to lead or to follow is developed. Social enjoyment of dance is emphasized.

233 Beginning Squash (1). Basic shots are learned including forehand and backhand drives, corners, reverse corners, volleys, drop shots, and serves. Rules, terminology, and basic strategies are presented. Appreciation of squash as a game for fitness and fun is developed.

235 Beginning-Level Swimming (1). The course consists of swimming skills for students with limited water experience. These skills include water adjustment, floating, kicking, front crawl stroke, rhythmic breathing, and elementary backstroke. Emphasis is on efficient movement through the water. Basic water safety procedures are included.

236 Swim Conditioning (1). This course is designed to promote cardiovascular fitness through swimming. Conditioning and the refinement of stroke techniques will be stressed through stroke practice and workout routines. Topics will include stroke mechanisms of the four competitive strokes, starts, turns, interval, sprint, and long distance training.

238 Tennis (1). Basic skills are learned including forehand and backhand groundstrokes, the volley, and the serve. Rules, terminology, and basic game strategy will be taught. Through play, an increased level of fitness and skill will be gained to promote participation in tennis throughout life.

239 Triathlon Training (1). The purpose of this course is to introduce students to the sport of triathlons integrating the discipline of running, cycling, and swimming. The course is physically challenging and provides information on transitions and maintenance of equipment, as well as setting up a training program.

240 Ultimate Frisbee (1). Teaches the knowledge, skills, and rules of ultimate frisbee in order to develop a lasting interest in lifetime participation and to increase the student's level of physical fitness.

241 Beginning Volleyball (1). Basic skills are taught including the forearm pass, the overhead pass, setting, spiking, blocking, dinking, and serving. Rules and terminology are included. Basic offensive and defensive strategy is learned.

242 Water Safety Instructor (1). This course will train students to teach American Red Cross progressive swimming and water safety courses. Course content includes analysis of stroke mechanics, review of water safety skills, and investigation of teaching methodology.. Students need to be proficient in front crawl, back crawl, elementary backstroke, breaststroke, and sidestroke.

243 Beginning Weight Training (1). Basic techniques and knowledge of variable resistance and free weight systems are taught. Fitness evaluation and individual workout programs are included. Development of muscular strength and endurance is stressed. Physiological principles of fitness and their relationships to weight training are also emphasized.

290 Special Topics (1). This course is designed to cover the study and practice of special topics directed by an authority in the field. Subject matter will vary per instructor and topic.

302 Intermediate Aerobics (1). Challenges students to achieve higher levels of cardiovascular, flexibility, and strength fitness through dance and exercise movements to music. Students are expected to be able to participate in a minimum of 20 minutes of aerobic activities.

308 Intermediate Ballet (1). For the dancer with a solid understanding of the basics of ballet and several years' dance training. It emphasizes more sophisticated steps in longer combinations.

310 Intermediate Bowling (1). Focuses on refinement of the experienced student's delivery mechanics including the approach, release, and follow through. Maximum quality practice time is emphasized. Alternative approaches and releases are presented and several types of tournaments are conducted.

314 Intermediate Fencing (1). A review of the footwork and bladework covered in the beginning. Emphasis in this course is on individual and paired exercises rather than on large group lessons. An introduction to officiating is also covered in conjunction with greater competitive opportunities.

316 Intermediate Golf (1). Builds on and refines the basic fundamentals of the swing motion. Ball flight control is introduced with more in-depth swing analysis. Students who shoot 85 to 115 for 18 holes are eligible for this course.

317 Intermediate Tumbling and Gymnastics (1). The purpose of this course is to provide students with the opportunity to learn more difficult gymnastics skills and to incorporate them in a fluid routine. Added emphasis is placed on muscular strength and flexibility. Safe spotting techniques, particularly for more advanced skills, are stressed throughout the course.

319 Intermediate Horseback Riding (1). Students are introduced to jumping; emphasis is placed on learning more balance and control in the three basic gaits. Dressage is introduced. An additional fee is required; this course is taught off campus.

320 Intermediate Jazz Dance (1). Students will explore the jazz style in greater complexity plus gain understanding of jazz music as it relates to jazz dance. It includes center work, complex movement phrases across floor, adagio, and routines using large movement vocabulary. At least two years of dance and familiarity with jazz style are recommended.

321 Intermediate Jogging (1). Introduces students to the cardiovascular and overall fitness benefits of running. Students will learn how running can be a lifetime activity when approached sensibly and effectively. Students are expected to be able to run three miles in under 30 minutes prior to registering for this course.

324 Intermediate Modern Dance (1). Students will work to develop greater technical skill and continue a more advanced exploration of modern dance principles of effort-shape through center work and phrases of greater length and complexity in the center and across the floor. At least two years of modern dance training are recommended.

325 Intermediate Racquetball (1). Students will review beginning skills. Aspects of competition will be covered, including match preparation, officiating a match, and tournament play. Specific practice will involve shot selection and placement and back wall play.

330 Intermediate Soccer (1). Basic skills are reviewed and refined. Dead ball situations are studied, especially corner kicks and direct and indirect free kicks. Different systems of play are introduced and evaluated. Positional play is stressed in the development of advanced defensive and offensive tactics.

335 Intermediate Swimming (1). Techniques for crawl, sidestroke, elementary backstroke, back crawl, and breaststroke are covered. Basic water rescue skills are presented including first aid procedures. Physical fitness is promoted through swimming.

338 Intermediate Tennis (1). Increased proficiency in four basic skills will be developed. New shots taught include the overhead, the drop, the lob, and spin serve. Strategy for singles and doubles play will be stressed. Emphasis is on increased pace and ball placement.

341 Intermediate Volleyball (1). Students improve execution of basic skills through practice. Stresses safe execution of dives and rolls. Teaches various offensive strategies and defensive alignments. Emphasizes team play.

343 Intermediate Weight Training (1). Emphasizes the development of individualized muscular strength and endurance programs following instruction in the physiological principles and techniques of weight training. Students should have beginning weight training skills, techniques, and knowledge prior to enrolling in this class.

402 Leading Group Fitness Activities (1). All aspects of leading group fitness activities will be explored and applied, including components of an aerobic exercise class, modifications for individual needs and special populations, health screening, fitness testing.

408 Advanced Ballet (1). For the dancer with substantial background in ballet. Speed, endurance, multiple turns, beats, and complicated combinations are emphasized.

409 Advanced Basic Training (1). Advanced fitness program based on the model used by the United States Army Physical Fitness Academy to further improve aerobic and anaerobic fitness. Builds on conditioning level obtained in PHYA 209.

414 Advanced Fencing (1). A review of the footwork and bladework covered in the intermediate course; pair exercises and individual lessons dealing with both technique and tactics. Emphasis in this course is on individual and paired exercises rather than on large group lessons. Officiating is also covered in conjunction with greater competitive opportunities.

416 Advanced Golf (1). Required preparation, a 15 or less handicap. Comprising this course are the ability to score, the analysis of strategy and shot production, and improvement of self-awareness and coping strategies.

419 Advanced Horseback Riding (1). Provides more technical flatwork at the walk, trot, and canter, as well as jumping. Course work will be primarily jumping. An additional fee is required; this course is taught off campus.

424 Advanced Modern Dance (1). This course is designed for the dancer with a solid understanding of the principles underlying modern dance and several years of dance training. It focuses on longer and more complicated phases of movements.

427 Advanced Open Water Scuba Diving (1). Prerequisite, PHYA 227. Nationally recognized scuba certification may substitute for prerequisite. The course will follow the PADI Advanced Open water course curriculum which contains five specialty dives focusing on deep, night, peak performance buoyancy, underwater navigation, and underwater naturalist.

438 Advanced Tennis (1). Individual skill improvement in all shots with pace and accuracy of shots is stressed. Advanced strategies for singles and doubles play are learned. Analysis of opponent's strengths and weaknesses and physical fitness are stressed through drills and games.

Department of Geography

www.unc.edu/depts/geog

JOHN PICKLES, *Chair*

Professors

Lawrence E. Band, Stephen S. Birdsall, John Pickles, Stephen J. Walsh.

Associate Professors

Altha J. Cravey, Martin Doyle, Michael E. Emch, Scott Kirsch, Charles E. Konrad, Aaron Moody, Conghe Song, Wendy Wolford.

Assistant Professors

Banu P. Gokariksel, Nina Martin, Sara Smith, Gabriel Valdivia.

Professors Emeriti

John D. Eyre, John W. Florin, Wilbert M. Gesler, Melinda S. Meade, Peter J. Robinson.

Introduction

Geography focuses on the evolving character and organization of the earth's surface, on the ways in which the interactions of biophysical and human phenomena in space create distinctive places and regions, and on the influence those places and regions have on a wide range of natural and human events and processes. Within this broad vision, geographers study many issues, including the geography of human activity, the geography of the earth's environmental systems, and the sciences of geographic information, analysis, and visualization.

Human geographers are concerned with the spatial aspects of human existence: how people and their activities are distributed across the globe, how humans use and perceive space, place, regions, and landscapes, and how they create and sustain the places that make up the planet's surface. Students trained in human geography work in many fields, including urban and regional planning, environmental policy, international business, community development, nongovernmental organizations, and education, among others. Human geography at UNC–Chapel Hill has particular strengths in the study of globalization and development, culture and economy, political economy and political ecology, and social movements in Latin America. Interest in human geography is well represented in the department by Professors Birdsall, Cravey, Emch, Gokariksel, Kirsch, Martin, Pickles, Smith, Valdivia, and Wolford.

Biophysical and environmental geography is the study of the spatial distributions of biophysical phenomena such as the vegetation, soil, landforms, and weather of an area, and the systems that link them to create the environment at and near the surface of the earth. Environmental geographers are active in the study of climate change, climate and health, drought and flood hazard, deforestation, biodiversity, and water resources. They forecast the weather, manage land and water resources, and analyze and

plan for forests, rangelands, and wetlands. Students trained in biophysical and environmental geography work in many fields, including environmental policy, regional planning, sustainability and remediation, nongovernmental organizations, and education, among others. UNC–Chapel Hill's Department of Geography has particular strengths in the study of water, climate and health, land-cover/land-use change, and biodiversity particularly in the Galapagos. Interest in environmental geography is well represented in the department by Professors Band, Doyle, Konrad, Moody, Song, Walsh, and Valdivia. Faculty members in the department also direct the Institute for the Environment, the Center for Galapagos Studies, the Southeast Regional Climate Center, and the Center for Landscape Change and Health.

Both human and biophysical geographers study the interaction of humans and their environment. Indeed, geographers were among the first scientists to note and study human-induced changes to the environment. This domain of human societal and environmental interactions is also well represented by Professors Band, Doyle, Emch, Kirsch, Moody, Valdivia, Walsh, and Wolford.

Geographers have long been at the forefront of the use satellite and other digital images (remote sensing), as well as a range of other digital spatial data in their research and teaching. These images frequently form the basis for geographic information science (GISci), which is used to analyze and display geo-referenced and other spatial information about human and environmental systems. UNC–Chapel Hill has particular strengths in the use of geographic information systems and GISci to study land use change, human and environmental health, and global change. Geographers with these skills are employed in a wide variety of fields, including governmental agencies, environmental policy, urban and regional planning, business, and research and educational institutions. The key concern for techniques of data collection, analysis, and spatial representation (remote sensing and GISci) cuts across the topical specialties and is a strength of Professors Band, Emch, Moody, Song, and Walsh.

Programs of Study

The degree offered is the bachelor of arts with a major in geography. A minor in geography is also available.

Majoring in Geography: Bachelor of Arts

Departmental Requirements

- GEOG 110, 111, or 112
- GEOG 120, 121, or 130
- GEOG 370 and 420
- Three courses from one of the following concentrations:
  - ***Earth Environmental Systems (EES) Concentration:*** GEOG 391 Quantitative Methods in Geography and at least two 400-level or above EES courses (GEOG 410, 412, 414, 416, 419, 440, 441, 442, 444, or 595)
  - ***Geographic Information Sciences (GISci) Concentration:*** GEOG 391 Quantitative Methods in Geography and at least two 400-level or above GISci courses (GEOG 477, 491, 541, 577, 591, 593, 594, or 595)
  - ***Geography of Human Activity (GHA) Concentration:*** One regional course (GEOG 259, 260, 261, 262, 265, 266, 267, 268, 269, 457, 458, or 464) and at least two 200-, 400-, or 500-level GHA courses (GEOG 225, 228, 232, 237, 423, 428, 434, 435, 445, 446, 447, 448, 450, 452, 453, 454, or 542)
- At least two further elective courses for a total minimum of nine geography courses. Elective courses may be any on the departmental list, but additional courses in the student's concentration and from among the regional/integrative courses are recommended.

Additional Requirements

All General Education requirements apply. A maximum of 15 courses, or 45 hours, can count toward the 120 hours required for graduation. Students wishing more information should consult the director of undergraduate studies.

Minoring in Geography

To minor in geography a student must pass a minimum of five courses in geography. These consist of any two core courses (GEOG 110, 111, 112, 120, 121, 130, 370, 420) and three elective courses. Elective courses may be any on the departmental list, but students are encouraged to pursue elective courses focused in one of geography's major concentrations and from among the regional courses. Students wishing more information should consult a geography advisor.

Honors in Geography

Qualifying students are strongly encouraged to pursue an honors degree. To gain admission to the honors program students need a minimum grade point average of 3.2. Honors students take GEOG 691H and 692H (honors readings and research and theses hours) with their honors thesis chair in their senior year. Honors study involves the completion of a substantial piece of original research and the formal presentation of the results in an honors thesis and oral defense. Those who successfully complete the program are awarded their B.A. with either honors or highest honors in geography.

Special Opportunities in Geography

Departmental Involvement

SWIG (Supporting Women in Geography), now established at a number of universities, was founded at UNC–Chapel Hill. The department also sponsors the Geography Club. The department has a peer advising program.

Experiential Education

The department offers three experiential education courses: GEOG 293 Internship, 419 Field Methods in Physical Geography, and 452 Mobile Geographies.

Independent Study

Opportunities for independent study and research are available with many of the department's faculty. Students interested in these opportunities take GEOG 296 with the faculty member of their choice. For more information, contact the individual faculty member or the director of undergraduate studies.

Study Abroad

Experience with other cultures and environments is important to a sound background in geography, and thus the department strongly encourages a study abroad experience. Geography is one of five departments offering a joint degree in conjunction with the National University of Singapore (NUS). Students in that program will spend one or two years studying geography at NUS, and their diploma

will be jointly granted by both universities. The department also participates in a junior-year exchange program with Kings College London and coordinates the Oaxaca Summer Abroad Program.

Undergraduate Awards

The Andrew McNally Award is given each spring to the outstanding senior major in geography as chosen by a committee of the faculty.

Undergraduate Research

Opportunities for research are available with many of the department's faculty. Students interested in these opportunities take GEOG 296 with the faculty member of their choice.

Facilities

The department houses a dedicated PC laboratory for geography student use.

Graduate School and Career Opportunities

There are a variety of job opportunities for geographers in government, business industry, and the non-profit sector, particularly for human and environmental geographers with skills in GISci, remote sensing, and cartography. Private firms, governmental agencies, and environmental organizations also hire geographers for field investigations, locational analysis, land use planning, recreation and tourism planning, and foreign area expertise, among many others. Many geographers pursue teaching at all levels. For more career information see geography's Web site at www.unc.edu/depts/geog.

Students with a B.A. with a major in geography are well trained to go on to graduate programs in geography or other disciplines. Majors have entered graduate programs as diverse as city and regional planning, business, medicine, and ecology. For more information about careers in geography, the UNC–Chapel Hill Department of Geography, degree requirements, and connections to other sites of interest, visit the department's Web site at www.unc.edu/depts/geog.

Contact Information

For additional information, consult the geography undergraduate curriculum chair or an academic advisor in Saunders Hall.

GEOG

050 First-Year Seminar: Mountain Environments (3). This course is on understanding the physical geography of mountain environments and the processes that have created them, shaped them, and sustained them.

053 First-Year Seminar: Battle Park: Carolina's Urban Forest (3). An introduction to the study of urban forest landscapes through a series of field experiences in Carolina's Battle Park.

054 First-Year Seminar: Global Change and the Carolinas (3). An examination of the ways in which change in the global physical environment, human induced and natural, might impact the Carolinas.

055 First-Year Seminar: Landscape in Science and Art (3). Explores viewing landscape from the perspective of science and of art, and investigates how an integration of both leads of a better understanding and appreciation of a landscape.

056 First-Year Seminar: Local Places in a Globalizing World (3). An examination of the relationship between globalization and localization in order to think about how we, as individuals and groups, can make a difference in the world.

057 First-Year Seminar: Dogs and People: From Prehistory to the Urbanized Future (3). People developed dogs as a living tool that is being modified to current urban social and demographic needs.

058 First-Year Seminar: Making Myth-Leading Memories: Landscapes of Remembrance (3). This course considers memorial landscapes created to reinforce values symbolized by the person, group, or event memorialized. It looks at how disagreements and cultural changes affect memorial landscape interpretation.

059 First-Year Seminar: Space, Identity, and Power in the Middle East (3). This seminar examines the role traditional and modern spaces play in representations of the Middle East and how Middle Easterners engage these contested spaces to construct their cultural and political identities.

060 First-Year Seminar: What Is Health Care? (3). This course will examine a variety of aspects of health care, including the biomedical system, health care in non-Western countries, alternative practitioners, beliefs about health, health policies, the role of various media, and healthy places. The emphasis is on the social sciences (geography, anthropology, sociology, mainly) of health.

061 First-Year Seminar: Climate Change in the American Southeast (3). Seminar participants, working in small groups, will run climate models and investigate current climate trends, combining the results to create scenarios of future climate for the southeast United States.

062 First-Year Seminar: The Culture of Technology (3). This first-year seminar uses the lens of culture to explore systems of meaning and values, and relations of social power, that are invested in technologies.

110 Geography of Environmental Systems (3). The laboratory and its parent course focus on the geomorphic, hydrologic, and biogeographical aspects of environmental systems with attention to local examples. No laboratory. (Core)

111 Weather and Climate (3). An introduction to the nature and causes of weather variability and climate change and their impact on human activity. No laboratory. (Core)

112 Environmental Conservation (3). Survey of environmental change as driven by physical processes and human activity. Problem-solving methods are explored. Focus on issues such as global warming, ozone depletion, deforestation, extinction, pollution, wetland loss. Course provides significant background in physical geography in the context of today's most pressing environmental concerns. No laboratory. (Core)

115 Maps: Geographic Information from Babylon to Google (3). Introduces the science and art of map making and will lay the conceptual foundation necessary to understand how and why maps are made and used.

120 World Regional Geography (PWAD 120) (3). A survey of the geographic structure of human activity in major world regions and nations. Emphasizes current developments related to population, urbanization, and economic activity. (Core)

121 People and Places (3). This course examines places and the connections between places to build critical understandings of the role of human geographies in global economic, political, social, and cultural systems. (Core)

123 Cultural Geography (3). How population, environment, and human culture is expressed in technology and organization interact over space and time. (GHA)

125 Cultural Landscapes (3). Explores how everyday culture helps create the landscapes and places in which we live and what these landscapes tell us about ourselves.

130 Geographical Issues in the Developing World (3). Population and ecological aspects of problems in the urban, industrial, and agricultural development of developing nations from a geographical perspective. (Core)

210 Global Issues in the 20th Century (ANTH 210, HIST 210, INTS 210, POLI 210) (3). See INTS 210 for description.

225 Space, Place, and Difference (WMST 225) (3). Gender, race, and class are examined in terms of the spatial patterns of everyday life, regional patterns, and global patterns. (GHA)

228 Urban Geography (3). Explores the evolution, patterns, and processes of urbanization and development of cities and city systems. Emphasis on the origin, growth, and spatial distribution of cities and on the internal spatial organization of activities within cities. (GHA)

232 Agriculture, Food, and Society (3). A study of environmental parameters, cultural preferences, technological developments, and spatial economic infrastructure that result in world patterns of food consumption, production, and distribution. (GHA)

237 Natural Resources (3). An analysis of selected biological and mineral resources of the world with particular emphasis on their distribution, utilization, and management policies and on their social and economic implications. (GHA)

253 Introduction to Atmospheric Processes (ENST 253) (4). Prerequisites, MATH 231 and either CHEM 102 or PHYS 104. Includes one-hour laboratory. Atmospheric processes including radiation, dynamics, and thermodynamics are emphasized. Circulations across a range of temporal and spatial scales are described. Links between environmental problems and the atmosphere are explored.

259 Geography of Latin America (3). An introduction to Latin American geography through an examination of how the region came to be distinct and how social, political, and economic processes continue to define it. (Regional)

260 North America's Landscapes (3). A survey of the cultural and physical landscapes of the United States and Canada. Emphasis on landscape evolution, present distributions, and interactions between people and their environment. (Regional)

261 The South (3). Present-day Southern United States, approached historically through a study of its physical, economic, and cultural environment. (Regional)

262 Geography of North Carolina (3). A survey of the cultural, economic, and physical diversity of North Carolina. Emphasizes regional patterns, historical changes, and the appearance of the landscape. (Regional)

263 Environmental Field Studies in Siberia (ENST 263, INTS 263) (4). See ENST 263 for description.

264 Conservation of Biodiversity in Theory and Practice (ENST 261, INTS 261) (3). See ENST 261 for description.

265 Eastern Asia (ASIA 265) (3). Spatial structure of population, urbanization, agriculture, industrialization, and regional links in China, Japan, and Korea. (Regional)

266 People and Environment in Southeast Asia (3). Sociological, biophysical, and geographical elements are integrated to examine interactions of population and environment in Thailand and neighboring countries. Diverse data sources and perspectives will be used to examine local to global issues. (Regional)

267 South Asia (ASIA 267) (3). Introduces students to the geography of South Asia, including an overview of the physical environment, cultural practices, and economic development. Emphasizes the political geography of South Asia and political and social processes such as nationalism and colonialism that have played a formative role in the region. (Regional)

268 Africa (3). Primary emphasis on the dynamic spatial organization of Africa south of the Sahara. Individual countries will be studied in view of their geographic characteristics and problems. (Regional)

269 Human-Environment Interactions in the Galapagos Islands (3). The social and ecological implications of resource conservation and economic development in a World Heritage Site are examined in the Galapagos Islands of Ecuador.

293 Internship (3). Open to junior and senior geography majors. Geography internships combine substantive geographic work experience with an academic project designed to integrate theory and practice. Field work is included.

295 Undergraduate Research in Geography (3). Permission of the instructor. For students who wish to participate in departmental research programs. May be taken twice.

296 Independent Study (1–21). Permission of the instructor. Special reading and research in geography under the supervision of a selected instructor. Course may not be taken more than twice.

370 Introduction to Geographic Information (3). A survey of geographic data sources including maps, photos, digital images, Census information, and others. Emphasis is on appropriate uses, limitations, and skilled interpretation in physical and human geography applications. (Core)

391 Quantitative Methods in Geography (3). This course provides an introduction to the application of statistical methods to geographic problems and to statistical packages in their solution. Attention given to spatial data analysis and sampling methods.

399 Contemporary Topics in Geography (1–21). Exploration of topics in contemporary geography.

404 Atmospheric Processes II (ENST 406) (4). See ENST 406 for description.

410 Modeling of Environmental Sciences (3). Prerequisite, GEOG 110. Use of systems theory and computer modeling to understand general issues in climate, vegetation, geomorphology, soils, and hydrology such as crossing time and space scales and linear and dynamical systems. No laboratory. (GISci)

412 Synoptic Meteorology (3). Prerequisite, GEOG 110 or 111. An analysis of synoptic weather patterns and the processes responsible for them. Climatological aspects of these weather patterns are emphasized. (EES)

414 Climate Change (3). An investigation of the physical processes that produce and change climates across space and time. Emphasis is placed on recent and predicted patterns of climate change.

416 Applied Climatology (3). Prerequisite, GEOG 412 or 414. An investigation of the ways climatic information and techniques can be applied to societal problems, such as energy production, food production, and health. (EES)

419 Field Methods in Physical Geography (3). Involves evaluation of landscapes by examining nature and biophysical elements influencing landscape form and function. Course emphasizes data collection, analysis, and interpretation using GIS and field methods. (EES)

420 Fundamental Concepts of Human Geography (3). A systematic study of the approaches, key concepts, and methods of human geography. Emphasizes the cultural landscape and location analysis within a thematic rather than a regional framework. (Core)

423 Social Geography (3). A study of the spatial components of current social problems, such as poverty, race relations, environmental deterioration and pollution, and crime. (GHA)

428 Urban Social Geography (3). Studies the changing landscapes of contemporary urbanism. Emphasis on patterns of economic development, housing, and infrastructure in cities in a global context. (GHA)

430 Global Migrations, Local Impacts: Urbanization and Migration in the United States (3). This course explores the relationship between patterns of urban development in the United States and migration, in both historical and contemporary contexts.

434 Cultural Ecology of Agriculture, Urbanization, and Disease (3). Examines the role of the interactions of cultures, environments, and human diseases in the quest for sustainable agriculture by examining the cultural ecology of agriculture systems and their human diseases. (GHA)

435 Environmental Politics (3). This course brings geographical perspectives on place, space, scale, and environmental change to the study of environmental politics. In lectures, texts, and student research, students examine topics including environmental health risks, globalization and urban environments, and the role of science in environmental politics. (GHA)

440 Earth Surface Processes (GEOL 502) (3). Prerequisite, GEOG 101 or 110. This course will focus on the processes of soil formation, erosion, and landform evolution with an emphasis on the interaction of geomorphic processes with surface hydrology and ecosystems. (EES)

441 Introduction to Watershed Systems (3). Prerequisite, GEOG 110. Introduction to the hydrologic and geomorphic processes and forms in watersheds as applied to problems in flood analysis, water quality, and interactions with ecosystem processes. Course will cover the structure of drainage networks, nested catchments, and distribution and controls of precipitation, evaporation, runoff, soil, and groundwater flow. (EES)

442 River Processes (3). Introduction to landforms and processes associated with flowing water at the earth's surface. Hydrology, sedimentology, and theories of channel formation and drainage basin evolution. (ESS)

444 Landscape Biogeography (3). This course is concerned with the application of biogeographical principles and techniques to the study of natural and human-modified landscapes. It includes local and extraregional case studies. (EES)

445 Medical Geography (3). The human ecology of health is studied by analyzing the cultural/environmental interactions that lie behind world patterns of disease distribution, diffusion, and treatment, and the ways these are being altered by development. (GHA)

446 Geography of Health Care Delivery (3). This course covers basics, including personnel and facility distributions, accessibility, regionalization, and location/allocation modeling; spatial analysis and GIS; and the cultural geography of health care, including humanist and political-economic perspectives. (GHA)

447 Gender in the Middle East (ASIA 447, INTS 447) (3). Examines gender, space, and place relationships in the modern Middle East. Investigates shifting gender geographies of colonialism, nationalism, modernization, and globalization in this region. (GHA)

448 Transnational Geographies of Muslim Societies (INTS 448) (3). Examines modern Muslim geographies that are created by transnational flows, connections, and imaginaries that cross national and regional boundaries across the Middle East, Southeast Asia, and beyond.

450 Population Geography (3). A study of the spatial dimensions of population growth, density, and movement and of the shifts in these patterns as they relate to changes in selected socioeconomic and cultural phenomena. (GHA)

452 Mobile Geographies: The Political Economy of Migration (3). This course explores the contemporary experience of migrants. Various theoretical approaches are introduced, with the emphasis on a political-economic approach. (GHA)

453 Political Geography (PWAD 453) (3). The geography of politics is explored at the global, the nation-state, and the local scale in separate course units, but the interconnections between these geographical scales are emphasized throughout. (GHA)

454 Historical Geography of the United States (FOLK 454) (3). A study of selected past geographies of the United States with emphasis on the significant geographic changes in population, cultural, and economic conditions through time. (GHA)

457 Rural Latin America: Agriculture, Environment, and Natural Resources (3). Prerequisite, GEOG 259. Permission of the instructor for students lacking the prerequisite. This course explores a systems and cultural-ecological view of agriculture, environment, natural resource, and rural development issues in Latin America. It serves as a complement to GEOG 458 Urban Latin America. (Regional)

458 Urban Latin America: Politics, Economy, and Society (3). Prerequisite, GEOG 259. Permission of the instructor for students lacking the prerequisite. This course examines urban social issues in contemporary Latin America. Cities and their residents will be considered in relation to each other and to North American examples. (Regional)

460 Geographies of Economic Change (3). This course is designed to explore changing geographies of production and consumption in theory and in practice.

464 Europe Today: Transnationalism, Globalisms, and the Geographies of Pan-Europe (INTS 464) (3). A survey by topic and country of Europe west of Russia. Those features that make Europe a distinct and important region today are emphasized. (Regional)

470 Political Ecology: Geographical Perspectives (3). Examines foundational concepts and methods and their relevance for understanding nature-society relationships. Discussions on environmental change and conflict and how nature is bound up with relations of power and constructions of identity.

477 Introduction to Remote Sensing and Digital Image Processing (3). Prerequisite, GEOG 370. Emphasizes methods of data analysis that offer an automated approach to spatial and nonspatial data synthesis, which combines a system of data capture, storage, management, retrieval, analysis, and display. (GISci)

480 Liberation Geographies: The Place, Politics, and Practice of Resistance (3). An examination of the theory and history of resistance in the modern world, including instances of contestation from 'foot dragging' to the formation of social movements, and exploring the relationship between place and protest.

481 Ethnographies of Globalization: An Upper-Level Research Design Class (3). Examines critical perspectives on globalization through research interviews conducted by social scientists working on topics ranging from land reform in Brazil to international banking.

491 Introduction to GIS (PLAN 491) (3). Prerequisite, GEOG 370. Stresses the spatial analysis and modeling capabilities of organizing data within a geographic information system. (GISci)

541 GIS in Public Health (3). Explores theory and application of geographic information systems (GIS) for public health. The course includes an overview of the principles of GIS in public health and practical experience in its use. (GISci)

542 Neighborhoods and Health (3). This course explores how neighborhood context influences the health of the populations living in them. It includes a survey of neighborhoods and health theory and empirical examples. (GHA)

577 Advanced Remote Sensing (3). Prerequisite, GEOG 370 or 477. Acquisition, processing, and analysis of satellite digital data for the mapping and characterization of land cover types. (GISci)

591 Applied Issues in Geographic Information Systems (PLAN 591) (3). See PLAN 591 for description.

593 Geographic Information Science Programming (3). Prerequisite, GEOG 370 or 491. This course will teach students the elements of GISci software development using major GIS platforms. Students will modularly build a series of applications through the term, culminating in an integrated GIS applications program.

594 Global Positioning Systems and Applications (3). Prerequisite, GEOG 370. Global Positioning Systems (GPS) fundamental theory, application design, post processing, integration of GPS data into GIS and GPS application examples (such as public health, business, etc.) will be introduced.

595 Ecological Modeling (3). Prerequisite, BIOL 561 or STOR 355. Permission of the instructor for students lacking the prerequisite. This course focuses on modeling the terrestrial forest ecosystems processes, including population dynamics, energy, water, nutrients, and carbon flow through the ecosystem. (GISci)

691H Honors (3). Permission of the department. Required of all students aspiring to honors in geography. Directed readings, research, and writing.

692H Honors (3). Prerequisite, GEOG 691H. Required of all students aspiring to honors in geography. Preparation of a senior thesis.

Department of Geological Sciences

www.geosci.unc.edu

ALLEN F. GLAZNER, *Chair*

Professors

Larry K. Benninger, Joseph G. Carter, Allen F. Glazner, Jonathan Lees, José A. Rial.

Associate Professors

Louis R. Bartek, Drew S. Coleman, Kevin G. Stewart, Donna Surge.

Assistant Professors

Jason B. Barnes, Tamlin M. Pavelsky, Lara Wagner.

Affiliated Faculty

John M. Bane Jr., Christopher S. Martens.

Adjunct Professor

Alan Boudreau.

Adjunct Associate Professor

Antonio B. Rodriquez.

Adjunct Assistant Professor

Brian Horn.

Introduction

The study of earth's dynamic systems is a field that has seen major advances over the last few decades. Geologists investigate diverse systems that play a large role in controlling the environment at the earth's surface. Examples include earthquakes, volcanoes, glaciers, landslides, rivers, and shorelines. Earth processes play a critical role in making our planet habitable, and geologists are constantly in demand to guide communities and nations in their search for resources such as clean drinking water and extractable energy and minerals, or in decisions regarding development in fragile coastal regions or in seismically active areas. The Department of Geological Sciences at UNC–Chapel Hill provides students with a solid training in earth science so that they can advance in highly satisfying careers as professional geologists.

Programs of Study

The degrees offered are the bachelor of arts with a major in earth systems and the bachelor of science with a major in geology, with concentrations in earth science, environmental geology, geochemistry, geophysics, or paleobiology. Most students planning to do graduate work or to become professional geologists should follow the B.S. program. However, the flexibility of the B.A. program

may be advantageous to students with interests in, for example, environmental studies, education, or law. A minor is offered in geological sciences.

Majoring in Earth Systems: Bachelor of Arts

Departmental Requirements

- One of the following courses: GEOL 101/101L, 103, 105/101L, 109/101L, 110, or 159/159L (only one of GEOL 101, 105, 109, and 110 may be taken for course credit)
- All of the following courses: CHEM 101/101L; GEOL 202, 301; and MATH 130
- A minimum of 11 credits of the following courses: GEOL first-year seminar, 204, 211, 213, 401, 402, and 404
- One of the following field-oriented courses: ANTH 451; BIOL 459; GEOL 390 (six credits over two semesters with a preapproved field component), 413, 601 and 602; or MASC 472
- At least three geology and/or allied science electives not otherwise required for the major, including ANTH 143, 220, 315, 317, 412, and 414; any ASTR; any BIOC except 107 and 108; any BIOL above 113; any CHEM above 101; any COMP except 050, 070, and 380; ECON 101 and 454; ENST 489 and 490; any ENVR except 600; GEOG 370, 410, 412, 414, 416, 440, 441, 444, and any GEOG above 477; any GEOL except 101, 103, 105, 109, and 110; any MASC above 100; any MATH above 130; any PHYS except 101, 132, and 313; any STOR 155 or above

  Students also must satisfy all General Education requirements.

Majoring in Geological Sciences: Bachelor of Science

For the B.S. degree with a major in geological sciences, students must satisfy all General Education requirements. B.S. students will elect to concentrate in earth science, environmental geology, geochemistry, geophysics, or paleobiology. Specific departmental requirements for each concentration are listed below.

B.S. Major in Geological Sciences: Concentration in Earth Science

Departmental Requirements

- One of the following courses: GEOL 101/101L, 103, 105/101L, 109/101L, or 110 (only one of GEOL 101, 105, 109, and 110 may be taken for course credit)
- All of the following courses: GEOL 301, 401, 402, 404, 601, 602
- CHEM 101/101L and 102/102L
- MATH 231 and 232, and one of the following: any COMP 110 or above, except 380; GEOL 520 (this course may also be used to satisfy one of the required GEOL courses numbered above 400); any MATH above 232; any STOR 155 or above
- One of the following courses: PHYS 104/104L or 116
- One of the following courses: BIOL 101/101L, any CHEM above 102, PHYS 105/105L or 117
- Four geology courses numbered above 400 and not otherwise required for the major (GEOL 390 counts if taken for two or three credit hours)
- At least five science electives not otherwise required for the major, including ANTH 143, 220, 315, 317, 412, 414, and 451; any ASTR except a first-year seminar; any BIOC except a first-year seminar, 107, and 108; any BIOL above 113; any CHEM above 102; any COMP 110 or above, except 380; any ENVR except a first-year seminar and 600; GEOG 370, 410, 412, 414, 416, and any GEOG above 477; any GEOL except 101, 103, 105, 109, 110; any MASC 101 and above; any MATH above 232; any PHYS except a first-year seminar, 101, 132, and 313; any STOR 155 and above

B.S. Major in Geological Sciences: Concentration in Environmental Geology

Departmental Requirements

- One of the following courses: GEOL 101/101L, 103, 105/101L, 109/101L, or 110 (only one of GEOL 101, 105, 109, and 110 may be taken for course credit)
- All of the following courses: GEOL 301, 401, 402, 404
- CHEM 101/101L and 102/102L
- MATH 231 and 232
- One of the following courses: any COMP 110 or above, except 380; GEOL 520 (note that this course may also be used to satisfy one of the required GEOL courses numbered 400 and higher); any MATH above 232; any STOR 155 and above
- One of the following sets of courses: PHYS 104 and 105, or PHYS 116 and 117
- ANTH 451; or BIOL 459; or CHEM 481/481L and 482/482L; or GEOL 430 and 434; or GEOL 601 and 602; or GEOL 691H and 692H (with a field component previously approved by the department); or MASC 472; or PHYS 201 and 211
- One of the following combinations: BIOL 201 and ENST 489, or ENST 490 and GEOG 253, or GEOL 411 and MASC 470
- At least five science electives not otherwise required for the major, including ANTH 139, 143, 220, 315, 317, 412, 414, 438, and 451; any ASTR; any BIOL above 113; any CHEM above 102; any COMP 110 and above, except 380; ECON 101, 340, 410, 440, 454, 460, 465, 511, 540; GEOG 370, 410, 412, 414, 416, 440, 441, 444, and any GEOG above 477; any GEOL except 101, 103, 105, 109, 110; any MASC 101 and above; any MATH above 232; any PHYS except a first-year seminar, 101, 132, and 313; PLAN 246; any STOR 155 and above

B.S. Major in Geological Sciences: Concentration in Geochemistry

The departmental requirements for the concentration in geochemistry are identical to those for earth science except that CHEM 481 and 482 substitute for GEOL 601 and 602.

B.S. Major in Geological Sciences: Concentration in Geophysics

Departmental Requirements

- One of the following courses: GEOL 101/101L, 103, 105/101L, 109/101L, 110 (only one of GEOL 101, 105, 109, and 110 may be taken for course credit)
- All of the following courses: GEOL 301, 401, 404, 515
- CHEM 101/101L and 102/102L
- MATH 231 and 232, 233, 383
- PHYS 116, 117, 201, 211, and 331
- Four GEOL courses numbered above 400, not otherwise required for the major
- At least three geology and/or science electives not otherwise required for the major, including ANTH 143, 220, 315, 317, 412, 414, and 451; any ASTR; any BIOC except 107 and 108; any BIOL above 113; any CHEM above 102; any COMP except 050, 070, and

380; any ENVR except 600; GEOG 370, 410, 412, 414, 416, and any GEOG above 477; any GEOL except 101, 103, 105, 109, 110; any MASC 101 and above; any MATH above 232; any PHYS except 101, 132, and 313; any STOR 155 and above

B.S. Major in Geological Sciences: Concentration in Paleobiology

Departmental Requirements

- One of the following courses: GEOL 101/101L, 103, 105/101L, 109/101L, or 110 (only one of GEOL 101, 105, 109, and 110 may be taken for course credit)
- All of the following courses: GEOL 159/159L, 301, 401, 402, 413, and 478; BIOL 101/101L; CHEM 101/101L and 102/102L; MATH 231 and 232
- One of the following courses: any COMP except 050, 070 and 380; GEOL 520 (note that this course may also be used to satisfy one of the required GEOL courses numbered above 400); any MATH above 232; any STOR 155 and above
- Either PHYS 104/104L or 116
- One of the following courses: GEOL 390 (for four credits) or 434, or 691H and 692H with approved field component, or another approved field-oriented experience in biology or paleobiology
- Three geology courses numbered above 400, not otherwise required for the major (GEOL 390 for two or three hours credit, 431, 501, 555, and GEOL 691H and 692H are specifically recommended)
- At least three geology and/or science electives not otherwise required for the major, including ANTH 143, 315, 317, 412, and 414; any ASTR; any BIOC except 107 and 108; any BIOL above 113; any CHEM above 102; any COMP except 050, 070, and 380; any ENVR except 600; any GEOL except 101, 103, 105, 109, 110; any MASC 101 and above; any MATH above 232; any PHYS except 101, 132, and 313; any STOR 155 and above; any course in vertebrate paleontology from North Carolina State University; any systematics course from the Department of Biology at Duke University. Paleobiology students are encouraged but not required to take as electives a course in systematics in the Department of Biology at Duke University and a course in vertebrate paleontology at North Carolina State University. Interinstitutional enrollment is possible through a UNC–Chapel Hill/Duke/North Carolina State agreement.

Minoring in Geological Sciences

Students majoring in another department may elect to pursue completion of a minor in geology. The undergraduate minor in geology consists of the following four courses (minimum of 12 semester hours).

- One of the following introductory courses: GEOL 101, 103, 105, 109, 110, or 159 (only one of GEOL 101, 105, 109, and 110 may be taken for course credit)
- At least three geology courses numbered above GEOL 111, for a minimum of 12 semester hours

Honors in Geological Sciences

The honors program in the Department of Geological Sciences is open to undergraduates with an overall grade point average of 3.2 or better as of the beginning of the fall semester of the senior year. To participate in this program, the student chooses a research topic in consultation with his or her chosen faculty sponsor and conducts the research during the last two semesters in residence. The research project should represent the equivalent time expenditure of six hours of course credit and is taken as GEOL 691H (fall semester) and 692H (spring semester).

Special Opportunities in Geological Sciences

Departmental Involvement

The Department of Geological Sciences encourages active participation of the undergraduates in department research, teaching, and social life. In addition to opportunities for experiential education and teaching internships described below, the department has an active Geology Club, and regularly sponsors field excursions, career information sessions, and social events. Dates, times, and locations for all events are posted outside on the website and in the main lobby on the first floor.

Experiential Education

Many geology courses emphasize experiential learning through field and laboratory work. Most degree tracks include a field geology course (GEOL 601 and 602 or a similar course in another department) that fulfills the experiential education requirement for the college. Additionally, all students are encouraged to contact faculty members about conducting independent research, either as an honors thesis or a senior thesis project.

Laboratory Teaching Internships

Seniors with outstanding academic credentials and excellent communication skills may be considered for positions as Introductory Geology Laboratory (GEOL 101L) instructors. These positions are not available every semester. Students interested in teaching undergraduate laboratory sections should contact the student services manager or the director of undergraduate studies.

Study Abroad

Although the department has no formalized study abroad program, many students participate in a study abroad program and some receive credit for geology course work completed abroad. Students interested in a study abroad program should contact the director of undergraduate studies. Students must receive approval from the director of undergraduate studies prior to taking courses abroad for geology credit.

Undergraduate Awards

The Op White Prize in Geology, established in 1966, consists of a cash prize and an engraved bronze plaque displayed in the geology library. The award is given annually to the outstanding senior in geology.

Field Camp Scholarships

Several scholarships for geology field camp are awarded each year from the Grover Murray and Anadarko funds.

Undergraduate Research

The Department of Geological Sciences encourages qualified undergraduate students to conduct independent research under the direction of a geological sciences faculty member on an interesting geologic topic. This research can be conducted as a one to four credit-hour project (GEOL 390, Special Problems in Geology), or in conjunction with the geology honors program.

Facilities

The Department of Geological Sciences houses several laboratory facilities that are available for undergraduate students to use for research. Many students are introduced to the laboratory facilities through coursework. Laboratories include 1) a thermal ionization mass spectrometer for isotope and geochronology research; 2) a scanning electron microscope laboratory for image analysis, element mapping, and semi-quantitative chemical analysis; 3) an X-ray fluorescence spectrometer for chemical analysis of geological materials; 4) a direct current plasma spectrometer for analysis of major and minor elements in sample solutions; 5) equipment for geophysical research and imaging, including portable broadband seismic stations, infrasonic microphones, a gravimeter, and equipment for ship-borne reflection seismology; 6) a sediment analysis laboratory including a coulometer, settling tube, and laser particle size counter; 7) chemical and counting laboratories for quantifying natural and artificial radioactivity at environmental levels; 8) a paleoclimate/paleoecology laboratory equipped for high-resolution microsampling of carbonate samples for geochemical analysis.

Graduate School and Career Opportunities

Geologists commonly are employed by private industry, public and private schools, colleges and universities, and consulting firms; e.g., hydrology, environmental geology, engineering geology, petroleum geology, and mineral exploration. Geology graduates also can find jobs with federal or state geological surveys or with other federal/state environmental or energy firms. Some federal/state agencies prefer geologists with at least a master's degree. A doctoral degree usually is required for employment at colleges and universities.

Contact Information

Deborah Harris, CB# 3315, Mitchell Hall, (919) 962-0679. Web site: www.geosci.unc.edu.

GEOL

070 First-Year Seminar: One Billion Years of Change: The Geologic Story of North Carolina (3). A field-based course focused on the geologic story of North Carolina. Includes local field trips and weekend trips to the coast and mountains.

071 First-Year Seminar: Bones Back to Life (3). Get hands-on experience with the reconstruction of vertebrate fossils. Learn the paleontology of the Carolinas and beyond.

072 First-Year Seminar: Field Geology of Eastern California (3). This seminar provides a hands-on introduction to active geologic and environmental processes in eastern California, including active volcanoes, earthquake-producing faults, and extreme climate change.

073 First-Year Seminar: Global Warming and the Future of the Planet (3). Global warming is the most important environmental problem of the 21st century. This seminar explores geologic history of global warming, its physical principles, and prospects for future societies.

074 First-Year Seminar: Geology of Climate Change (3). Examination of the problem of natural versus human-induced climate change from the perspective of the geologic record of earth history. Field trips to coast, Piedmont, and Blue Ridge.

075 First-Year Seminar: Waste in the Environment (3). Origins and effects of waste in the environment. Introduces natural wastes and ecosystem recycling, but focuses on case studies of generation, environmental impacts, and remediation of anthropogenic wastes.

076 First-Year Seminar: Energy Resources for a Hungry Planet (3). Discussions are centered on the most pressing issues of our time: environmental deterioration and construction of a sustainable (livable) world during and after the depletion of traditional energy resources.

077 First-Year Seminar: Volcanoes and Civilization: An Uneasy Coexistence (3). Volcanoes provide a breathable atmosphere, a habitable climate, and precious ores, but they have the potential to destroy civilization. This seminar will explore the uneasy coexistence of volcanoes and civilization.

078 First-Year Seminar: Time: Meanings, Uses, and Experiences (3). Time: how it is viewed by different cultures; different ways of measuring, describing, and using time; how we sense time biologically and psychologically.

101 Introductory Geology (3). Geologic materials: minerals and rocks. Major geologic events: earthquakes, volcanic activity, mountain formation, plate tectonics, and continental drift. Landscape development by glaciers, streams and groundwater, ocean currents and waves, wind. Not open to students with credit in or currently enrolled in GEOL 105, 109, or 110. Optional laboratory.

101L Introductory Geology Laboratory (1). Pre- or corequisite, GEOL 072, 101, 105, 109, or 110. Study of common minerals and rocks. Use of topographic and geologic maps to illustrate geologic processes. Two laboratory hours a week.

103 The Marine Environment (MASC 101) (3). See MASC 101 for description.

105 Violent Earth (3). Earth as a dynamic planet, changing catastrophically through volcanoes, earthquakes, hurricanes, and meteoric impacts. Causes and effects of these phenomena will be addressed and their impact on human development. Not open to students with credit in or currently enrolled in GEOL 101, 109, or 110. Optional laboratory: GEOL 101L.

109 Earth, Climate, and Life through Time (3). Origin of the solid earth. Plate tectonics, earthquakes, and volcanic hazards/prediction. Evolution of the atmosphere and oceans. Climate change. Origin of life, evolution and mass extinctions, dinosaurs and hominids. Not open to students with credit in or currently enrolled in GEOL 101, 105, or 110. Optional laboratory.

110 Earth and Climate for Science Majors (3). Interactions between earth systems. Topics include plate tectonics, climate change, history of life, and biogeochemical cycles. This course is restricted to science majors only.

159 Prehistoric Life (BIOL 159) (3). Fossils and the origin and evolution of life, including micro- and macroevolution, mass extinctions, the evolution of dinosaurs and humans, and scientific perspectives on multicultural creationism. Optional laboratory.

159L Prehistoric Life Laboratory (BIOL 159L) (1). Normal laboratory is one credit hour; two credit-hour laboratory includes internship (three to five hours, once a week) at the North Carolina Museum of Natural History as part of the APPLES program.

202 Earth Systems History (3). Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar. History of the earth (including its oceans, atmosphere, and life forms) as deciphered from the geologic record. Birth of continents/oceans; evolution and extinction of life forms; the changing global environment.

204 Planetary Geology: Meteorites and Asteroids (3). Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar. Effects and probable effects of meteorite and asteroid impacts on earth and other planets: craters, new meteorites, and tektites; giant sea waves; reduction of species and extinction of organisms.

211 Environmental Geology (ENST 211) (3). Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar. Environmental and human problems connected with uses of earth materials and with geological processes. Mineral and water resources, land-use planning, and engineering geology.

213 Earth's Dynamic Systems (ENST 213) (3). Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar. Earth system science approach to the study of planet earth. Influence of earth processes on the environment. Earthquakes, volcanoes, plate tectonics, global climate change.

215 Mineral Resources (3). Required preparation, one geology course numbered below GEOL 202, except first-year seminar. Considers the distribution, extraction, economics, and demand for mineral resources. Treats the impact of the mineral industry on industrial and preindustrial economies, economic factors, maldistribution and depletion of resources, and the environmental impact of the mineral extraction industry.

221 Geology of North America (3). Required preparation, one geology course numbered below GEOL 202, except first-year seminar. General introduction to the geologic evolution of North America. Provides students with an understanding and appreciation of diverse natural regions of the United States and Canada. Selected national parks serve as case studies of regional geologic history.

223 Geology of Beaches and Coasts (MASC 223) (3). Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar. Introduction to coastal processes, including waves, tidal currents, tectonics, climate, and human activity, and their influence on barrier islands, beaches, dunes, marshes, and estuaries. Involves a field trip to the Outer Banks of North Carolina.

225 Introduction to Field Geology (3). Prerequisites, GEOL 101/101L. Introduction to geologic field methods. Includes making observations, mapping, identification of structures and features, and interpretation to solve basic geologic problems. Many field trips.

301 Earth Materials: Minerals (4). Prerequisite, GEOL 101 or 110; pre- or corequisite, CHEM 101. Permission of the instructor for students lacking the prerequisite. Minerals in sedimentary, igneous, and metamorphic environments: their properties, occurrence, and uses. Methods of identifying minerals, including use of optical properties. Three lecture and three laboratory hours a week.

390 Special Problems in Geology (1–4). Permission of the department. For details, see geology degree requirements.

401 Structural Geology (4). Prerequisite, GEOL 101, 105, 109, or 110. Introduction to the mechanical behavior and dynamic evolution of the earth's crust through the study of deformed rocks. Includes weekend field trip to western North Carolina.

402 Sedimentology and Stratigraphy (4). Prerequisites, GEOL 101 or 110, and GEOL 301. Introduction of principles involved in description and classification of sedimentary rocks and stratigraphic units as well as stratigraphic correlation. Students will be introduced to relationships of processes, depositional environments, and sedimentary facies.

403 Oceanography (BIOL 350, ENVR 417, MASC 401) (3). See MASC 401 for description.

404 Petrology and Plate Tectonics (4). Prerequisite, GEOL 301. Permission of the instructor for students lacking the prerequisite. Studies of the origin and evolution of igneous and metamorphic rocks, including microscopic, X-ray, and field methods; volcanology; plate-tectonic interpretation of rock sequences. Three lecture and three laboratory hours a week.

410 Earth Processes in Environmental Systems (ENST 410, MASC 410) (4). See ENST 410 for description.

411 Oceanic Processes in Environmental Systems (ENST 411, MASC 411) (4). See ENST 411 for description.

412 Principles and Methods of Teaching Earth Science (4). Prerequisites, GEOL 101/101L, 103, 105/101L, 109/101L, or 110; and at least two of the four geology core courses: GEOL 301, 401, 402, and 404. This course develops the knowledge and skills teachers need to implement inquiry-based earth science instruction: conceptual knowledge of earth sciences and mastery of inquiry instructional methods. Students study inquiry in cognitive science and learning theory. This course is a requirement for the UNC-BEST program in geological sciences.

413 Paleontology (4). Prerequisites, GEOL 101, 109, 110, or 159; and 402 or 478. Permission of the instructor for students lacking the prerequisites. Field-oriented course on larger Ordovician through Pliocene fossil invertebrates in the central and eastern United States. Students develop a reference collection of over 250 genera and species, with data of stratigraphy and biostratigraphy. Three lecture and two laboratory hours a week.

415 Environmental Systems Modeling (ENST 415, ENVR 461, MASC 415) (3). See ENST 415 for description.

417 Geomorphology (ENST 417) (3). Prerequisites, GEOL 101 or 110, and MATH 231. Permission of the instructor for students lacking the prerequisites. Introduction to process geomorphology with emphasis on quantitative interpretation of weathering, hill slope, fluvial, glacial, and eolian processes from topography and landscapes.

417LGeomorphology Laboratory (1). Pre- or corequisite, GEOL 417. Two laboratory hours per week.

421 Archaeological Geology (ANTH 421) (3). Permission of the instructor. The application of geological principles and techniques to the solution of archaeological problems. Studies geological processes and deposits pertinent to archaeological sites, geologic framework of archaeology in the southeastern United States, and

techniques of archaeological geology. Field trips to three or more sites; written reports required.

422 Physics of the Earth's Interior (PHYS 422) (3). See PHYS 422 for description.

430 Coastal Sedimentary Environments (MASC 430) (3). Prerequisite, GEOL 402. Introduction to modern shallow-water clastic environments and their sediments, emphasizing barrier islands, deltas, estuaries, wetlands, and tidal flats. Includes local field trips and discussion/application of data-collecting techniques.

431 Micropaleontology (MASC 431) (4). Prerequisite, GEOL 478 or MASC 440. Permission of the instructor for students lacking the prerequisite. An in-depth study of the biostratigraphy, paleoecology, and taxonomy of various microfossil groups (i.e., foraminifera, ostracodes, conodonts, coccoliths, radiolaria, diatoms, acritarchs, dinoflagellates, etc.) dependent upon individual student objectives. Three lecture and three laboratory hours a week.

432 Paleoclimatology (3). Prerequisite, GEOL 402. Permission of the instructor for students lacking the prerequisite. Introduction to mechanisms that drive climate. Examination of past climate reconstructions using ecological and geochemical proxies. Utility of computer models to reconstruct past climates and predict future climate change. Emphasis placed on late Quaternary.

433 Paleoceanography (3). Prerequisite, GEOL 402 or 503. Permission of the instructor for students lacking the prerequisite. Origin and distribution of pelagic sediments. Review of the major Mesozoic and Cenozoic events in the world oceans. Glacial/interglacial changes in the ocean/atmosphere system.

434 Marine Carbonate Environments (2). Permission of the instructor. Chemical and biological origins of calcium carbonate, skeletal structure, and chemo-mineralogy, preservation, sedimentation, and early diagenesis are studied in deep and shallow environmental settings to understand skeletal genesis, limestone origin, and carbonate facies variability. Field trip to Florida, Bahamas, or Bermuda. Laboratory exercises; research report.

436 Topics in Earth and Environmental Sciences (3). Key topics and resources for high school teachers preparing to teach earth and environmental sciences. Includes lithosphere, tectonic processes, hydrosphere, atmosphere, origin of solar system and life, and environmental stewardship.

440 Principles of Seismology (3). Prerequisites, GEOL 101, 213, 401; MATH 231. Permission of the instructor for students lacking the prerequisites. Descriptive account of global seismology, earthquake distribution, and focal mechanics. Principles of geometrical optics and applications to imaging the earth's interior. Principles of seismic prospecting of hydrocarbon and geothermal reservoirs.

450 Biogeochemical Processes (ENST 450, ENVR 415, MASC 450) (4). See ENST 450 for description.

478 Invertebrate Paleontology (BIOL 478) (4). Prerequisite, GEOL 159 or BIOL 101. Permission of the instructor for students lacking the prerequisites. Introduction to the principles, methods of analysis, and major controversies within paleontology. Examination of the fossil record and its application to problems in evolutionary biology, paleoecology, paleoclimatology, and general earth history.

480 Modeling of Marine and Earth Systems (ENVR 480, MASC 480) (1–3). Prerequisite, MATH 232. Permission of the instructor for students lacking the prerequisite. Mathematical modeling of the dynamic system, linear and nonlinear. The fundamental budget equation. Case studies in modeling convective transport, biogeochemical process, population dynamics. Analytical and numerical techniques, chaos theory, fractal geometry.

483 Geologic and Oceanographic Applications of Geographical Information Systems (MASC 483) (4). Required preparation, four GEOL courses or permission of the instructor. Focus is on applying GIS concepts and techniques to mining and petroleum geology, resource assessment, hydrogeology, coastal and marine geology, physical oceanography, engineering geology, and a geologic perspective on land use. Three lecture and two laboratory hours a week.

501 Geological Research Techniques (2). Permission of the instructor. An introduction to methods of obtaining, analyzing, and presenting geologic and paleontologic data.

502 Earth Surface Processes (GEOG 440) (3). See GEOG 440 for description.

503 Geological Oceanography (MASC 503) (4). See MASC 503 for description.

504 Topics in Petrology (4). Prerequisite, GEOL 404. Origin of magmas and evolution of igneous and metamorphic rocks, combined with petrographic study of selected sites and individual examples. Two lecture and six laboratory hours a week.

505 Chemical Oceanography (ENVR 505, MASC 505) (4). See MASC 505 for description.

506 Physical Oceanography (MASC 506) (4). See MASC 506 for description.

507 Rhythms in Global Climate and the Stratigraphic Record (3). Prerequisite, GEOL 402. An overview of the mechanisms of cyclic climate forcing and a review of the geologic evidence for these climate rhythms, with a particular emphasis on the Milankovitch orbital cycles.

508 Applied Hydrology (3). Prerequisites, GEOL 101 or 110, MATH 231, PHYS 105. Permission of the instructor for students lacking the prerequisites. An introduction to methodologies and instrumentation for quantifying the movement of water in the earth system focusing on components of the hydrologic cycle. Emphasis is divided between analytical aspects and field procedures.

509 Groundwater (3). Prerequisites, CHEM 102; GEOL 101, 105, 109, or 110; MATH 231; PHYS 104, 116. Permission of the instructor for students lacking the prerequisites. Introduction to physics, chemistry, and geology of groundwater.

510 Geochemistry of Natural Waters (3). Prerequisites, CHEM 102; GEOL 101, 105, 109, or 110; MATH 231. Permission of the instructor for students lacking the prerequisites. Survey of processes affecting the compositions of streams, lakes, the ocean, and shallow ground waters.

511 Stable Isotopes in the Environment (ENST 511) (3). Prerequisite, CHEM 102. Introduction to the theory, methods, and applications of stable isotopes to environmental problems. Primary focus will be on the origin, natural abundance, and fractionation of carbon, hydrogen, oxygen, and nitrogen isotopes.

512 Geochemistry (MASC 553) (3). Prerequisites, CHEM 102, GEOL 101 or 110. Permission of the instructor for students lacking

the prerequisites. Introduction to the application of chemical principles to geological problems, with emphasis on isotope methods.

513 Sedimentary Geochemistry (3). Prerequisite, GEOL 101 or 110, or CHEM 102. Introduction to the chemistry of marine sediments. A review of the processes that control the chemistry of fine-grained sediments, and analysis of the theoretical basis for commonly used paleoenvironmental proxies.

514 River Systems of East Coast North America (3). Prerequisites, GEOL 101 or 110, and 211 or 417. Junior or senior status. Analysis of 23 rivers from St. Lawrence to the Everglades, from headwaters to oceanic terminus of turbidite fan. Focus on stream processes, geologic development, hydrology, utilization history, ecology, and planning.

515 Introduction to Geophysics (3). Prerequisites, PHYS 104 and 105. Introduction to the fundamentals of global geophysics: gravity, seismology, magnetism, heat, and plate tectonics. Both shallow and deep processes are considered. Emphasis is aimed at problem solving by applying concepts.

516 Environmental Field Mapping and Information Systems (3). Prerequisite, GEOL 401. Field and laboratory methods for collection, assimilation, and manipulation of map-based earth science data within a geospatial relational database. Introduction to applications of remote sensing and analysis of digital topography.

517 Sequence and Seismic Stratigraphy (3). Prerequisite, GEOL 402. Examination of lithostratigraphic principles and the sequence stratigraphic paradigm. Students will study use of variation of well log signature reflection attributes and reflection termination patterns to identify and correlate sequences and systems and to interpret the lithology and depositional history of subsurface stratigraphic units.

518 Geodynamics (3). Prerequisites, CHEM 102; GEOL 101 or 110; MATH 232; and PHYS 104 and 105. Interior of the earth deduced from seismology, gravity, heat flow, magnetism; geophysics of continents and ocean basins; age of earth.

520 Data Analysis in the Earth Sciences (3). Prerequisites, MATH 231 and 232. Required preparation, an introductory geology course numbered below 202, except first-year seminar, or permission of the instructor. Introduction to quantitative analysis in earth sciences: solid earth, atmospheres, oceans, geochemistry, and paleontology. Topics covered: univariate and multivariate statistics, testing, nonparametric methods, time series, spatial and cluster analysis, shapes.

522 Physical Volcanology (3). Required preparation, introductory courses in geology and physics. Course is aimed at understanding the physical properties and processes controlling volcanism and magma transport. Topics covered include volcanic processes from the formation of magma in the upper mantle to violent eruption at the surface. Emphasizes dynamic processes and underlying mechanisms.

550 Biogeochemical Cycling (MASC 550) (3). See MASC 550 for description.

552 Organic Geochemistry (ENVR 552, MASC 552) (3). See MASC 552 for description.

555 Paleobotany (BIOL 555) (4). See BIOL 555 for description.

560 Fluid Dynamics (ENVR 452, MASC 560, PHYS 660) (3). See MASC 560 for description.

563 Descriptive Physical Oceanography (MASC 563) (3). See MASC 563 for description.

601 Summer Field Course in Geology (3). Prerequisites, GEOL 301, 401, 402, and 404. Six-week field camp conducted in New Mexico, Arizona, and Colorado. Field interpretation of rocks and their deformation; construction of geologic maps; introduction to hydrology. Includes field trips to classic localities such as the Grand Canyon.

602 Summer Field Course in Geology (3). Prerequisites, GEOL 301, 401, 402, and 404. Six-week field camp conducted in New Mexico, Arizona, and Colorado. Field interpretation of rocks and their deformation; construction of geologic maps; introduction to hydrology. Includes field trips to classic localities such as the Grand Canyon.

603 Fundamental Papers in Earth Science (3). A discussion course based on the fundamental papers, both old and new, hat have shaped modern earth science.

608 Continuum Mechanics in the Earth Sciences (ENST 608) (3). Prerequisites, MATH 231; PHYS 104 or 116. Required preparation, introductory geology course numbered below GEOL 202, except first-year seminar, or permission of the instructor. Applications of continuum mechanics in the earth sciences, including stress, strain, elasticity, and viscous flow. Numerical solutions to problems in heterogeneous finite strain including finite element analysis.

609 Advanced Field Seminar in Geology (1–4). Prerequisites, GEOL 601 and 602. A field course that emphasizes advanced field methods. Emphasis is placed on large-scale, detailed field work in complex structural terrains and on independent mapping that will lead to thesis/dissertation and/or publication.

655 Physical Geochemistry (3). Prerequisites, CHEM 102 and MATH 232. Permission of the instructor for students lacking the prerequisites. An introduction to physical geochemistry and chemical thermodynamics with special emphasis on geological applications. Three lecture hours a week.

691H Honors (3). Permission of the department. For details, see geology degree requirements.

692H Honors (3). Prerequisite, GEOL 691H. For details, see geology degree requirements.

Department of Germanic Languages and Literatures

www.unc.edu/depts/german

CLAYTON KOELB, *Chair*

Professors

Eric Downing, Jonathan Hess, Clayton Koelb, David Pike, Paul Roberge.

Associate Professors

Richard Langston, Kathryn Starkey.

Assistant Professor

Ruth von Bernuth.

Lecturer

Christina Wegel.

Professors Emeriti

Walter K. Francke, Richard H. Lawson, Siegfried Mews, Christoph E. Schweitzer, Sidney R. Smith, Petrus W. Tax.

Introduction

The department seeks to offer courses tailored to the needs of a variety of groups of students. While many courses are designed to provide a rich program for German majors (including the numerous double majors), others are suitable for students seeking a more modest level of involvement in the language, literature, and culture of German-speaking Europe. Still other courses are designed for students who have not yet achieved the prerequisite German language skills; these courses are conducted in English, with translated texts.

Many students enter UNC–Chapel Hill German courses with no prior experience in the language, but those who have had previous exposure are placed according to their skill level. Upon completion of fourth-semester German, many students take more courses to improve their proficiency or to learn more about the German language, literature, and culture; others decide at this point to major or minor in German, for which purpose they must consult the departmental director of undergraduate studies. It is common for students to double major, combining German with another field appropriate to their interests and needs; in such cases, students should consult advisors both in the Department of Germanic Languages and Literatures and in the other department concerned.

Programs of Study

The degree offered is the bachelor of arts with a major in German, with a concentration either in literature and culture or in German studies. A minor in German is also available.

Majoring in German: Bachelor of Arts

B.A. Major in German: German Studies Concentration

Departmental Requirements

- A minimum of eight courses (24 credit hours), including GERM 257, 301, 302, and 303
- Four additional courses beyond GERM 204 or approved courses from other departments (12 credit hours). Courses relevant to the German studies concentration may be offered by many departments. A list of approved courses will be made available each semester by the director of undergraduate studies.

B.A. Major in German: Literature and Culture Concentration

Departmental Requirements

- A minimum of eight courses (24 credit hours) beyond GERM 204. Five courses (15 credit hours) must be conducted in German (all 300-level courses are conducted in German). These should include GERM 301, 302, and 303
- Five additional courses beyond GERM 204 selected by the student in consultation with the director of undergraduate studies.

Minoring in German

- GERM 301, 302, and 303
- One additional course (3 credit hours) beyond GERM 204

Additional notes regarding the major or minor in German:

- GERM courses numbered above 399 may count toward the major or minor with the approval of the director of undergraduate studies. When documenting this approval, the director of undergraduate studies will note whether the course is taught in English or in German.
- Topics courses may be repeated for credit toward the major or minor.
- Three German LAC credit hours may be used as a substitute for one three-hour course taught in German for the major, or to satisfy the one additional course requirement for the minor. (See "Languages across the Curriculum" below.)
- Dutch language courses (DTCH 402, 403, and 404) may not count toward the major or minor. However, DTCH 396 and 405 may be counted toward the major or minor and should be counted as courses taught in the target language (i.e., not in English).
- Transfer credit, study abroad: At least four courses (12 credit hours) beyond GERM 204, and ordinarily including 301 and 303, must be taken at UNC–Chapel Hill to fulfill the requirements of the major. German majors who study abroad or wish to transfer credit from another institution may apply for the transfer of a maximum of four courses counting toward the major (one course for the minor). Before their departure for a study abroad program, students should consult with the director of undergraduate studies about appropriate courses for the major or minor to be taken abroad.
- All students who desire to pursue a major or minor in German should have a grade of B or better in GERM 203 and 204.
- Teaching certification: Students seeking certification to teach German in public schools should consult advisors in the School of Education.

Honors in Germanic Languages and Literatures

Majors in either concentration qualified for honors work are strongly encouraged to consider taking honors in German during their senior year. Undertaking an honors project gives students the opportunity to explore a topic in depth under the direction of a faculty member. Such individually directed research and writing often proves to be a high point of the student's academic career. Seniors who wish to do honors work should confer with the director of undergraduate studies and enroll in GERM 691H (honors reading and special studies) followed by either 692H or 693H (writing of honors thesis.) These honors courses count toward the major.

Special Opportunities in Germanic Languages and Literatures

Student Involvement and Cultural Enrichment beyond the Classroom

All students are encouraged to apply for the German House, a section of a residence hall (a lounge and kitchen are provided) with space for eight male and eight female students. The German House brings together students with a common interest in speaking German and exploring cultural and political issues related to Germany. Numerous social and educational events hosted by the German honor society Delta Phi Alpha, the German Club, and the department provide an atmosphere for effective learning and for enjoyment of cultural aspects of German life. An example is the weekly Kaffeestunde, where students find an opportunity for

informal conversation suitable for both beginning and advanced students. The department also periodically sponsors lectures, of a both scholarly and popular nature, and a film series. Students anticipating further study in business, law, medicine, and other professional programs are encouraged to study German as a practical preparation for flexible career options in the increasingly international community of professionals. Those considering an undergraduate major or minor should ask to be added to our majors and minors e-mail listserv, so that they will receive information regarding special events and opportunities.

Languages across the Curriculum

The department participates in the Languages across the Curriculum (LAC) Program and encourages both majors and minors to enroll in one-credit-hour recitation or discussion sections that are conducted in German but associated with a variety of courses offered in English by other departments, including history, sociology, political science, and international studies. These recitation and discussion sections encourage students to use their German language skills in a broader scope of intellectual endeavor. In addition, the department offers similar German recitation sections in conjunction with several of its own courses that are offered in English. Each of these discussion and recitation sections counts as one credit (in addition to the credit granted for the course).

Study Abroad

The department encourages all students of German to study or engage in internships abroad in order to maximize their linguistic and cultural proficiency. The Study Abroad Office offers a wide variety of programs addressing different student interests and needs at all universities in the German state of Baden-Württemberg; at the Vienna (Austria) University of Economics and Business Administration; at the Science Exchanges in Berlin or Jena (Germany), and Vienna; at the IES European Union Program in Freiberg (Germany); and at the IES Music Studies Program in Vienna. Internships are available in Berlin, Bonn, Cologne, and Dresden. Most programs require that participating students have successfully passed GERM 204; however, students with no prior knowledge of German may attend programs in Berlin (including especially the new European studies program at the Free University of Berlin), Tübingen, or Freiburg. These programs generally include intensive language instruction in addition to content courses taught in English. Most programs offer an intensive language and orientation course prior to the start of the semester. Students may participate for a whole year, a single term, or a summer. The yearlong term typically begins in late August and ends in late July. There is a two-month vacation between semesters, which many students use for travel. Due to the German university schedule, students choosing to go abroad for only one term generally do so in the spring semester, which typically begins in late February and ends in late July.

Internships are available through Educational Programs Abroad (in Berlin, Bonn, and Cologne) and through Boston University (in Dresden) in a variety of fields, including museum and arts administration, advertising and public relations, journalism, business, law, health and social sciences, and politics. Students interested in applying for an internship in Germany should consult with the Study Abroad Office and with the director of undergraduate studies about the various programs available. The department also provides information on other fellowship and job opportunities in Germany. Both majors and minors should consult with the director of undergraduate studies in advance of going abroad about courses they plan to take for the major or minor.

Undergraduate Awards and Honors Society

Membership in the Beta Rho chapter of Delta Phi Alpha, the German honors society, is available to majors and minors who have completed GERM 101 and 102 and 203 and 204 and have maintained grades of B or better. The department also selects one outstanding graduating senior each year to receive the Undergraduate Ria Stambaugh Award for Excellence in German, a cash award that is presented at the Chancellor's Awards Ceremony each spring.

Graduate School and Career Opportunities

In an age of rapid internationalization and globalization, proficiency in a foreign language is no longer just an auxiliary skill, but a necessary one. Thus, double majoring in German and another discipline uniquely qualifies students to pursue flexible career options in the increasingly international community of professionals. Recent graduates of our program have entered careers in international business, journalism, publishing, and the travel industry. The presence of over 100 German and Swiss firms in the Carolinas testifies to the demand for a high degree of linguistic and cultural literacy in college graduates.

A bachelor of arts with a major in German or German studies qualifies graduates for career paths in which a linguistic and cultural literacy is necessary, such as positions in the United States State Department and other government agencies, educational organizations, and foundations and travel organizations. Increasingly, international businesses also value and reward such skills, and a graduate who has received the "Zertifikat Deutsch für den Beruf" at UNC–Chapel Hill has a special edge in seeking such positions. In addition, the demand for language teachers provides career opportunities for those German majors who receive teaching certification from the School of Education.

German majors often go on to graduate programs in business, law, medicine, education, and other fields. Some pursue careers as college professors of German. Chapel Hill German majors have been welcomed by the most prestigious graduate programs in the country. The University's own strong graduate program admits undergraduates who have majored here. The department's faculty members assist and advise undergraduate majors interested in graduate work in their selection of programs.

Contact Information

Questions should be directed to the director of undergraduate studies, who has responsibility for advising all undergraduate majors and minors. The director also has the responsibility to approve study abroad, internship, and transfer credit and serves as the honors advisor.

GERM

050 First-Year Seminar: Literary Fantasy and Historical Reality (3). The intersection of literary fantasy with historical reality considered in two ways: 1) fantastic-looking tales based on historical reality and 2) stories describing fantastic situations that actually came true.

051 First-Year Seminar: Stalin and Hitler: Historical Issues in Cultural and Other Perspectives (3). Critical issues that dominated the 20th century: WWI and Bolshevik Revolution; rise of

fascism, Lenin, Stalin, Hitler and their roles; origins and evolution of Cold War; collapse of Eastern Bloc.

052 First-Year Seminar: Canine Cultural Studies (3). Explores philosophical and imaginary connections and impasses between human and animal. Examines literary and visual arts including contemporary media to see how our relationship to dogs tests limits of expression.

053 First-Year Seminar: Early Germanic Culture: Myth, Magic, Murder, and Mayhem (3). Introduction to pre-Christian culture of Germany, Anglo-Saxon England, and Scandinavia from the late Roman Empire through the Viking Age, as preserved in myths, sagas, charms, inscriptions, and historical documents.

054 First-Year Seminar: Once upon a Fairy Tale: Fairy Tales and Childhood, Then and Now (3). Fairy tales from different national traditions and historical periods read through various critical lenses, against a backdrop of changing historical conceptions of the child. Works from Grimm, Anderson, Brontë, Disney, etc.

055 First-Year Seminar: Fantasies of Rome: Gladiators, Senators, Soothsayers, and Caesars (3). Introduces students to study of humanities by examining how the idea of Rome evolved through poetry, history, philosophy, opera, even forgery into a concept that has long outlasted the Romans.

056 First-Year Seminar: Germans, Jews, and the History of Anti-Semitism (3). This course seeks to explore the historically difficult position of minorities in the modern world, using the situation of Jews in Germany from the 18th century to the Holocaust as a case study.

058 First-Year Seminar: Love in the Middle Ages (3). Examines development of notion of love from antiquity through Middle Ages to today. Discusses marriage, adultery, violence, power, gender roles. Introduces the study of humanities through reading, analysis, and research.

059 First-Year Seminar: Moscow 1937: Dictatorships and Their Defenders (3). Stalinist Soviet Union serves as a case study to examine how dictatorships develop and how they tend to be enveloped in justifications and kept in existence by outside observers.

060 First-Year Seminar: Avant-Garde Cinema: History, Themes, Textures (3). Students explore the international history, filmic techniques and cultural meanings of non-narrative cinema of the 20th century. Students also transform in-class discussions and individual essays into video projects.

061 First-Year Seminar: Berlin: Old and New Capital: 150 Years of German Culture and Politics (3). In the course we will examine one of the chief questions of German history and politics, the striving for national unity, both externally and internally, from 1871 to the end of our century.

063 First-Year Seminar: Performing America (3). The intersection of performance in a theater space and in everyday life will serve as our springboard as we investigate the diversity of contemporary America. We will investigate how race, class, religion, sexuality, sexual orientation, history, and death are performed in America today.

064 First-Year Seminar: Shame! Cultural Histories of an Emotion (3). Explores "shame" in contemporary literary and visual culture, posing questions using interdisciplinary approaches. Questions include, What is shame's history? Is shame a social or a private emotion? Is shame political?

065 First-Year Seminar: German Heroes? Knights, Tricksters, and Magicians (3). This course seeks to explore literary heroes in European literature from the Middle Ages to the Enlightenment. We will discuss concepts of heroism and how those ideas have changed over time.

101 Elementary German (4). Develops the four language skills (speaking, listening, reading, writing) in a cultural context. In addition to mastering basic vocabulary and grammar, students will communicate in German about everyday topics.

102 Advanced Elementary German (4). This continuation of GERM 101 emphasizes speaking, listening, reading, writing in a cultural context. Students enhance their basic vocabulary and grammar and will regularly communicate in German about everyday topics.

105 Intensive Elementary German (8). Experience in German or fluency in another foreign language recommended. An accelerated, intensive course that essentially covers materials of GERM 101 and 102 in one semester.

203 Intermediate German (3). Students acquire necessary materials and opportunities to develop further their language skills in a cultural context. They review and expand upon the basic grammar covered in beginning German.

204 Advanced Intermediate German (3). Prerequisite, GERM 203. Emphasizes further development of the four language skills (speaking, reading, writing, listening) within a cultural context. Discussions focus on modern Germany, Austria, and Switzerland in literature and film.

206 Intensive Intermediate German (6). Prerequisite, GERM 105. Permission of the instructor for students lacking the prerequisite. An accelerated intensive course that covers the materials of GERM 203 and 204 in one semester.

210 Getting Medieval: Knights, Violence, and Romance (3). Offers a historical perspective on the portrayal of medieval culture in film from the 1920s to today. Specific topics include the ideal hero, the quest, etiquette, chivalry, rituals, and love. Readings and discussions in English.

216 The Viking Age (3). Lecture/discussion course on Viking culture, mythology, exploration, and extension of power in northern Europe (ca. 750–1050 CE) as represented in sagas, the Eddas, runic inscriptions, and chronicles. Readings and discussions in English.

218 Christianity and Islam in the Middle Ages (RELI 218) (3). This course draws on a variety of cultural documents to explore both the conflict and cross fertilization between the Christian and Islamic cultures of the Middle Ages. Readings and discussions in English.

220 Women in the Middle Ages (WMST 220) (3). This interdisciplinary course examines representations of women, concepts of gender, and women's participation in the economic, political, religious, and cultural life of the Middle Ages. Discussion and texts in English.

225 Pop and Pious: Early Modern Jewish Literature (3). This seminar covers popular and pious literature written by and for Jews in the 15th to 18th century in German-speaking countries. Originally written in Old Yiddish, this literature preserved the

popular European genres and nonfiction accounts of Jewish community and family life.

245 Marx, Nietzsche, and Freud (3). An introduction to the writings of three great German writers of the 19th century who have had enormous impact on the lives of people around the world. Readings and discussions in English.

246 Reality and Its Discontents: Kant to Kafka (3). An examination of "reality," as defined and redefined by Kant and his successors, in the context of European culture of the late 18th, 19th, and early 20th centuries. Readings and discussions in English.

250 Women in German Cinema (WMST 250) (3). Introduction to feminist aesthetics and film theory by the examination of the representation of women in German cinema from expressionism to the present. All materials and discussions in English.

251 Ideology and Aesthetics: Marxism and Literature (SLAV 251) (3). Examines clash between 20th-century writers and the state in countries where a single government or party used an exclusive ideology as justification for interference in cultural and literary affairs. Discussions and texts in English.

252 South Africa in Literary Perspective (3). Course aims at an understanding of the South African experience as represented by that country's important writers. Readings include works by Gordimer, Coetzee, Mphahlele, Breytenbach, Fugard, Ndebele, Paton, la Guma. All materials in English.

255 Germany and the Cold War: From Allied Occupation to Division and Reunification (1945–1990) (3). This course will investigate the central role played by the "German question" in the break-up of the wartime alliance and the political division of western and eastern Europe. Readings and discussions in English.

257 Society and Culture in Postwar Germany (HIST 257, POLI 257, SOCI 257) (3). Junior standing or permission of the instructor and/or the director of undergraduate studies. The interdisciplinary, team-taught seminar will explore cultural, historical, and political issues of contemporary Germany and analyze German developments from the postwar period to the present. Readings and discussions in English.

265 Hitler in Hollywood: Cinematic Representations of Nazi Germany (3). An examination of selected cinematic representations (both American and German) of Nazi Germany in terms of their aesthetic properties and propagandistic value. Films with English subtitles; readings and discussions in English.

270 German Culture and the Jewish Question (CMPL 270, JWST 239, RELI 239) (3). A study of the role of Jews and the "Jewish question" in German culture from 1750 to the Holocaust and beyond. Discussions and texts (literary, political, theological) in English.

272 Global Queer Cinema (CMPL 273, COMM 272) (3). Examines the varied production worldwide of GLBT cinema and how it serves as a vehicle for documentation and education, for aesthetic and sexual experimentation, for cultural export and self-inquiry.

275 History of German Cinema (COMM 275) (3). This course explores the major developments of German cinema. All films with English subtitles. Readings and discussions in English.

279 Once upon a Fairy Tale: Fairy Tales and Childhood, Then and Now (CMPL 279) (3). Not intended for students who have taken GERM 054. Considers fairy tales from several different national traditions and historical periods against the backdrop of folklore, literature, psychoanalysis, and the socializing forces directed at children.

280 20th-Century German Philosophy and Modern Youth Cultures (3). This philosophical Approaches course investigates the rich European intellectual foundations on which 20th-century youth culture erected its triumvirate of sex, drugs, and rock music.

290 Studies in German Literature (3). Study of a literary genre, theme, writer, period, movement, or problem. Readings and discussions in English.

291 Topics in German Studies (3). Examines selected themes in the history, culture, society, art, and/or literature of German-speaking countries. Readings and discussions in English.

292 Studies in Germanic Linguistics (3). Investigations into the structure, history, variation, or use of one or more of the Germanic languages. Readings and discussions in English.

293 Topics in Medieval and Early Modern German Studies (3). Study of a topic in medieval and/or early modern German(ic) studies not currently covered in any other course. The specific topic will be announced in advance. Readings and discussions in English.

301 Conversation and Composition (3). Prerequisite, GERM 204. Permission of the instructor for students lacking the prerequisite. Emphasis is on speaking and writing, with shorter readings on contemporary German life to provide subject matter for in-class discussion and regular written compositions. Further goals include improvement of pronunciation and a mastery of grammar.

302 German Language and Culture (3). Prerequisite, GERM 301. Permission of the instructor for students lacking the prerequisite. Introduction to issues shaping modern German culture and history through a wide range of texts and media while expanding and strengthening reading, writing, and speaking skills.

303 Introduction to German Literature (3). Prerequisites, GERM 301 and 302. Permission of the instructor for students lacking the prerequisite. Presents major authors (Goethe, Mann, Kafka, and Brecht), periods, genres, and analysis. An appropriate conclusion to GERM 101-204, it also provides the background for more advanced undergraduate literature courses. Readings, discussions, and essays in German.

304 Business German (3). Prerequisite, GERM 301. Permission of the instructor for students lacking the prerequisite. An introduction to the language and culture of German business, commerce, and industry. Special emphasis is given to the acquisition of advanced business-related language skills.

305 Business German (3). Prerequisite, GERM 301. Permission of the instructor for students lacking the prerequisite. GERM 304 recommended but not required. As a continuation of GERM 304 the course offers a more advanced treatment of the current German economic and business debates and events while further strengthening relevant German language skills.

310 Höfische Kultur/Courtly Culture (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Introduces students to the rich culture and exciting literature of medieval Germany. Topics include knights and ladies, castles,

weaponry, clothing, food, and fantasy. All materials and discussions in German.

311 The Crusades (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Examination of the medieval notion of the crusade, conflicts and exchange between East and West, and the ambiguous portrayals of the East in Western medieval literature. Readings and discussions in German.

325 Fools and Laughter in Early Modern German Literature (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Fools are everywhere. Human folly is one of the most distinctive preoccupations of German literature of the early modern period. This course will explore the multiple meanings of the German term "fool" in works from the 15th to the 18th century.

330 The Age of Goethe (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. German literature from the Enlightenment to Romanticism. Readings include works by Lessing, Goethe, Schiller, Kleist, and the Romantics. Readings and lectures in German.

349 Die Jahrhundertwende (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Investigation of the interconnectedness of turn-of-the-century arts, philosophy, psychoanalysis with focus on Berlin and Vienna. Works by Nietzsche, Hauptmann, Schnitzler, Freud, Hesse, Hofmannsthal/Strauss, Kafka, Rilke, T. Mann. Readings and lectures in German.

350 Modern German Literature (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Study of major works of German literature from 1890 to the present by such authors as Thomas Mann, Kafka, Brecht, Hesse, Böll, and Grass. Readings and lectures in German.

370 Readings in German Intellectual History (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Introduction to German intellectual history from the Enlightenment to the rise of fascism. Close readings and discussions of texts by Kant, Schiller, Hegel, Marx, Nietzsche, Freud, and Benjamin. Readings and lectures in German.

371 The German Novella (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Famous novellas by authors such as Kleist, Brentano, Meyer, Keller, and Kafka, from the early 19th century to the middle of the 20th century. Readings and discussions in German.

372 German Drama (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. German drama from the late Enlightenment to the present. Texts include plays by dramatists such as Goethe, Schiller, Kleist, Hauptmann, Brecht, and Dürrenmatt. Readings and lectures in German.

373 "Denk ich an Deutschland. . .": German Lyrical Poetry through the Centuries (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Survey of German lyric poetry from 18th to 21st century; major poets, forms, literary movements discussed. Readings, class discussions, and public recitation in German.

374 German Theater: Words Speak as Loudly as Actions (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Students study German plays, write original monodramas, and give two public dramatic performances. Readings, discussions, rehearsals in German aim to enable critique of dramas and theoretical texts.

380 Austrian Literature (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Presents Austria from the Biedermeier period to the end of the monarchy. Readings of works by authors such as Stifter, Schnitzler, Roth, Freud, Herzl, who articulate artistic, political, historical themes. Readings and lectures in German.

381 Berlin: Mapping a (Post) Modern Metropolis (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Exploration of the rich cultural and turbulent political history of 20th-century Germany by focusing on the literature, film, art, and architecture produced in and about the city of Berlin. All materials and discussions in German.

388 Discussion Section in German (1). Prerequisite, GERM 204. Permission of the instructor for students lacking the prerequisite. Students may enroll only in conjunction with a German Department course offered in English that features an accompanying discussion section. All materials and discussions in German. May count toward the major or minor in German.

389 LAC Recitation (1). Prerequisite, GERM 204. Permission of the instructor for students lacking the prerequisite. A recitation section for selected courses that promote foreign language proficiency across the curriculum (LAC). Readings and discussions in German. May count toward the major and minor in German.

390 Studies in German Literature (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Study of a literary genre, theme, writer, period, movement, or problem. Readings and discussions in German.

391 Topics in German Studies (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Examines selected themes in the history, culture, society, art, and/or literature of German-speaking countries. Readings and discussions in German.

392 Studies in Germanic Linguistics (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. LING 101 recommended. Investigations into the structure, history, variation, or use of one or more of the Germanic languages. Readings and discussions in German.

393 Topics in Medieval and Early Modern German Studies (3). Study of a topic in medieval and/or early modern German(ic) studies not currently covered in any other course. The specific topic will be announced in advance. Readings and discussions in German.

396 Independent Readings in German (3). Prerequisite, GERM 303. Permission of the instructor for students lacking the prerequisite. Special readings and research in a selected field or topic under the direction of a faculty member.

400 Advanced German Grammar (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. A study of current German structure and usage. Course strengthens the writing of graduate students and helps them confront the problems most frequently faced in speaking and teaching.

500 History of the German Language (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. Development of phonology and morphosyntax from

ancient times to present. Political, social, and literary forces influencing the language.

501 German Linguistics (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Introduction to formal analysis of German grammar (phonology, morphophonemics, prosodics, morphology, syntax) within the framework of generative grammar.

502 Middle High German (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. Introduction to medieval German language and literature. Readings in medieval German; lectures in English.

505 Early New High German (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Early New High German texts, with study of phonology, morphology, and syntax. On demand.

508 Old High German (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Old High German texts, with study of phonology, morphology, and syntax; comparison of the various dialects with other older dialects of Germanic. On demand.

511 Old Saxon (3). Permission of the instructor for undergraduates. Reading and linguistic study of biblical texts (Heliand, Genesis) in Old Saxon, with study of phonology, morphology, and syntax; comparison with Old English, Old High German, and other Germanic dialects. On demand.

514 Old Norse I (Old Icelandic) (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Old Norse (Old Icelandic) texts, with study of phonology, morphology, and syntax; comparison with other older dialects of Germanic. On demand.

515 Old Norse II (Old Icelandic) (3). Permission of the instructor for undergraduates. Continuation of GERM 514. On demand.

517 Gothic (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Gothic biblical texts, with study of phonology, morphology, and syntax; comparison with other older dialects of Germanic. On demand.

520 Stylistics: Theory and Practice (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Study of stylistic theories and practices in literature and linguistics, analysis of a large variety of texts, written exercises, training in the use of stylistic devices.

521 Variation in German (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Major topics in sociolinguistics: development of the German language, traditional dialects, variation in contemporary speech, German as a minority language (Alsace, Belgium), German outside of Germany (Austria, Switzerland, Luxemburg, Liechtenstein).

545 Problems in Germanic Linguistics (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Special problems will be selected for intensive investigation. Subject matter of the course will be adapted to the particular interests of the students and instructor.

549 Topics in Germanic Linguistics (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates.

601 Elementary German for Graduate Students (3). Permission of the instructor for undergraduates. With GERM 602, a two-semester sequence designed as preparation for the reading knowledge examination for higher degrees in the humanities, social sciences, physical sciences, etc.

602 Elementary German for Graduate Students, Continued (3). Permission of the instructor for undergraduates. Continuation of GERM 601.

605 Comparative Germanic Grammar (3). Permission of the instructor for undergraduates. LING 101 recommended for undergraduates. Analysis of phonological, morphological, and syntactic development from Indo-European to the older stages of Germanic dialects.

615 Cultural Foundations in German Studies, to 1800 (3). Permission of the instructor for undergraduates. First part of a two-semester sequence offering students a comprehensive, text-based survey of German literary history from the High Middle Ages to the present.

616 Cultural Foundations in German Studies, 1800 to Present (3). Permission of the instructor for undergraduates. Second part of a two-semester sequence offering students a comprehensive, text-based survey of German literary history from the High Middle Ages to the present.

625 Early Modern Literature (3). Permission of the instructor for undergraduates. German literature of the 15th, 16th, and 17th centuries. Close readings, lectures, and discussions of representative texts.

630 18th-Century Literature (3). Permission of the instructor for undergraduates. Literature in the Age of Enlightenment. Close readings, lectures, and discussions of representative texts.

640 Early 19th-Century Literature (3). Permission of the instructor for undergraduates. Literature of the Romantic period. Close readings, lectures, and discussions of representative texts.

645 Later 19th-Century Literature (3). Permission of the instructor for undergraduates. Literature of Realism, Naturalism, and related movements. Close readings, lectures, and discussions of representative texts.

650 Early 20th-Century Literature (3). Permission of the instructor for undergraduates. Major figures of the period from the turn of the century to World War II. Close readings, lectures, and discussions of representative texts.

655 Later 20th-Century Literature (3). Permission of the instructor for undergraduates. Literature since World War II in both the Federal Republic and the former GDR. Close readings, lectures, and discussions of representative texts.

683 Moving-Image Avante-Gardes and Experimentalism (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. History and theory of international avant-garde and experimentalist movements in film, video, intermedia, multimedia, and digital formats. Content and focus may vary from semester to semester.

685 Early 21st-Century German Literature (3). Permission of the instructor for undergraduates. Literature since German unification in 1989. Close readings, lectures, and discussions of representative texts.

691H Honors Course (3). Permission of the director of undergraduate studies. Majors only. Reading and special studies under the direction of a faculty member.

692H Honors Course (3). Permission of the director of undergraduate studies. Majors only. Reading and preparation of an essay under the direction of a faculty member, designed to lead to the completion of the honors thesis.

693H Honors Seminar (3). Permission of the director of undergraduate studies. Majors only. Introduction to research techniques and preparation of an essay, designed to lead to the completion of the honors thesis.

DTCH

396 Independent Readings in Dutch (3). Permission of the instructor. Special readings and research in a selected field or topic under the direction of a faculty member.

402 Elementary Dutch (3). Rapid introduction to modern Dutch with emphasis on all fundamental components of communication.

403 Intermediate Dutch (3). Focuses on increased skills in speaking, listening, reading, global comprehension, and communication. Emphasis on reading and discussion of longer texts.

404 Advanced Intermediate Dutch (3). Aims to increase proficiency in language skills (reading, speaking, writing) and is constructed around a series of themes meant to introduce students to Dutch society, culture, and history.

405 Topics in Dutch Culture: A Literary Survey (3). Prerequisite, DTCH 404. Permission of the instructor for students lacking the prerequisite. Ability to read and speak Dutch at intermediate to advanced level recommended. Introduction to Dutch literature from Middle Ages to the present. Survey of topics in Dutch culture.

NORW

402 Elementary Norwegian (3). Rapid introduction to modern Norwegian with emphasis on all fundamental components of communication.

404 Intermediate Norwegian (3). Focuses on increased skills in speaking, listening, reading, global comprehension, and communication. Emphasis on reading and discussion of longer texts.

Curriculum in Global Studies

www.global.unc.edu/ints

ANDREW REYNOLDS, *Chair*
Jonathan Weiler, *Director of Undergraduate Studies*
Michal Osterweil, *Lecturer/Internship Coordinator*

Joint Faculty

Sahar Amer, Chad Bryant, Renee Alexander Craft, Mark Driscoll, Banu Gokariksel, Liesbet Hooghe, Nina Martin, Christopher Nelson, John Pickles, Graeme Robertson, Eunice Sahle, Mark Sorensen, Michael Tsin, Milada Vachudova.

Adjunct Faculty and Lecturers

Deborah Bender, Chris Gaffney, Hannah Gill, Robert Jenkins, Arne Kalleberg, Robert Miles, Tara Muller, Seth Reice, Niklaus Steiner.

Introduction

Globalization of the economy, cross-cultural relations, international media, ecological crises, and political transformations are all making international studies more important today. The Curriculum in Global Studies offers an interdisciplinary program of study focusing on these and many other issues. It draws on courses throughout the social sciences, humanities, and professional schools and offers students the chance to concentrate on an area of the world and a theme of global significance.

Students prepare for careers in business, diplomacy, international aid, economic development, and other forms of public service. The global studies major is also excellent preparation for graduate school in one of the social sciences, in professions such as law, business, and journalism, or in international affairs and area studies. About 450 juniors and seniors major in global studies.

Program of Study

The degree offered is the bachelor of arts with a major in global studies.

Majoring in Global Studies: Bachelor of Arts

Curriculum Requirements (for students entering the UNC–Chapel Hill in fall 2008 or later)

- Credit for six levels of modern language study. Students may choose six levels of one language or four levels of one language and two of another. The primary language must be relevant to the declared world area concentration.
- INTS 210
- Two core courses, each from a different department: ANTH 142, 380; ART 150; COMM 082; DRAM 117; ENGL 141; ENST 201; GEOG 056, 112, 120, 121, 123, 130, 232; HIST 140; INTS 265, 281, 360; JOMC 446; LING/SLAV 306; MUSC 146; PHIL/POLI/PWAD 272; PLCY 050; POLI 130, 150; RELI 181; SOCI 111, 121, 133
- Four courses from one of the following thematic areas (asterisked courses may require approval of the topic or the section in which students enroll):
  - International politics, nation-states, social movements: AFRI 101, 368, 370, 416, 540; ANTH 130, 280, 322, 375, 468, 599*; ANTH/INTS 319, 457; AMST 277; ART/HIST/INTS 514; ASIA 243, 460; ASIA/HIST/PWAD 281; COMM 376, 390; ENGL 365; ENST/INTS/PLCY 520; ENST/POLI 254; GEOG 435, 452, 453, 460; GEOG/INTS 447, 464; HIST 215, 276, 292H*, 513, 570, 577; HIST/INTS 512; HNRS 352; INTS 249, 270, 390*, 405, 406, 432, 442, 446, 447, 449H, 457, 464, 512, 514, 520; INTS/PLCY 249, 270; INTS/POLI 433, 438; INTS/WMST 388, 410; LING 543; POLI 130, 131, 195*, 226, 231, 236, 238, 239, 250, 252, 253, 259, 260, 273, 431, 435, 450, 457; PWAD 252, 350, 352*; RELI 181; SLAV 306; SOCI 111, 121, 133, 290*, 453, 481; WMST 293
  - Global economics, trade, development: AFAM 430; AFRI 265, 266; ANTH 103, 144, 299*, 320, 465, 468; ANTH/INTS 320; ASIA 460, 461; ASIA/INTS 457; ECON 267, 450, 454, 460, 461, 465, 469, 560; ECON/INTS 463; GEOG 428, 453,

458, 460; GEOG/INTS 464; HIST/INTS 512; INTS 360, 390*, 405; INTS/PLCY 249; POLI 435, 442; SOCI 290*, 450, 453
  - Global health and environment: AFRI 266; ANTH 147, 151, 312, 318, 470, 512; ANTH/INTS 319; BIOL 262; ENST 490; ENST/GEOG/INTS 261; ENST/INTS/PLCY 520; ENST/PLCY 510; ENST/POLI 254; GEOG 434, 435, 445, 446, 457; HNRS 352; INST/PLCY 270; INTS/WMST 388; PLCY 480; PUBH 510; SOCI 265, 469
  - Transnational cultures, identities, arts: AFAM 293; AFRI/WMST 261; ANTH 102, 103, 123, 144, 147, 280, 334, 429, 435, 440, 499*; ANTH/INTS 320; ARAB 150; ART 153, 157, 456; ART/HIST/INTS 514; COMM 272, 574; DRAM 486; ENGL/INTS 364; FOLK 525; FREN 375, 377; GEOG 056, 452; GEOG/INTS 447; HIST/INTS 512; INTS 290, 390*, 445, 490*; INTS/MUSC 258; JOMC 446, MUSC 146; RELI 121, 284, 285, 328, 428; SLAV 101; SPAN 344, 345; WMST 124, 290, 297, 410
- Three courses from one of the following world areas (asterisked courses may require approval of the topic or the section in which students enroll):
  - Africa: AFRI 101, 190*, 261, 262, 265, 266, 370, 386*, 416, 480, 523, 540; ANTH 226; ART 255; HIST 067, 130, 279, 292, 292H*; INTS 390*; POLI 431
  - Asia: ANTH 199, 499; ANTH/ASIA 574; ANTH/INTS 375; ASIA 147, 243, 244, 261, 460, 461, 490*; CHIN 252, 463, 464; COMM 669; HIST 136, 287, 288, 292; INTS 390*; JAPN 161; SOCI 265
  - Latin America: AFAM 254, 278, 530; ANTH 499*; ANTH/FOLK 130; GEOG 259, 457, 458; HIST 143, 393, 532, 533; INTS 390; LTAM 101; MUSC 147; POLI 231, 238, 434, 435; PORT 270, 275, 388; SOCI 453; SPAN 330, 344, 345; WMST 280, 290*
  - Middle East: ARAB 150, 452; ASIA 490*; COMM 669; GEOG 447; HIST 276; HIST/PWAD 275; JWST 107; POLI 195; RELI 064, 181, 480, 583, 584; SOCI 419
  - Western Europe and the European Union: ART 283; CMPL 270/GERM 270/JWST 239/RELI 239; DTCH 405; ECON 461; ENGL 278; EURO/HIST 159; FREN 350, 372, 373, 377, 398; GERM 270, 302, 350, 382; GERM/POLI/SOCI 257; HIST 259, 262, 292, 292H, 475; INTS/POLI 433; ITAL 330, 333, 335, 343; POLI 195*, 239, 438; PORT 388; ROML 056; SPAN 349, 398*
  - Russia and Eastern Europe: HIST 162; HUNG 425; POLI 235; RUSS 273, 274, 425, 441, 442; SLAV 198H, 248

Additional Information

Of the seven courses in the thematic and world area concentrations, five must be numbered 200 and above.

The curriculum urges that in addition to fulfilling requirements, students continue the study of a foreign language to a level as close as possible to fluency. All majors should also make every effort to include a study abroad program in their undergraduate education, preferably in their sophomore or junior year.

Students must complete all General Education requirements. No courses fulfilling major requirements may be taken Pass/D+/D/Fail.

Curriculum Requirements (for students entering the UNC–Chapel Hill prior to fall 2008)

Global studies majors must complete all General Education requirements. They must also earn credit for six levels of modern language study. Students may choose six levels of one language or four levels of one language and two of another. The primary language must be relevant to the declared world area concentration (see below).

In addition to a foreign language, global studies majors must take a total of 10 courses. All majors are required to take INTS 210 as the core course. Of the remaining nine elective courses, three are core courses representing a variety of disciplinary approaches to international and global issues. The three core courses must each come from different academic departments. The other six courses comprise the student's concentration in either area studies or global studies. Of these six courses, four must be above the survey level (courses numbered 200 and above).

Global Studies: The student who concentrates in global studies will select four courses that explore one of the four thematic concentrations: 1) international politics, nation-states, social movements; 2) global economics, trade, development; 3) global health and environment (available only to students declaring the major in fall 2007 or later); and 4) transnational cultures, identities, arts. In addition, two courses are required that are substantially grounded in a world area (see "Area Studies," below), exemplifying the transnational issues explored in the global theme.

Area Studies: The student who concentrates in area studies will select four courses that focus on a single world area. The world areas are Africa, Asia, Latin America, Middle East, Western Europe and the European Union, and Russia and Eastern Europe. In addition, two courses are required in one of the four thematic concentrations (see "Global Studies," above) in order to contextualize the student's area-based knowledge. All courses counted toward the major must have a substantially contemporary focus.

The curriculum urges that in addition to fulfilling requirements, students continue the study of a foreign language to a level as close as possible to fluency. All majors should also make every effort to include a study abroad program in their undergraduate education, preferably in their sophomore or junior year.

No courses fulfilling major requirements may be taken Pass/D+/D/Fail.

Honors in Global Studies

Honors study involves the completion of a substantial piece of original research and the formal presentation of the results in an honors thesis and oral defense. Those who successfully complete the program are awarded their B.A. with either honors or highest honors in global studies. Students who wish to submit a thesis for honors in global studies must have a 3.5 grade point average in the major and must enroll in INTS 691H and 692H during their senior year. INTS 692H may count toward the major as a theme or area studies course. INTS 691H will count as elective credit only. Each prospective honors student must submit a two-to-three-page prospectus outlining his/her project in the spring of the junior year. Beginning spring 2011, students should complete INTS 691H in the spring of junior year and INTS 692H in the fall of senior year, rather than taking the courses in the fall and spring semesters of the senior year.

Special Opportunities in Global Studies

Experiential Education

In conjunction with the Center for Global Initiatives, the Curriculum in Global Studies offers a one-credit APPLES service-

learning course (INTS 290) in intercultural education in K–12 classrooms. Global studies majors may also pursue internships toward major credit through a variety of organizations. Check the curriculum's Web site, www.global.unc.edu/ints, for procedures.

Study Abroad (recommended, but optional)

Global studies majors are strongly urged to gain experiential knowledge of the countries and thematic concerns they are studying through participation in an approved study abroad program appropriate to their areas of concentration. Every effort will be made by the curriculum to integrate study abroad courses into the major. Students must receive course approval from the director of undergraduate studies prior to departure for a program abroad. No credit will be given unless programs are preapproved.

Undergraduate Awards

All majors in the Curriculum in Global Studies who study abroad are considered for two study abroad awards that are presented each year. These funds may be used to defray any expenses associated with studying abroad.

The Michael L. and Matthew L. Boyatt Award Fund provides several meritorious awards each year of no more than $2,500 each. They are designated for majors who want to participate in a study abroad program pertinent to their area of concentration within global studies.

The Laura Hudson Richards Fund provides one award of $2,500 each year to a major in the Curriculum in Global Studies who demonstrates both academic excellence and financial need.

In addition, each spring the curriculum awards the Douglas Eyre Prize to the student writing the best honors thesis. The curriculum also selects an annual recipient of the Anne Scaff Award for service to the curriculum and internationalizing the College. Students chosen to receive the Eyre Prize and Scaff Award are recognized at the curriculum's spring commencement ceremony.

Graduate School and Career Opportunities

Global studies majors are prepared for careers in business, diplomacy, international aid and economic development, and other forms of public service. The major is also excellent preparation for graduate school in one of the social sciences; in professions such as law, business, or journalism; or in international affairs and area studies. Career resources are available on the curriculum's Web site, www.global.unc.edu/ints.

Contact Information

Questions should be directed to the FedEx Global Education Center, Room 2202, CB# 3263, (919) 962-5442, or to a global studies advisor in the Academic Advising Program in Steele Building.

INTS

191 Peoples of Siberia (ANTH 191, ENST 191) (3). See ANTH 191 for description.

196 Independent Study (1–12). Permission of the instructor. Reading and research on special topics in global studies.

210 Global Issues in the 20th Century (ANTH 210, GEOG 210, HIST 210, POLI 210) (3). Survey of international social, political, and cultural patterns in selected societies of Africa, Asia, America, and Europe, stressing comparative analysis of 20th-century conflicts and change in different historical contexts. LAC recitation sections offered in French, German, and Spanish.

249 New Immigration and the South: Immigration Policy in the 21st Century (PLCY 249) (3). See PLCY 249 for description.

252 Popular Culture in Modern Southeast Asia (ASIA 252, CMPL 252) (3). See ASIA 252 for description.

258 Musical Movements: Migration, Exile, and Diaspora (MUSC 258) (3). See MUSC 258 for description.

261 Conservation of Biodiversity in Theory and Practice (ENST 261, GEOG 264) (3). See ENST 261 for description.

263 Environmental Field Studies in Siberia (ENST 263, GEOG 263) (4). See ENST 263 for description.

265 Literature and Race, Literature and Ethnicity (ENGL 265) (3). See ENGL 265 for description.

270 Global Environmental Policy Analysis and Solutions (ENST 270, PLCY 270) (3). See PLCY 270 for description.

281 Gender and Global Change (WMST 281) (3). See WMST 281 for description.

282 China in the World (HIST 282, ASIA 282) (3). See HIST 282 for description.

290 Current Topics in Global Studies (0.5–21). An interdisciplinary approach to the study of the background, current status, and future prospects for one of a series of global issues such as the nuclear age, the environment, technological transition.

300I Advanced Expository Writing (Interdisciplinary) (3). See ENGL 300I for description.

319 Global Health (ANTH 319) (3). See ANTH 319 for description.

320 Anthropology of Development (ANTH 320) (3). See ANTH 320 for description.

360 Survey of International and Development Economics (ECON 360) (3). See ECON 360 for description.

364 Introduction to Latina/o Studies (3). See ENGL 364 for description.

376 Colonial East Asia/Postcolonial Japan (JAPN 376, JMOC 826) (3). Focusing on literary, philosophical, and media works, this course will first examine Japanese colonialism from 1895 to 1940 and then the postcolonial effects of that colonialism within Japan after 1945.

388 The International Politics of Sexual and Reproductive Health (WMST 388) (3). See WMST 388 for description.

390 Current Topics in Global Studies (3). Topics vary from semester to semester.

393 Great Decisions (1). Eight evening guest lectures, with a discussion session after each, on eight issues in current foreign policy. May be repeated for credit.

394 Great Decisions and International Relations (3). Pre- or corequisite, INTS 393. This course links the Great Decisions lecture series with readings and analyses of international relations. Its purpose is to provide the students on the Great Decisions coordinating committee with a practical and intellectual engagement with United States foreign policy and global issues.

405 Comparative Political Economics of Development (3). Political, economic dynamics of selected countries in Asia, Latin America, Caribbean, and Africa.

406 Transitions to Democracy (3). Transitions to liberal democratic political structures in Latin America, Asia, Africa, and the former Soviet bloc.

410 Comparative Queer Politics (WMST 410) (3). See WMST 410 for description.

433 Politics of the European Union (POLI 433) (3). See POLI 433 for description.

438 Undivided Europe (POLI 438) (3). See POLI 438 for description.

447 Gender in the Middle East (ASIA 447, GEOG 447) (3). See GEOG 447 for description.

448 Transnational Geographies of Muslim Societies (GEOG 448) (3). See GEOG 448 for description.

451 Orientalist Fantasies and Discourses on the Other (ASIA 451) (3). See ASIA 451 for description.

452 Muslim Women in France and the United States (ASIA 452) (3). See ASIA 452 for description.

453 Global Shangri-la (ASIA 453) (3). See ASIA 453 for description.

455 Arabs in America (ASIA 455) (3). See ASIA 455 for description.

457 Globalization in East Asia/East Asianized Globalization (ASIA 457) (3). See ASIA 457 for description.

463 International Economics from the Participant's Perspective (ECON 363) (3). See ECON 463 for description.

464 Europe Today: Transnationalism, Globalism, and the Geographies of Pan-Europe (GEOG 464) (3). See GEOG 464 for description.

490 Current Topics (3). Current topics in global studies. Topics vary by semester.

512 Technology, Imperialism, and Popular Culture: Global History, 1840–1939 (3). Comparative cultural history of Euro-American empire building in the 19th and 20th centuries focusing on technological change, public display, popular entertainment, and encounters between colonizer and colonized.

514 Monuments and Memory (ART 514, HIST 514) (3). Museums and monuments have played a key role in the formation of cultural memory and identity, both nationally and globally. This course explores the relation between museums and monuments historically and theoretically, and relates them to national and international developments in the 19th and 20th centuries.

520 International Environmental Politics (ENST 520, PLCY 520) (3). See PLCY 520 for description.

560 Human Rights, Ethics, and Global Issues (3). This seminar examines the political, economic, and intellectual developments that led to the emergence of human rights as a global phenomenon historically and in the current phase of globalization. Also engages with debates concerning the role of human rights as an ethical philosophy in thinking through current issues.

691H Honors in Global Studies (3). Permission of the instructor. Preparation for writing the honors thesis.

692H Honors in Global Studies (3). Permission of the instructor. Completion of the honors thesis and an oral examination of the thesis.

Department of History

www.unc.edu/depts/history

LLOYD S. KRAMER, *Chair*

Professors

William A. Barney, Christopher R. Browning, William F. Brundage, Melissa M. Bullard, John C. Chasteen, Peter A. Coclanis, William R. Ferris, W. Miles Fletcher, Joseph T. Glatthaar, Karen Hagemann, Jacquelyn D. Hall, Konrad H. Jarausch, John F. Kasson, Lloyd S. Kramer, Roger W. Lotchin, Genna Rae McNeil, Louise McReynolds, Theda Perdue, Louis A. Pérez, Cynthia Radding, Donald J. Raleigh, Donald M. Reid, Jay M. Smith, Richard J.A. Talbert, Zaragosa Vargas, Harry L. Watson.

Associate Professors

Daniel V. Botsman, Kathryn J. Burns, Chad Bryant, Kathleen A. Duval, Jerma A. Jackson, Wayne E. Lee, James L. Leloudis, Lisa A. Lindsay, Terence V. McIntosh, Fred S. Naiden, Yasmin Saikia, Sarah D. Shields, John W. Sweet, Michael Tsin, Heather A. Williams.

Assistant Professors

Ahmed El-Shamsy, Crystal N. Feimster, Michelle T. King, Christopher J. Lee, Melinda Maynor Lowery, Benjamin Waterhouse, Brett E. Whalen.

Lecturer

Brandon Hunziker.

Joint Professors

Robert C. Allen, Larry Griffin.

Joint Associate Professor

Reginald F. Hildebrand.

Adjunct Professors

Gillian T. Cell, Kenneth R. Janken, Clara Sue Kidwell, Daniel J. Sherman.

Adjunct Assistant Professors

Eve Duffy, Anne M. Whisnant.

Faculty in Phased Retirement

Richard H. Kohn, John E. Semonche.

Professors Emeriti

Josef Anderle, Samuel H. Baron, Stephen B. Baxter, Frederick O. Behrends, Judith M. Bennett, Herbert L. Bodman, Henry C. Boren, E. Willis Brooks, Stanley J. Chojnacki, Peter G. Filene, David M. Griffiths, Barbara J. Harris, John M. Headley, Michael H. Hunt, Lawrence D. Kessler, Frank W. Klingberg, William E. Leuchtenburg, Donald G. Mathews, W. James McCoy, Michael R. McVaugh, John K. Nelson, Richard W. Pfaff, William S. Powell, George V. Taylor, Peter E. Walker, Gerhard L. Weinberg, Joel R. Williamson.

Introduction

The study of history is an essential part of a liberal arts education and offers valuable preparation for many careers: in law, journalism, libraries, and museums; in local, state, and national public service; in business; in international work; and, of course, in historical research and teaching. More broadly, by an exposure to a variety of cultures and human experience and by training in the interpretation of conflicting evidence, the Department of History seeks to prepare a person for the responsibilities of citizenship and for dealing with the ambiguities of human existence. Diversity in the history major program encourages a comparative approach to human problems and discourages parochialism; specialization in the program promotes an appreciation of the complexity of human affairs and the difficulties involved in interpreting them. Finally, the discipline of history stimulates imagination and analytical thinking.

Programs of Study

The degree offered is the bachelor of arts with a major in history. A minor in history also is offered. The minor in medieval and early modern studies (MEMS) is housed in the Department of History.

Majoring in History: Bachelor of Arts

Departmental Requirements

- A total of 10 HIST courses
- Four to six courses in a field of concentration: ancient/medieval history, gender and women's history, global history, modern European history, Third World/non-Western history, United States history, thematic history
- Four to six courses outside of the field of concentration
- One seminar numbered HIST 391, 392, 393, 394, 395, or 397. This seminar can be in the field of concentration or outside of it.
- One course in Third World/non-Western history
- At least six courses numbered 200 or above

Students must complete the following requirements for a major. Each major shall concentrate in one area (ancient/medieval, gender and women, global, modern European, Third World/non-Western, or United States history), or students must devise a thematic concentration and have it approved by the chair of the Undergraduate Studies Committee.

A history major consists of 10 history courses. A minimum of four and a maximum of six of these 10 courses will fall in the student's field of concentration. A minimum of four and a maximum of six courses will be outside of the student's field of concentration. All majors will take at least one history department course in Third World/non-Western history (most of which will satisfy the BN requirement in the General Education curriculum). At least six of the 10 courses a student takes for the major must be numbered 200 or above. Each major will take an undergraduate seminar in history. These seminars are numbered between HIST 391 and 397 and satisfy both the EE and CI requirements in the General Education curriculum, effective fall 2006. Of these 10 courses, at least seven must be completed with a grade of C or better.

The Department of History offers multiple sections of the required HIST 391–397 undergraduate seminars during each semester. Each section focuses on a different topic. To register for one of these seminars a student must sign up in person at the office of the coordinator for undergraduate studies in history in Hamilton Hall 556. Prior to the course registration period, the Department of History will distribute to all history majors information about the next semester's offerings of HIST 391–397 seminars.

All College of Arts and Sciences policies apply, including (but not limited to) the following. No history course may be taken for Pass/Fail credit (even if the course serves as a free elective). A maximum of 15 history courses (45 hours) may be applied toward the B.A. degree. Any courses beyond the minimal 10 (but not above the maximum of 15) will count as free electives.

No more than five courses (15 hours) of transfer credit and College Board Advanced Placement/International Baccalaureate credit may count toward the major. Up to five courses (15 hours) of transfer credit may count toward the major, but only up to two courses (6 hours) of College Board Advanced Placement or International Baccalaureate credit may count toward the major. In no case can the combination of transfer credits and AP/IB credits exceed 15 hours.

Below are listed history courses for each field of concentration.

Field According to Topic: HIST 190, 196, 198, 290, 290H, 291, 292, 292H, 293, 296, 297, 397, 490, 674, 691H, 692H, 697

Ancient/Medieval: HIST 075, 106, 107, 151, 177H, 225, 226, 227, 228, 258, 392, 420, 421, 422, 423, 424, 425, 427, 428, 431, 432, 433, 434, 435, 436

Gender and Women's History: HIST 072, 130, 258, 259, 263, 264, 280, 355, 356, 358, 370, 375, 479, 500, 501, 517, 535, 537, 562, 566, 568, 569, 576

Global History: HIST 053, 055, 062, 066, 073, 083, 138, 139, 140, 202, 203, 210, 212, 213, 215, 263, 268, 278, 281, 351, 394, 479, 501, 513, 514, 516, 517, 534

Modern European History: HIST 053, 054, 055, 056, 064, 066, 071, 072, 073, 077, 084, 151, 152, 156, 157, 158, 159, 161, 162, 177H, 178H, 254, 255, 257, 258, 259, 260, 262, 263, 264, 268, 391, 433, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 469, 470, 471, 472, 473, 474, 475, 477, 478, 480, 481, 482, 500, 501, 516, 517

Third World/Non-Western History: HIST 051, 052, 061, 062, 064, 067, 076, 083, 130, 131, 132, 133, 134, 135, 136, 138, 139, 140, 142, 143, 161, 162, 176H, 202, 203, 240, 242, 264, 275, 276, 277, 278, 279, 280, 281, 282, 284, 285, 286, 287, 288, 393, 301, 477, 478, 480, 482, 513, 528, 529, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 550, 570

United States History: HIST 053, 057, 058, 066, 068, 070, 079, 110, 125, 127, 128, 179H, 231, 232, 233, 234, 235, 241, 242, 355, 356, 358, 364, 365, 366, 367, 368, 369, 370, 371, 373, 374, 375, 376, 377, 378, 380, 395, 517, 561, 562, 563, 564, 565, 566, 568, 569, 570, 571, 574, 576, 577, 578, 579, 580, 581, 582, 584, 586, 587, 589, 622, 624, 625, 670, 671

Honors in History

The departmental honors program is open to any qualified history major with at least a 3.3 cumulative grade point average and, under normal circumstances, a 3.4 in history courses, and experience in research and writing derived from an undergraduate seminar in history (HIST 391–397). The student pursuing a degree in history with honors must take HIST 691H and 692H. The student, in consultation with the honors director, will choose a topic and locate an appropriate faculty member to supervise a senior honors thesis. In 691H the mechanics of researching and writing a senior essay will be discussed, and a start made on the essay itself. In 692H the essay will be completed, and the student examined by the supervisor and at least one additional faculty member to be agreed upon by the student and supervisor. To receive highest honors the

essay must be recommended by the examiners and a review committee. The director of honors, in consultation with the examiners and review committee, will recommend that the student who has defended the essay graduate with either honors or highest honors, or merely with course credit. Students should submit applications for the honors program by the end of February during their junior year. For detailed guidelines, contact the director of honors in the Department of History.

Joint Degree Program with the National University of Singapore (NUS)

History majors may wish to consider applying for the Joint Degree Program, an innovative undergraduate degree program joining UNC–Chapel Hill and the National University of Singapore, one of the top universities in Asia and the world. UNC–Chapel Hill undergraduates spend from two to four semesters at the University of Singapore and receive a joint bachelor of arts degree in history from both institutions. For further information about the Joint Degree Program, contact the Study Abroad Office and the director of undergraduate studies in the Department of History.

Minoring in History

The minor in history consists of five courses taken in the Department of History. A maximum of two courses can be numbered below 200. Students must have a grade of C or better in at least four of the five courses; three must be taken at UNC–Chapel Hill or a program officially sponsored by the University. No more than one course (3 hours) of College Board Advanced Placement or International Baccalaureate credit may count toward the minor.

Minoring in Medieval and Early Modern Studies (MEMS)

The undergraduate minor in medieval and early modern studies provides students with a broad, humanities-based approach to the rich and fascinating cultures that flourished globally from around 500 CE to 1800 CE. This interdisciplinary minor requires students to take five classes spread across at least three departments. The course of study must include one core class: ART 154 or 264, CMPL 120, ENGL 120, HIST 107 or 158, HIST/ASIA 135, MUSC 251, or RELI/ASIA 180. Substitutions are permitted for the core course at the discretion of the MEMS minor supervisor. Out of the five classes, the student can take two at the 100 level, provided they are not from the same department. Otherwise, the remaining classes must be at the 200 level or above, and at least one class must be at the 300 level or above.

The following courses are approved for the MEMS minor. Up to two courses can be applied to the minor as transfer credits from other institutions, with the prior approval of the MEMS minor supervisor.

ANTH 054, 121; ARAB 433; ART 054, 090, 151, 264, 265, 266, 270, 271, 273, 274, 362, 450, 467, 471, 472, 490 (based on topic), 561; ART/ASIA 266, 273; CLAS 259, 418; CMPL 120, 121, 122, 123, 124, 268, 277, 321, 364, 365, 452, 453, 454, 456, 458, 473, 474, 535, 558, 621; ENGL 120, 225, 226, 227, 228, 229, 230, 319, 320, 321, 325, 326, 327, 328, 330, 331, 332, 418, 424, 430, 525, 660; FREN 370, 371; GERM 053, 058, 210, 216, 310, 500, 502, 505, 511, 514, 515, 615; GERM/WMST 220; HIST 107, 110, 127, 142, 151, 156, 177, 228, 255, 258, 259, 286, 292 (based on topic), 351, 391–397 (based on topic), 431, 432, 436, 452, 453, 454, 456, 457, 459, 460, 461, 467, 473, 490 (based on topic), 561, 574, 697; HIST/AMST 110; HIST/ASIA 131, 135, 138, 286; HIST/PWAD 254; HIST/WMST 258, 280; ITAL 240, 241, 357, 370, 511; JAPN 377; LATN 205, 514, 530; MUSC 251; PORT 501; RELI 064, 199, 283, 284, 285, 286, 288, 366, 367, 371, 450, 454, 488, 525, 566 (pending approval), 581, 582, 584; RELI/ASIA 180; RELI 465/SLAV 463; SLAV 500; SPAN 280, 371, 383, 384, 617, 650; WMST 294

Special Opportunities in History

Departmental Involvement

Students with broad interests in the intellectual and social life of the department may volunteer to serve on the department's Undergraduate Studies Committee (UGSC). Each spring, the department invites majors to volunteer for the UGSC, and the selection is made at the start of the next fall semester by the faculty members on the UGSC. Students may also plan or participate in activities organized by the Undergraduate History Club. For more information about the UGSC and the History Club, please contact the coordinator for undergraduate studies in the Department of History.

Experiential Education

In some cases, students majoring in history may wish to pursue internship opportunities; questions and requests regarding internships should be directed to the director of undergraduate studies, who has responsibility for evaluating internship proposals and deciding whether an internship may be taken for academic credit.

Departmental Undergraduate Advising about the History Major

A lecturer/advisor has regular office hours in the Department of History during the academic year and during the summer to advise undergraduates about the history major. The lecturer/advisor is available both to students who have already declared a history major and those who simply wish to learn more about it. The lecturer/advisor also determines history credit for courses taken at other institutions and advises history majors on selecting courses while on study abroad programs. For contact information for the lecturer/adviser, please see the coordinator for undergraduate studies in the Department of History or consult the Department's Web site (http://history.unc.edu/undergraduate-advising).

Study Abroad

The Department of History strongly encourages its students to explore the many study abroad opportunities provided by the Study Abroad Office in the College of Arts and Sciences. Whatever the student's field of concentration within the history major, the experience of studying abroad opens intellectual horizons that can be glimpsed only in unfamiliar worlds, and it deepens one's appreciation for the enduring power of historical context and circumstance.

As noted above, the Department of History participates in a unique joint degree program with the National University of Singapore. The History Department also has an exchange program with King's College in London. For further information about both programs, contact the Study Abroad Office and the director of undergraduate studies in the History Department.

Undergraduate Awards

All majors who complete the required undergraduate seminar are automatically eligible for the annual Joshua Meador Prize, awarded to the author of the best seminar paper written in the pre-

ceding calendar year. A named prize is also awarded to the author of the best honors thesis; the award is announced at the annual spring honors banquet.

The Department of History sponsors a chapter of Phi Alpha Theta, the national history honor society. Students who have taken 12 hours of history courses at UNC–Chapel Hill and who have an overall grade point average of 3.0 and an average in history courses of 3.1 are eligible to apply for membership. An announcement regarding applications for Phi Alpha Theta will be distributed to all history majors in the fall semester.

Undergraduate Research

The Department of History encourages undergraduate research in a variety of ways. The required seminar for majors (HIST 391–397) introduces students to historical research. The senior honors program (HIST 691H and 692H) gives students an opportunity to carry out a yearlong research project. In both the fall and spring semesters senior honors students may apply for competitive awards, the Michael L. and Matthew L. Boyatt Awards in History for Undergraduate Research, to help support travel for the purpose of research. Students may also apply for the David Anthony Kusa awards to support undergraduate research projects.

Graduate School and Career Opportunities

Most history majors at UNC–Chapel Hill develop careers that do not involve practicing history in its narrow sense. These students work in a wide range of fields, for example, business, law, journalism, education, and government. These students have found that they can apply to many different tasks the skills that history teaches: analyzing, conceptualizing, investigating, researching, interpreting large amounts of information, as well as communicating through writing and speaking.

Many history majors enter professional schools in a number of different areas. Law school, business school, and medical school rank high in popularity. By teaching students how to analyze problems, how to understand society and human behavior, and how to communicate effectively, a major in history provides excellent preparation for enrollment in a professional school.

Some majors end up using history directly in their vocations. Those who wish to teach history at the secondary level in public schools must obtain appropriate certification, usually through an M.A.T. degree. Other students pursue graduate study by entering a master's degree program in history that requires a thesis and takes about two years to complete. A student can then decide whether to proceed into a Ph.D. program, which normally requires an additional two years of study and the completion of a doctoral dissertation. Students who decide to pursue a Ph.D. in history generally teach at the college level. Some complete a master's degree in public history and work for government archives at the national, state, or local levels or for private nonprofit organizations, such as groups interested in restoration work.

Contact Information

The coordinator for undergraduate studies or the director of undergraduate studies, CB# 3195, 556 Hamilton Hall, (919) 962-9822.

HIST

051 First-Year Seminar: Ideology and Revolution in Latin American History (3). This course explores the problem of revolutionary upheaval in Latin American history, from the revolutionary wars of the independence era (1810 to 1825) to revolutionary episodes of the 20th century.

052 First-Year Seminar: Conflicts over Israel/Palestine (3). This course will familiarize students with the background of this ongoing conflict. It will begin with the growth of political Zionism in Europe, continue through early Zionist settlement, the United Nations partition and resulting war, and the history of the conflict through the present.

053 First-Year Seminar: American Writers in Europe and the Meaning of Cultural Identity, 1830–1930 (3). This course examines the experiences of American writers who traveled and lived in European cities during the era between 1830 and 1930 with the goal of developing historical insights into these writers' fascination with famous European cities and the experience of travel.

054 First-Year Seminar: Interpreting the French Revolution, 1789–1815 (3). In this course, students will learn about the dominant interpretations of the French Revolution, elaborated over the course of the 20th century, and they will come to appreciate and criticize the work of those historians who have interpreted the evidence from the French Revolution over the past 60 years.

055 First-Year Seminar: Can War Be Just? (3). Focusing on Michael Walzer's *Just and Unjust Wars*, the course will study the issues that he raises in light of historical cases taken primarily from World War II and the Vietnam War, but to some extent also taken from World War I and more recent conflicts.

056 First-Year Seminar: World War I: History and Literature (3). This seminar will read and discuss powerful examples of literature (poetry, memoirs, and novels) produced during and after World War I that sought to come to terms with the trauma of this cataclysmic event in European history, the first experience of total war fought by modern, industrialized nations.

057 First-Year Seminar: History and Memory in the Modern South, 1865 to the Present (3). This course is organized around reading about and discussing the theme of history, memory, and popular culture in the post–Civil War South.

058 First-Year Seminar: Born in the U.S.A: Coming of Age in the 1950s (3). This seminar will examine what it was like to come of age in America during the 1950s and 1960s, when the United States emerged as a dominant world power at the same time that it experienced unprecedented changes at home.

061 First-Year Seminar: Southeast Asia in Global Prospective (3). The course will examine some of the principal themes that have informed Southeast Asian history and continue to shape the area today. Students will focus on the relationship between material forces—environmental and economic primarily—as well as social, political, and cultural developments.

062 First-Year Seminar: Nations, Borders, and Identities (3). This seminar will explore the ways people have identified themselves in relation to specific places, nation-states, and foreign "others." Examples may include the Kurdish nationalists, Islamist political parties, the Eritrean independence movement, and the Basque separatists.

064 First-Year Seminar: Gorbachev: The Collapse of the Soviet Empire and the Rise of the New Russia (3). Examines Mikhail Gorbachev and the astonishing transformations that occurred while he governed the Soviet Union between 1985 and

1991. Students will explore post-Soviet Russia's efforts at negotiating a new set of relations with the rest of the world and how Russia continues to shape our own destiny.

066 First-Year Seminar: Film and History in Europe and the United States, 1908–1968 (3). This course will examine major films in Europe and America from 1908 to 1968 in terms of how they shaped the medium and reflected important social trends.

067 First-Year Seminar: Life Histories from 20th-Century South Africa (3). This seminar introduces students to the history of 20th-century South Africa, including the rise and fall of apartheid, from the perspective of individual life histories.

068 First-Year Seminar: American Dreams: Histories of Experience and Explanation, 1620–1900 (3). In this seminar, through systematic discussion and dialogue, students will explore dreams, visions, and apparitions in American history from the early years of colonial contact to the emergence of modern psychology around 1900.

070 First-Year Seminar: The Cotton States Exposition and the New South (3). This first-year seminar will explore the world of the 1890s South through the lens of the Cotton States Exposition, which took place in Atlanta in 1895, with a particular focus on views toward race relations nationally and internationally.

071 First-Year Seminar: Remembering the Holocaust: Diaries, Memoirs, Testimonies (3). This course will examine how our images and understanding of the Holocaust have been shaped and transmitted to us through four different forms.

072 First-Year Seminar: Women's Voices: European History in Female Memory (3). The course examines modern European history through the lenses of women's autobiographical writings. It explores women's voices from different generational, social, and national backgrounds and asks what formed their memories.

073 First-Year Seminar: On the Train: Time, Space, and the Modern World (3). Beginning with a close reading of Wolfgang Schivelbusch's *The Railway Journey: The Industrialization of Time and Space in the 19th Century*, this course will examine how railway travel impacted American and European culture.

075 First-Year Seminar: Faith and Violence in the Middle Ages (3). This course will explore intersections of faith and violence in the Christian tradition from the period from 300 to 1300. It will examine mainstream Christian attitudes toward non-Christians (pagans, Jews, Muslims) and nonorthodox groups (heretics).

076 First-Year Seminar: Understanding 1492 (3). This seminar will examine one of the most challenging topics in American and Latin American history: how to understand the conquest (la conquista) of Latin America by the Spaniards after the arrival of Columbus in 1492.

077 First-Year Seminar: Seeing the Past (3). This seminar will introduce students to practices of critical analysis that inform academic work in all the core humanistic disciplines: how do we ask analytical questions about texts, artwork, and other cultural artifacts that come down to us from the past or circulate in our own culture?

079 First Year Seminar: Coming of Age in 20th-Century America (3). We will employ coming of age autobiographies to explore developments in the US during the 20th century. In these autobiographies the authors focus primarily on the periods of childhood and adolescence into young adulthood. We will consider many issues including: race, racism, immigration, religion, social class, and gender.

083 First-Year Seminar: African History through Popular Music (3). Examines popular music as a way of understanding African history from the 1930s to the present. We will read background materials on African historical developments and musical styles, do a lot of listening, and try to learn what African musicians tell us about their societies.

084 First-Year Seminar: Monsters, Murders, and Mayhem in Microhistorical Analysis: French Case Studies (3). Explores the distinctive features of microhistorical approaches to the past and the attractions of microhistory for the practicing historian. Students will read a rich sampling of recent work (much of it featuring monsters, murder, and mayhem) and try their hand at writing their own microhistories.

106 Ancient History (3). A topical survey of the ancient world, especially the civilization of the Near East, Greece, and Rome.

107 Medieval History (3). A survey of Western Europe and the Mediterranean World, 300 to 1500.

110 Introduction to the Cultures and Histories of Native North America (AMST 110) (3). An interdisciplinary introduction to Native American history and studies. The course uses history, literature, art, and cultural studies to study the Native American experience.

125 The Social History of Popular Music in 20th-Century America (3). Explores the relationship between popular music and major developments in 20th-century America. The course's overarching focus is how popular music has simultaneously unified and divided the nation.

127 American History to 1865 (3). A survey of various aspects of American development during the colonial, revolutionary, and national periods, with stress upon major themes and interpretations.

128 American History since 1865 (3). A survey of various aspects of American development during a century of rapid industrial, social, political, and international change, with stress upon major themes and interpretations.

130 Africa in the 20th Century: Transformations in Culture and Power (3). Using fiction, film, primary sources, and scholarly work, this course provides an overview of the major issues in 20th-century African history. Topics include colonialism and neocolonialism, social change, gender, and ethnicity.

131 Southeast Asia to the Early 19th Century (ASIA 131) (3). The history of Southeast Asia from prehistory to "high imperialism." Long-term political, economic, social, and religious developments, including Indianization, the impact of China, and the first contacts with Europeans.

132 Southeast Asia since the Early 19th Century (ASIA 132, PWAD 132) (3). Comparative colonialism, nationalism, revolution, and independence movements. Topics include Indonesia and the Dutch, Indochina under French rule, United States involvement in the Philippines and Vietnam, communist and peasant movements, Cambodian revolution.

133 Introduction to Chinese History (ASIA 133) (3). Chinese history from its beginnings to the present, organized around the

central theme of how the identity of China and "Chineseness" was created.

134 Modern East Asia (ASIA 134, PWAD 134) (3). Comparative and interdisciplinary introduction to China and Japan in the 19th and 20th centuries, focusing on impact of the West, nation building, industrialization, and evolution of mass society.

135 History and Culture of Hindus and Muslims: South Asia to 1750 (ASIA 135) (3). An introduction to major political, religious, social, and cultural events from 3500 BCE to 1750 CE with a focus on Hindu, Muslim, and Buddhist groups before British colonial rule.

136 History of India, Pakistan, and Bangladesh: South Asia since 1750 (ASIA 136) (3). This course is an introduction to modern India, Pakistan, and Bangladesh. We will investigate major political, social, economic, and cultural issues from 1750 to the present.

138 History of Muslim Societies to 1500 (ASIA 138) (3). A broad, comprehensive, and interdisciplinary introduction to the traditional civilization of the Muslim world.

139 History of Muslim Societies since 1500 (ASIA 139) (3). A broad interdisciplinary survey of the later Islamic empires since the 15th century and their successor societies in the modern Muslim world.

140 The World since 1945 (3). This introduction to the contemporary world examines the Cold War and its international aftermath, decolonization, national development across a variety of cases, and trends in the global economy.

142 Latin America under Colonial Rule (3). Social and economic development under colonial rule, especially in Mexico and Peru.

143 Latin America since Independence (3). A general introduction to Latin American society, culture, politics, and economics from a historical perspective. Focus will be on the events of the past two centuries.

151 History of Western Civilization to 1650 (3). The emergence of Western civilization from Greek antiquity to the mid-17th century.

152 History of Western Civilization since 1650 (3). The development of Western civilization from the middle of the 17th century to the present.

156 English History to 1688 (3). Prehistoric and Roman Britain, Dark Age and medieval England, Reformation, founding of the colonies, revolutions scientific and political. An introductory survey for first-year students and sophomores.

157 English History since 1688 (3). A general survey emphasizing the social, economic, political, and intellectual development of modern English society.

158 Early Modern European History, 1450–1815 (3). Intellectual and social structures, dynamics of social and political change, principles of authority, and bases of revolution from the Reformation to the French Revolutionary and Napoleonic period.

159 20th-Century Europe (EURO 159) (3). A critical overview of 20th-century European history, with particular attention to the constant ethnic, religious, social, economic, and cultural struggles (including Holocaust, Cold War) in various subunits of the old continent.

161 Russian History to 1861 (3). The major themes of this survey are the development of the unified, centralized state, the growth of serfdom, and the origins of the Russian revolutionary movement.

162 History of Russia from 1861 to the Present (3). This course surveys fundamental issues affecting the Russian/Soviet/post-Soviet multinational empire in the last century and a half, emphasizing regime failures, revolutions, wars, and ethnic challenges.

176H Honors. Beyond the North Atlantic World (3). Examines selected themes in the history of one or more non-Western nations or regions of the Third World. Theme(s) chosen by the instructor. Possible subjects include colonialism, resistance movements, religion, the family, economic transformations.

177H Honors Seminar in Early European History (3). Examines selected themes in the history of Europe from ancient to early modern times. Theme(s) chosen by the instructor. Possible subjects: legacies of antiquity, philosophy and religion, feudal society, gender, and power.

178H Honors Seminar in Modern European History (3). Examines selected themes in the history of modern Europe. Theme(s) chosen by the instructor. Possible subjects: effects of industrialism, nationalism, history of ideas, consumer society, modern revolutions, imperialism.

179H Honors Seminar in American History (3). Examines selected themes in American history. Theme(s) chosen by the instructor. Possible subjects: colonial diversity, emerging nation, intellectual traditions, labor and capitalism, slavery and race relations, markets and political power, war and society.

190 Special Topics in History (3). Subject matter will vary with instructor but will focus on some particular topic or historical approach. Course description available from the departmental office. Closed to graduate students.

196 Independent Studies in History (1–3). Permission of the director of undergraduate studies. Special reading and research, supervised by a member of the department, in a selected field of history. Prior course work in the selected field is recommended.

198 Topics in Comparative History (3). Each section of this course is taught jointly by two faculty members. The subject matter varies with the instructors, but by definition comparative analysis forms a central feature.

202 Borders and Crossings (3). This course will examine how collective identities have been created, codified, and enforced; and will explore possibilities for building bridges between groups in order to resolve conflicts.

203 Empires and Cultures in the Modern World (3). This course will examine the relationship between Asia, Africa, the Middle East, Latin America, and the making of the modern world in the 20th century.

210 Global Issues in the 20th Century (ANTH 210, GEOG 210, INTS 210, POLI 210) (3). See INTS 210 for description.

212 History of Sea Power (PWAD 212) (3). The influence of sea power on international affairs will be surveyed from ancient times to the present. Emphasis on United States naval history and its interaction with diplomacy, economics, and technology.

213 Air Power and Modern Warfare (AERO 213, PWAD 213) (3). Examines air power theory and practice from 1914 to the present. Focuses on the application of air power as an instrument of war and the effectiveness of that application.

215 Peace and War (PWAD 215) (3). The emphasis will be historical, with conceptual tools from other disciplines used when appropriate. Theoretical explanations, militarism, the international system, internal order, and the search for peace will be examined.

225 History of Greece (3). A survey of Greek history and culture from the Bronze Age to the Hellenistic period.

226 History of Rome (3). Origins to the first two centuries CE. Focuses upon Rome's growth as a world power and the shift from republican government to autocracy.

227 Cathedral and Castle in Medieval England (3). An approach to the Middle Ages through the architectural masterpieces of medieval England.

228 The Medieval Expansion of Europe (3). This course examines the formation of Christian Europe and its relationship with the wider world through the lens of European expansionism.

231 Native American History: The East (AMST 231) (3). See AMST 231 for description.

232 History of Native Americans in the Southeast (3). An examination of selected topics concerning the most significant Native American cultures and tribes in the southeastern United States from the earliest times to the present.

233 Native American History: The West (AMST 233) (3). Deals with the histories of Native Americans living west of the Mississippi River. It begins in the pre-Columbian past and extends to the end of the 19th century.

234 Native American Tribal Studies (AMST 234, ANTH 234) (3). This course introduces students to a tribally specific body of knowledge. The tribal focus of the course and the instructor change from term to term.

235 Native America in the 20th Century (AMST 235) (3). See AMST 235 for description.

240 Introduction to Mexico: A Nation in Four Revolutions (3). History of Mexico seen through four moments of change: conquest, independence, 19th-century reforms, and 20th-century revolution. This course is an introductory survey for students who want to know more about Mexico, its place in Latin America, and its relations with the United States.

241 History of Latinos in the United States (3). A comparative examination of the historical experiences of Latinos in the United States, from the 19th century to the present, drawing on experiences of Mexican Americans, Puerto Ricans, Dominicans, and Central Americans. Special emphasis on the events, people, and ideas that have made distinctive contributions.

242 United States–Latin American Relations (3). This course examines the history of United States involvement in Latin America and the Caribbean. The material will cover two centuries of United States intervention, from the wars of the 19th century to the covert CIA operations of the Cold War and the more recent wars on drugs and terror.

254 War and Society in Early Modern Europe (PWAD 254) (3). A critical examination, from the Renaissance to the Napoleonic period, of the changes in European land and naval warfare and their impact on society and government.

255 Manor to Machine: The Economic Shaping of Europe (3). From agriculture to industry, Europe's march to industrialization. Survey from the medieval manor through revival of trade, rise of towns, credit and capitalism, overseas expansion and mercantilism to the Industrial Revolution.

257 Society and Culture in Postwar Germany (GERM 257, POLI 257, SOCI 257) (3). See GERM 257 for description.

258 Women in Europe before 1750 (WMST 258) (3). The female experience in preindustrial Europe (from Ancient Greece to the Industrial Revolution).

259 Women and Gender in Europe since 1750 (WMST 259) (3). This course examines and compares women's and men's lives and the history of women's struggle for emancipation in modern Europe, roughly from the era of the late Enlightenment and the French Revolution to the period after World War II.

260 East Central Europe from the 18th Century to the Present (3). A study in the emergence of nations of Eastern Europe, their internal development, mutual conflicts, and struggle for independence.

262 History of the Holocaust: The Destruction of the European Jews (JWST 262, PWAD 262) (3). Anti-Semitism; the Jews of Europe; the Hitler dictatorship; evolution of Nazi Jewish policy from persecution to the Final Solution; Jewish response; collaborators, bystanders, and rescuers; aftermath.

263 Military, War, and Gender in Movies (3). The course examines the interrelations between changes in warfare, the military system, and the gender order in Europe from medieval to modern time, and its reflection in international movies.

264 Gender in Russian History (WMST 264) (3). Traces the development of sexual identities and changes in masculine and feminine ideals from Tsarist Russia through the post-Soviet period with emphasis on politics, society, and popular culture.

268 War, Revolution, and Culture: Trans-Atlantic Perspectives, 1750–1850 (3). The course explores the dramatic historical changes from 1750 to 1850 and their intersection with and reflection in arts, literature, and music in a trans-Atlantic perspective.

275 History of Iraq (ASIA 275, PWAD 275) (3). History of Iraq from ancient times to the present.

276 The Modern Middle East (ASIA 276) (3). This course introduces students to the recent history of the Middle East, including a comparison of the Middle East to the United States.

277 The Conflict over Israel/Palestine (ASIA 277, PWAD 277) (3). Explores the conflict over Palestine during the last 100 years. Surveys the development of competing nationalisms, the contest for resources and political control that led to the partition of the region, the war that established a Jewish state, and the subsequent struggles between conflicting groups for land and independence.

278 The Trans-Atlantic Slave Trade (3). Slavery in select African communities, economic and political foundations of the trans-Atlantic slave trade, and its impact on African and New World societies.

279 Modern South Africa (3). This course covers the modern history of South Africa, from the mineral revolution of the late 19th century to the fall of apartheid in 1994.

280 Women and Gender in Latin American History (WMST 280) (3). Examines the experiences of women and gender relations in Latin American societies from pre-Columbian times to the present, providing a new perspective on the region's historical development.

281 The Pacific War, 1937–1945: Its Causes and Legacy (ASIA 281, PWAD 281) (3). An examination of the origins of the Pacific War, the course of this bitter and momentous conflict, and its complex legacy for both Asia and the United States.

282 China in the World (ASIA 282, INTS 282) (3). See ASIA 282 for description.

284 Late Imperial China (3). This course introduces undergraduates to significant themes of the Ming (1368–1644) and Qing (1644–1911) dynasties. Topics include family, religion, art, fiscal change, trade networks, conquest, emperorship, Manchu ethnicity, the examination system and book culture, legal codes, gender, the Taiping Rebellion, and the Boxer Uprising, among others. No prior coursework required.

285 Twentieth-Century China (3). China today is poised to become the next world superpower. What is the story of its modern transformation? This lecture course will introduce undergraduates to the history of 20th-century China, through a thematic approach to its culture, politics, and society. No prior coursework required.

286 Samurai, Peasant, Merchant, and Outcaste: Japan under the Tokugawa, 1550–1850 (ASIA 286). Japanese society in the last great age of samurai rule. From small villages to the largest cities of the preindustrial world, students explore the realities of life for "traditional" Japan.

287 Japan's Modern Revolution (ASIA 287) (3). Covering the period from 1600 to 1900, this course examines the causes and impact of the Meiji Restoration of 1868, which marked the start of modern Japan.

288 Japan in the 20th Century (ASIA 288) (3). Topics include the Japanese Empire, the road to the Pacific War, defeat, the Allied occupation, Japan's recovery from war, and development into a democracy and the world's second largest economy.

290 Historical Problems (3). This is an intensive readings course designed to introduce students to ongoing debates in the historical profession. Specific debate and theme to be chosen by the instructor.

291 Putting Literature and History in Dialogue (3). Dialogues between historiographic and fictional treatments of important historical problems. Explores works of history and literature to determine how different genres of writing give meaning to the past.

292 Special Topics in History (3). Subject matter will vary with instructor but will focus on some particular topic or historical approach. Course description available from departmental office. Closed to graduate students.

293 Topics in Comparative History (3). Each section of this course is taught jointly by two faculty members. The subject matter varies with the instructors and the topic but by definition comparative analysis forms a central feature.

296 Independent Studies in History (1–3). Permission of the director of undergraduate studies. Special reading and research, supervised by a member of the department, in a selected field of history. Prior course work in the selected field is recommended.

297 Internship in History (1–3). Permission of the director of undergraduate studies. A supervised internship at an organization or institution engaged in the promotion of historical studies or the collection and preservation of historical documents and artifacts.

301 Screening History: Africa at the Movies (3). This course explores the history of African film, the ways in which African history has been portrayed in film, and the value of film as a historical source.

351 Global History of Warfare (3). The history of warfare from its prehistoric origins to the present. The focus is on interactions between peoples around the world and particularly on the problems of innovation and adaptation.

355 American Women's History to 1865 (3). This course will explore women's experiences in America from 1500 to 1865. Topics will include the ways in which women have shaped American politics, economy, society, and culture.

356 American Women's History: 1865 to the Present (3). This course will examine the changing lives of women in the United States after 1865: their contribution to the economy, society, cultural change, and political struggles.

358 American Sexualities (3). An introduction to the history of sexuality in North America from the colonial period to the sexual revolution, this course critically examines such issues as regulation, reproduction, reform, and identity.

364 History of American Business (MNGT 364) (3). A survey of the rise and development of the major financial, commercial, manufacturing, and transportation enterprises that transformed the United States from an agricultural into a leading industrial nation.

365 The Worker and American Life (MNGT 365) (3). From the experience of colonial artisans to contemporary factory and office workers, organized and unorganized, this course examines the effect of the industrial revolution on the American social and political landscape.

366 North Carolina History before 1865 (3). The history of North Carolina from the original Indian cultures to the end of the Civil War. Important topics include colonization, the American Revolution, evangelical religion, slavery, economic and political reform, the rise of sectionalism, and the Civil War.

367 North Carolina History since 1865 (3). The history of North Carolina from the end of the Civil War to the present. Important topics include Reconstruction, agrarian protests, disfranchisement and segregation, industrialization and workers' experience, the civil rights movement, and 20th-century politics.

368 War and American Society to 1903 (PWAD 368) (3). The American military experience from colonial times to the early 20th century. Major themes include the problem of security, the development of military policies and institutions, and the way in which the country waged and experienced war.

369 War and American Society, 1903 to the Present (PWAD 369) (3). Survey of America's military experience in the 20th century, focusing on national security policy, military institutions, World Wars I and II, the Cold War, the Korean and Vietnam Wars, and recent interventions.

370 Women in the Age of Victoria (WMST 370) (3). See WMST 370 for description.

371 Emancipation in the New World (AFAM 371) (3). Will examine the way that the process of emancipation unfolded in Haiti, Jamaica, and Cuba, with major emphasis on emancipation in the United States.

373 The United States in World War II (PWAD 373) (3). A history of the United States in World War II (1941–1945): home front and military front.

374 The American West, 1800 to the Present (3). A survey and interpretation of the American West in the 19th and 20th centuries, emphasizing the special role of the West in the evolution of American history and the development of contemporary American society.

375 History of Gender in America (WMST 375) (3). See WMST 375 for description.

376 History of African Americans to 1865 (3). Survey of African American history to abolition of slavery in North America with some attention to experiences of people of African descent in Latin America and the Caribbean.

377 History of African Americans, 1865 to Present (3). Survey of African American history since emancipation in North America with some attention to experiences of people of African descent in Latin America and the Caribbean.

378 Slavery and Place: The South Carolina Case (3). This Maymester three-week course will examine slavery in the American South by focusing on slavery in South Carolina both on large plantations and in the urban setting of Charleston.

379 Race, Segregation, and Political Protest in South Africa and the United States (3). This course explores the origins, consolidation, and unmaking of segregationist social orders in the American South and South Africa from the colonial era up to the 20th century.

380 Quilting African American Family History (3). Examines methods African Americans people used to create the family as an institution once they became free. Looks at families under segregation and Jim Crow, through the civil rights movement, to the growth of a black middle and underclass. Also explores nontraditional African American families, including interracial and gay families.

391 Undergraduate Seminar in History (Europe) (3). Permission of the department; the course is in general limited to 15 students. The subject matter will vary with the instructor. Each course will concern itself with a study in depth of some problem in modern European history.

392 Undergraduate Seminar in History (Ancient/Medieval) (3). Permission of the department; the course is in general limited to 15 students. The subject matter will vary with the instructor. Each course will concern itself with a study in depth of some problem in ancient/medieval history.

393 Undergraduate Seminar in History (Third World/ Non-Western) (3). Permission of the department; the course is in general limited to 15 students. The subject matter will vary with the instructor. Each course will concern itself with a study in depth of some problem in Third World/non-Western history.

394 Undergraduate Seminar in History (Global) (3). Permission of the department; the course is in general limited to 15 students. The subject matter will vary with the instructor. Each course will concern itself with a study in depth of some problem in history with a global emphasis.

395 Undergraduate Seminar in History (United States) (3). Permission of the department; the course is in general limited to 15 students. The subject matter will vary with the instructor. Each course will concern itself with a study in depth of some problem in American history.

397 Undergraduate Seminar in History (Topic Varies) (3). Permission of the department; the course is in general limited to 15 students. The subject matter will vary with the instructor. Each course will concern itself with a study in depth of some problem in history.

420 Politics and Religion in Ancient Greece (3). This course deals with ancient Greek religious practices and seeks to place them in their legal, political, and cultural contexts, and thus integrate them into the study of Greek history.

421 Alexander (PWAD 421) (3). The rise of Macedonia; the careers of Philip II and Alexander (with emphasis on the latter's campaigns); the emerging Hellenistic Age. The course integrates computer (including Web site) and audiovisual materials throughout.

422 Ancient Greek Warfare (PWAD 422) (3). War and the warrior in the archaic and classical Greek world, seventh to the fourth centuries BCE.

423 Archaic Greece, 800–400 BCE (3). HIST 225 strongly recommended. Topical approach to the social and cultural history of the ancient Greek city states, ca. 800–336 BCE.

424 Classical Greece (Sixth–Fourth Centuries BCE) (3). HIST 225 strongly recommended. The life and times of the ancient Athenians from the sixth to fourth centuries BCE.

425 Roman History, 154 BCE–14 CE (3). Explores the transformation from Republic to Principate. Conducted in considerable part by student reports and classroom discussions.

427 The Early Roman Empire, 14 CE–193 CE (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions.

428 The Later Roman Empire, 193 CE–378 CE (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions.

431 The Medieval Church (3). The nature and workings of the Western church between roughly 600 and 1300. Emphasis on the church "from within," organization, missionary strategies, liturgy, monasticism, popular religion.

432 The Crusades (3). Students in this course will examine Christian attitudes toward holy war, crusading, and other forms of coercive violence from the 11th until the 15th centuries, with a focus on the major crusades to the Holy Land.

433 English Society, 1200–1700 (3). Examines critical issues in the development of English society and economy in the centuries before industrialization.

434 Medieval England (3). A consideration of England's origins, unification, and development as a national monarchy. Primary emphasis is on political, ecclesiastical, and cultural aspects.

435 The Medieval University (3). The origins and development of the university during the period 1100 to 1400; types of organization, curricula and degrees, intellectual life, town-gown and student-master relationships.

436 Medieval Theology, Gender, and the Body (3). This course will explore notions of male and female sanctity from Late Antiquity to the High Middle Ages. Topics will include martyrdom, the cult of relics, and bodily resurrection.

452 The Renaissance: Italy, Birthplace of the Renaissance, 1300–1550. (3). A study of the people, culture, and intellectual achievements of the Italian Renaissance with emphasis on the interaction between culture and society.

453 Mediterranean Societies and Economics in the Renaissance World (3). A picture of Mediterranean social and economic life 1300 to 1600, with special focus on rural and urban society, family structure, patronage, work and wages, public and private finance.

454 The Reformation (RELI 454) (3). Examines a movement of religious reform that shattered Latin Christendom and contributed many of the conditions of early modern Europe. Emphases: religious, political, social.

455 Europe in the 17th Century (3). The century marks the watershed in European development. Emphases: statecraft, the emerging state-system, the new scientific world view, the evolution of European society.

456 18th-Century France (3). This course examines the Age of Enlightenment in France (1660–1787). The ideas of the "philosophes" will be placed in a broad social, political, and international context.

457 The French Revolution (3). Origins and course of the French Revolution to 1815. Topics include the culture of the Enlightenment, collapse of the old regime, popular revolution, trial of Louis XVI, Reign of Terror, Napoleon.

458 Europe and the World Wars, 1914–1945 (3). Europe and the experience of total war, with special focus on national conflicts; ideological conflicts among fascism, communism, and liberalism; and the dictatorships of Hitler and Stalin.

459 France, 1337–1715 (3). This course covers the social, political, and cultural history of France from the later Middle Ages to 1715. The monarchy's evolution from near extinction to "absolutism" provides the main storyline.

460 Late Medieval and Reformation Germany (3). Examines the major late medieval religious, social, and political developments plus the Reformation and Counter-Reformation. Topics include Luther's theology, the German Peasant's War, Jewish-Christian relations, witch-hunting, and family life.

461 Early Modern Germany, 1600–1815 (3). Examines major political, social, and cultural developments. Topics include the growth of absolutist government, Prussia's militarism and rivalry with Austria, German Jewry, Baroque music, the Enlightenment, and the Napoleonic wars.

462 Germany, 1815–1918 (3). The nature of Prussian society, the rivalry between Prussia and Austria for the command of German affairs, and the quality of Prussian leadership in the German Empire of 1871.

463 History of Germany since 1918 (3). Politics and culture in the Weimar Republic, Nazi totalitarianism, and the reshaping of East and West Germany since World War II.

464 History of Spain (3). A survey of Spanish history from the Islamic invasion to Napoleon. Particular attention will be given to the period of the Hapsburgs, 1516 to 1700.

465 Intellectual History of Europe, Early Period (3). The course examines the gradual erosion of and criticism within the classical Christian tradition that led to the emergence of a new mentality by the end of the 17th century. Two lectures, one discussion per week.

466 Modern European Intellectual History (3). The main developments in European thought from the Enlightenment to the 20th century, with some attention to social context. Readings include Voltaire, Rousseau, Hegel, Marx, Tocqueville, Sand, Flaubert, Nietzsche, Freud.

467 Society and Family in Early Modern Europe (3). A survey of changes in social organization, family life, courtship practices, sexual behavior, and the relations between the economy and population that occurred in preindustrial Europe, 1500–1815.

469 European Social History, 1815–1970 (3). The social transformation of Europe from agrarian through postindustrial society, discussing population growth, family history, spread of education, class structure, social conflict, group ideologies, and mass politics, as well as everyday lives and popular lifestyles.

470 The Scientific Revolution (3). Traces the creation of scientific thought 1500 to 1700, from Leonardo to Newton, examining the various strands—Greek science, art, engineering, experimentation, occultism, etc.—woven into it.

471 History of Science from Newton to Einstein (3). A survey of the development since 1700 of the various branches of physical and biological science, culminating in the 20th-century revolution in physics.

472 Medicine and Health in Early Modern Europe (3). Shows how the age of Shakespeare and Newton (16th- to 17th-century England) fused old and new ideas about medicine and health, anticipating some of our own beliefs and practices.

473 Tudor and Stuart England, 1485–1660 (3). A lecture course, open to juniors, seniors, and graduate students.

474 Great Britain in the 19th Century, 1815–1901 (3). Emphasizes the social and economic foundations of the political, intellectual, religious, and cultural history of Victorian Britain.

475 Great Britain in the 20th Century (3). Explores the economic and social foundations of British political, intellectual, and cultural history from 1901 to the present.

477 Revolution in Russia, 1900–1930 (3). A close study of Russia's age of revolution from the reign of the last tsar to the turbulent Stalin Revolution of 1929, with emphasis on the revolutions of 1917.

478 Stalin and After: The USSR, 1929–Present (3). An in-depth examination of Soviet and post-Soviet history from 1929 to the present.

479 History of Female Sexualities in the West (WMST 479) (3). Spanning the ancient, medieval, and modern West, this course explores normative and non-normative female sexualities, ideas

about female bodies, and the regulation of female sexuality by families, religions, and states.

480 Russia, 1796–1917 (3). The diplomatic, military, and ideological confrontations with the West; the decline and fall of the Russian autocracy; the evolution of reform thought; and revolutionary opposition.

481 Eastern Europe since World War II (3). An examination of the countries of Eastern Europe, their origins and development since World War II, their cohesion and conflict.

482 Russia, Eurasian Empire (3). This course examines the development of the Russian Empire, from the Mongol conquest in the 13th century to the transformation of Imperial Russia in the Soviet Union after 1917.

490 Special Topics in History (3). Subject matter will vary with instructor but will focus on some particular topic or historical approach. Course description available from the departmental office.

500 Gender and Nation in Europe and Beyond: From the 18th to the 20th Century (WMST 500). The course explores the growing body of research on gender and nation/nationalism by focusing on problems of national belongings, citizenship, state and nation formation, and national iconography.

501 Gender of Welfare (WMST 501) (3). An interdisciplinary examination of issues pertaining to gender and welfare, such as the sexual division of labor and social policy, the work-family balance, and social citizenship in a transnational perspective.

513 Imperialism and the Third World (3). This course explores the processes by which 19th-century imperialism set the contours of the modern world, establishing relations among societies and reconfiguring both colonial cultures and European cultures.

514 Monuments and Memory (ART 514, INTS 514) (3). See INTS 514 for description.

516 Historical Time (3). This course explores the ways in which Western historians and other students of the past from Adam Ferguson to Stephen Jay Gould have conceptualized and packaged historical time.

517 Military, War, and Gender in Comparative Perspective, 18th to the 20th Century (3). This course introduces students to the gender history of the military and war in a comparative perspective with a focus on Germany and the United States from the 18th to the 20th century.

528 Guerrillas and Revolution in 20th-Century Latin America (3). This course examines the leftist guerrilla movements that swept Latin America and the Caribbean during the latter half of the 20th century. Students will analyze the origins, trajectories, and legacies of these insurgencies, paying particular attention to the roles of race, class, and gender.

529 Mexico, 1750–1870: War, Independence, and Reforms: Citizenship and Conflict in a New Nation. This upper-division course focuses on the major issues, debates, and conflicts that arose over citizenship in a multi-ethnic society, tensions between church and state, and the definition of national territory in Mexico as a new and modernizing nation.

531 History of the Caribbean (3). Thematic approach to the history of the West Indies, with emphasis on the period from European conquest through the 20th century. Topics include colonialism, slavery, monoculture, United States–Caribbean relations, and decolonization.

532 History of Cuba (3). Thematic approach to Cuban history, from conquest to the revolution. Attention is given to socioeconomic developments, slavery and race relations, the 19th-century independence process, and the 20th-century republic.

533 History of Brazil (3). This course is concerned primarily with the creation of a new society through race mixture and culture change, and with the political and economic development of Brazil.

534 The African Diaspora (3). A comparative examination of the movements, experiences, and contributions of Africans and people of African descent from the period of the Atlantic slave trade to the present.

535 Women and Gender in African History (AFRI 535) (3). Analysis of historical transformations in Africa and their effects on women's lives and gender relations. Particular themes include precolonial societies, colonialism, religious change, urban labor, nationalism, and sexuality.

536 Revolution in the Modern Middle East (ASIA 536) (3). This course will focus on revolutionary change in the Middle East during the last century, emphasizing internal social, economic, and political conditions as well as international contexts.

537 Women in the Middle East (ASIA 537, WMST 537) (3). Explores the lives of women in the Middle East and how they have changed over time. Focus will change each year.

538 The Middle East and the West (ASIA 538) (3). This course explores changing interactions between the Middle East and the West, including trade, warfare, scientific exchange, and imperialism, and ends with an analysis of contemporary relations in light of the legacy of the past.

539 The Economic History of Southeast Asia (ASIA 539) (3). This course is intended as a broad overview of Southeast Asian economic history from premodern times to the present day.

540 African Intellectual History: Discourse, Knowledge, Politics (3). This course traces Africa's modern intellectual history, exploring such topics as Africa's place in history, African nationalism, pan-Africanism, the problem of colonialism, and the meaning of progress.

541 African Environmental History: Ecology, Economy, Politics (3). This course addresses the major themes of the environmental history of Africa with an emphasis on issues of local ecology, land use, and labor and the struggles over these issues.

542 Development in Africa and Its Discontents (3). This course examines the changing meanings of the idea of development in Africa and the role that Africans have played in shaping these meanings from the late 19th century.

543 Histories of Health and Healing in Africa (3). This course focuses on the historical, social, medical, cultural, policy, and economic aspects of health and health crises in Africa.

550 Gender in Chinese History (3). This course is designed to introduce undergraduates to recent historical scholarship in the field of Chinese gender studies. Topics include family and kinship, the body and bodily practices, social space, writing, sexuality, work, and law, covering both the premodern and modern periods. No prior coursework required.

561 The American Colonial Experience (3). Major topics: European reconnaissance; founding of new societies; character and structure of institutions; thought and feeling from Cotton to Franklin; privilege and cost of empire.

562 Oral History and Performance (COMM 562, FOLK 562, WMST 562) (3). See COMM 562 for description.

563 Jacksonian America, 1815–1848 (3). The society and politics of the United States during the period dominated by President Andrew Jackson. Topics include economic development, the expansion of slavery, religion and reform, the changing roles of women, and the political movements associated with "Jacksonian democracy."

564 Revolution and Nation Making in America, 1763–1815 (PWAD 564) (3). Major topics: constitutional conflict in the British empire; independence and war; Confederation and Constitution; growth of political parties and nationality in a period of domestic change and international conflict.

565 Civil War and Reconstruction, 1848–1900 (PWAD 565) (3). Focus is on causes, nature, and consequences of the Civil War.

566 The History of Sexuality in America (3). A history of the sexual practices, desires, and understandings of Americans, from earliest colonial encounters to the late 20th century.

568 Women in the South (WMST 568) (3). An exploration of the distinctive themes in Southern women's lives, using the evidence of history and literature.

569 African American Women's History (AFAM 569, WMST 569) (3). The course covers the history of black women in the United States from the 18th century to the present. It deals with such themes as work, family, community, sexuality, politics, religion, and culture.

570 The Vietnam War (ASIA 570, PWAD 570) (3). A wide-ranging exploration of America's longest war, from 19th-century origins to 1990s legacies, from village battlegrounds to the Cold War context, from national leadership to popular participation and impact.

571 Southern Music (FOLK 571) (3). Explores the history of music in the American South from its roots to 20th-century musical forms, revealing how music serves as a window on the region's history and culture.

574 Spanish Borderlands in North America (3). The history of the Spanish colonial experience north of Mexico, to 1820.

576 The Ethnohistory of Native American Women (WMST 576) (3). Introduces students to the study of Native American women through the perspectives of anthropology, history, and autobiography.

577 United States Foreign Relations in the 20th Century (PWAD 577) (3). How the United States came to occupy a leading role in world affairs as a diplomatic, military, economic, and cultural power and what that role has meant to Americans and to other peoples, especially during the Cold War.

579 Popular Culture and American History (3). Study of the popular arts and entertainments of the 19th and 20th centuries and the ways in which they illuminate the values, assumptions, aspirations, and fears of American society.

580 United States History since 1930 (3). Diverse developments as interpreted within the framework of certain broad and open-ended themes, particularly individual freedom, social welfare, mass culture, and community.

581 American Constitutional History to 1876 (3). In a classroom environment characterized by discussion, simulation, and interaction, the antecedents, formation, and interpretation of the Constitution are confronted in a broad historical matrix.

582 American Constitutional History since 1876 (3). Using a classroom environment similar to HIST 581, constitutional adjustments and change are related to psychological, political, social, and economic factors, and to Supreme Court members.

584 The Promise of Urbanization: American Cities in the 19th and 20th Centuries (3). A survey of the development of American cities since 1815 and their influence upon American history.

586 The Old South (3). Economic, cultural, and social history of the antebellum South. The region's political history will serve as a supporting part of the study.

587 The New South (3). This course explores the transformation of the South from the time of the Civil War and emancipation to the contemporary rise of the Sunbelt.

589 Race, Racism, and America: (United States) Law in Historical Perspective (3). This course will historically and critically examine the changing legal status of people of color in the United States. Within a broad historical matrix from the colonial era to the present, it will focus on African Americans, Native Americans, Asian Americans, Latina/os, and United States law.

622 Medicine and Society in America (3). A survey of major developments in the history of American medicine. Emphasis will be placed upon setting the practice of medicine as well as the experience of health and disease into broad social, cultural, and political contexts.

624 Intellectual History of African Americans (3). Examines African American intellectuals in North America with some attention to black writers in the Caribbean. Emphasizes American Negro Academy, black scholars, scholar-activists, writers, and public intellectuals.

625 Technology and American Culture (3). Technology's impact on American thought and society and the response it has engendered. Topics will include the factory town, search for utopia, impact of Henry Ford, war, and depersonalization.

670 Introduction to Oral History (FOLK 670) (3). Introduces students to the uses of interviews in historical research. Questions of ethics, interpretation, and the construction of memory will be explored, and interviewing skills will be developed through field work.

671 Introduction to Public History (3). Introduces the theory, politics, and practice of historical work conducted in public venues (museums, historic sites, national parks, government agencies, archives), directed at public audiences, or addressed to public issues.

674 Field Methods in Archaeology and History (3). This course will introduce many techniques employed by archaeologists and historians in locating and excavating sites of past human activity. It will involve field work at an active archeological site.

691H Honors in History (3). Permission of the instructor. Introduction to the methods of historical research; designed to lead to the completion of an honors essay.

692H Honors in History (3). Permission of the instructor. Introduction to the methods of historical research; designed to lead to the completion of an honors essay.

697 Myth and History (3). Myths and legends are the stuff of history. An interdisciplinary capstone course treating topics such as Alexander the Great and George Washington as mytho-historical heroes, the Holy Grail, and uses of myth in the modern world.

Interdisciplinary Studies

NICK SIEDENTOP, *Curriculum Coordinator*

Introduction

Students interested in an interdisciplinary degree program not covered by any degree-granting department or curriculum should apply to the curriculum coordinator in the Office for Undergraduate Curricula (3018A Steele Building), who also serves as the director of interdisciplinary studies, in the second semester of the sophomore year or the first semester of the junior year. An IDST major has more focus than many of the more traditional majors and therefore should not be seen as a default major for someone undecided about his or her course of study. The IDST major must be well-conceived but substantially different from majors that students pursue through traditional departments, schools, programs, and curricula. Students should have a grade point average of at least 2.75 and at least 45 hours left before graduation. Students are strongly encouraged to meet all of the General Education Foundations and Approaches requirements before pursuing the interdisciplinary major.

In the past, students have designed their own majors in such varied fields as medieval studies, arts management, medical geography, folklore, and urban studies.

Program of Study

The degree offered is the bachelor of arts with a major in interdisciplinary studies.

Majoring in Interdisciplinary Studies: Bachelor of Arts

The interdisciplinary studies major, designed by the student and the IDST advisor, is for students who wish to develop a major outside of those offered by the departments and curricula belonging to the College of Arts and Sciences. The degree program consists of eight courses, which must be chosen from at least three departments (with a maximum of four courses from any one department) and which must be appropriate for juniors and seniors majoring in those departments. The courses should form a coherent major to which the student is able to assign a title. Additionally, students are encouraged to select electives and General Education courses that complement the eight courses chosen for the major.

With permission of the relevant professional school, a student may use up to 12 hours of professional courses (e.g., in business administration, journalism and mass communication, public health, education) in the IDST major. This can be advantageous to students who want some concentration in these areas but who also want a degree in arts and sciences.

Honors in Interdisciplinary Studies

Qualified students may pursue honors through one of the departments or curricula included in their major core.

Special Opportunities in Interdisciplinary Studies

IDST students may participate in the undergraduate research opportunities available in the departments and curricula that constitute their program of study, and they sometimes complete an internship either in the summer or during the academic year.

Graduate School and Career Opportunities

Since IDST can provide a broad background in the liberal arts, graduate study in a number of academic disciplines is possible. Students are encouraged to contact the graduate or professional school to which they wish to gain admission to determine the specific undergraduate academic requirements necessary for admission. An IDST major is generally not recommended for students planning graduate study in the sciences.

Career opportunities for IDST are as varied as the reasons students give for selecting the major.

Contact Information

Nick Siedentop, Curriculum Coordinator, CB# 3504, 3018A Steele Building, (919) 962-5819. Web site: www.unc.edu/depts/uc/ht_idst.html.

IDST

089 First-Year Seminar: Special Topics (3). Content varies each semester.

101 Topics in Teaching: The Sciences (1). Teaching as an intellectual discipline, including its impact on society. Students experience teaching, study how people learn, reflect upon their own learning, and discuss the role of education in society. Pass/Fail only.

110 It Only Looks Easy: The Art and Science of Teaching (1). Teaching as an intellectual discipline, including its impact on society. Students experience teaching, study how people learn, reflect upon their own learning, and discuss the role of education in society. Pass/Fail only.

195 Modes of Inquiry (1). A seminar in which faculty discuss their own work. Students will learn how topics are defined and investigated and how undergraduates can engage in discovery. Pass/Fail only.

196 Introduction to Research (1). The work must involve at least four hours per week of mentored research in a campus research laboratory. Does not count as a course in the major. Pass/Fail only.

256 Global Cinema (3). Prerequisite, ART 156, COMM 140, or ENGL 142. Permission of the instructor and grade of C or better in the prerequisite. Introduces students to the field of global cinema and to comparative and other interdisciplinary methods of global cinema study.

396 Independent Study (3).

691H Senior Honors Thesis (3). Permission of the instructor. Required of all senior honors candidates.

692H Senior Honors Thesis (3). Permission of the instructor. Second semester of senior honors thesis; required of all senior honors candidates.

Curriculum in International and Area Studies

The Curriculum in International and Area Studies has been renamed the Curriculum in Global Studies. For a discussion of the global studies major and descriptions of INTS courses, please see the Curriculum in Global Studies.

Curriculum in Latin American Studies

isa.unc.edu

LOUIS A. PEREZ, *Chair*
Beatriz Riefkohl-Muñiz, *Director of Undergraduate Studies*

Affiliated Faculty

Gustavo Angeles (Maternal and Child Health), Shrikant Bangdiwala (Biostatistics), Clare Barrington (Health Behavior and Health Education), Deborah Bender (Health Policy and Administration), Brian Billman (Anthropology), Richard Bilsborrow (Biostatistics), Kathryn Burns (History), Kia Caldwell (African and Afro-American Studies), Teresa Chapa (Latin American and Iberian Resources Bibliographer), John Chasteen (History), Fred Clark (Romance Languages and Literatures), Richard Cole (Journalism and Mass Communication), Rudolf Colloredo-Mansfeld (Anthropology), Glynis Cowell (Romance Languages and Literatures), Altha Cravey (Geography), Emilio Del Valle Escalante (Romance Languages and Literatures), Eduardo Douglas (Art), Arturo Escobar (Anthropology), Oswaldo Estrada (Romance Languages and Literatures), Alfred Field Jr. (Economics), Kaja Finkler (Anthropology), David Garcia (Music), Juan Carlos González-Espitia (Romance Languages and Literatures), Jacqueline Hagan (Sociology), Sudhansa Handa (Public Policy), Jean Handy (Microbiology and Immunology), Jonathan Hartlyn (Political Science), Audrey Heining-Boynton (Education), Joanne Hershfield (Women's Studies), Evelyne Huber (Political Science), Julia Mack (Romance Languages and Literatures), Nina Martin (Geography), Patricia McAnany (Anthropology), Nina Martin (Geography), Cecilia Martínez-Gallardo (Political Science), Margarita Mooney (Sociology), Jason Moore (Geography), David Mora-Marín (Linguistics), Harriet Nittoli (Romance Languages and Literatures), Todd Ochoa (Religious Studies), Rosa Perelmuter (Romance Languages and Literatures), Krista Perreira (Public Policy), Louis Pérez Jr. (History), Cynthia Radding (History), Monica Rector (Romance Languages and Literatures), Alicia Rivero (Romance Languages and Literatures), Daniel Rodríguez (City and Regional Planning), Lars Schoultz (Political Science), Tanya Shields (Women's Studies), Karla Slocum (Anthropology/African and Afro-American Studies), Christian Smith (Sociology), Lucila Vargas (Journalism and Mass Communication), Zaragosa Vargas (History), Adam Versényi (Dramatic Art), Stephen Walsh (Geography), Deborah Weissman (Law), Lyneise Williams (Art), Wendy Wolford (Geography).

Introduction

There are three main goals of the Curriculum in Latin American Studies: 1) to develop students' basic knowledge and comprehension of key themes in Latin American and Caribbean history, cultures, and contemporary social, economic, and political issues; 2) to develop students' abilities to think critically, in an interdisciplinary manner, about Latin American and Caribbean issues, past and present, and to locate them within broader global perspectives; and 3) to develop students' proficiency in Spanish or Portuguese and other languages of the region as needed, as part of their program of study.

The curriculum is housed in the Institute for the Study of the Americas (ISA), formerly the Institute of Latin American Studies, created in 1940 to coordinate campus activities on Latin America and the Caribbean. ISA and its counterpart at Duke, the Center for Latin American and Caribbean Studies (CLACS), form the Consortium in Latin American Studies at the University of North Carolina at Chapel Hill and Duke University, or "the Carolina and Duke Consortium." The Carolina and Duke Consortium is a National Resource Center under Title VI of the Higher Education Act, one of 15 such centers devoted to Latin America and the Caribbean in the United States. UNC–Chapel Hill and Duke offer more than 400 courses dealing with Latin America and the Caribbean in a range of departments and schools. Most of these are open to undergraduates. UNC–Chapel Hill students are encouraged to enroll in Latin American and Caribbean studies courses at Duke through interinstitutional registration with the Office of the University Registrar. Each semester, ISA publishes a list of courses on Latin America and the Caribbean at both universities. Further information about courses as well as the program in general can be found at the ISA Web site, isa.unc.edu, and the Carolina and Duke Consortium Web site, www.duke.edu/web/carolinadukeconsortium.

Program of Study

The degree offered is the bachelor of arts with a major in Latin American studies.

Majoring in Latin American Studies: Bachelor of Arts

Curriculum Requirements

- LTAM 101 (recommended) and 697 (may count in any sequence)
- Four courses required in the declared primary sequence
- Two courses in each of the other three sequences
- Spanish or Portuguese at least through the fifth-semester course

The major in Latin American studies requires the completion of 10 courses, including an interdisciplinary core capstone seminar (LTAM 697), plus a minimum level of proficiency in Spanish or Portuguese. LTAM 101 and 697 may count in any sequence.

The Curriculum in Latin American Studies is divided into two concentrations: humanities and social sciences. These concentrations are further divided into sequences: humanities into history and culture-literature sequences; social sciences into journalism-political science and anthropology-economics-geography sequences. To ensure depth in a single discipline of Latin American and Caribbean studies, four of the 10 courses required for the major must be selected from one of the sequences. To ensure breadth of exposure to other areas of Latin American and Caribbean studies, two courses must be selected from each of the other three sequences.

Humanities Concentration

History Sequence

- AFAM 254; AFAM/HIST 371; HIST 142, 143, 278, 530, 531, 532, 533, 534; HIST/WMST 280

Culture-Literature Sequence

Portuguese

- PORT 270, 275, 310, 323, 503, 504, 535

Spanish

- SPAN 270, 330, 344, 345, 350, 361, 373, 381, 385, 613, 614; SPAN/WMST 620

Other Courses

- COMM 658; DRAM 486; LTAM 411, 512

Social Sciences Concentration

Journalism-Political Science Sequence

- JOMC 446, 490; POLI 231, 238, 434, 435, 436, 450

Anthropology-Economics-Geography Sequence

Anthropology

- ANTH 103, 142, 231, 262, 453; ANTH/FOLK 130; ANTH/INTS 320

Economics

- ECON 450, 454, 465, 560; ECON/EURO/PWAD 460

Geography

- GEOG 130, 259, 457, 458

Other Courses

- AFAM 254; LTAM 411, 512; SOCI 453

Listed above are the most commonly offered courses in each sequence. Please note that not all the courses on Latin American and Caribbean topics are listed here, and many other courses may satisfy the major requirements. Special topics courses, first-year seminars, undergraduate seminars, independent studies, and capstone courses taught by Latin Americanist and Caribbeanist faculty members on Latin American and Caribbean topics may also count. Majors should check the consortium course list each semester for new offerings, as well as for a complete listing of Latin American and Caribbean courses at Duke University.

Additional Requirements

In addition to the 10 required courses, each major must complete Spanish or Portuguese through the fifth-semester level (or higher), or equivalent, not including courses in translation. While this is the minimum requirement, majors are encouraged to work toward proficiency in both Spanish and Portuguese. Several courses in Spanish and Portuguese will satisfy this requirement while also fulfilling General Education requirements. There are also language across the curriculum (LAC) courses, which allow students to use their Spanish or Portuguese in select courses. Students taking LAC courses with Spanish or Portuguese recitation sections may receive one hour of additional credit by enrolling in SPAN 308 or PORT 308. For details on the LAC program see www.unc.edu/nrc/lac.

All General Education requirements apply. First- and second-year students are strongly encouraged to enroll in LTAM 101, an interdisciplinary introductory course offered each year, usually in the spring.

The Curriculum in Latin American Studies recommends the following courses for fulfillment of the General Education requirements to students interested in majoring in Latin American studies:

Foundations, Foreign Language

Spanish or Portuguese should be used to satisfy the foreign language requirement. The foreign language 1 through 4 sequence (PORT 101, 102, 203, and 204 or SPAN 101, 102, 203, and 204) may be completed in two semesters by enrolling in intensive courses (PORT 111 and 212, or SPAN 111 and 212).

Approaches, Visual and Performing Arts

- DRAM 486; MUSC 146

Approaches, Literary Arts

- PORT 270, 275; SPAN 260, 270, 373

Approaches, Social and Behavioral Sciences

- ANTH 130, 142, 320; ECON 101; GEOG 120, 130; HIST 142, 143; PLCY 249; POLI 231, 238

Honors in Latin American Studies

Latin American studies majors with an overall grade point average of 3.25 are invited to pursue a degree with honors by writing an honors thesis during the senior year. Each honors thesis is written under the direction of an appropriate faculty advisor; when completed, the thesis must be defended orally before an examining board of faculty members. Honors candidates enroll in the two honors courses (LTAM 691H and 692H). LTAM 691H counts as a course in the student's concentration.

Special Opportunities in Latin American Studies

Experiential Education

Students who are particularly committed to field experience or experiential education in Latin America may be able to arrange for this through independent study credit. Students wishing to do so should have the academic support of a regular faculty member and contact the institute's associate director well in advance of the semester in which the experience is to take place.

Intensive Yucatec Maya

Each summer the Carolina and Duke Consortium offers intensive instruction in modern Yucatec Maya, with a secondary focus on ancient, colonial, and modern Maya culture. The courses include classroom instruction in Chapel Hill (LTAM 411) or in Mérida, Mexico (LTAM 512), and a field study experience in Yucatán, Mexico. See the Maya program Web site at www.duke.edu/web/carolinadukeconsortium/yucatec_maya/index.html for current course information.

Independent Study

Any student may enroll in Independent Study (LTAM 396) with the permission of the curriculum faculty advisor and the agreement of a Latin American or Caribbean studies faculty member who will supervise the student's study project. This course may be used to fulfill the requirements of the major, and it is often linked to internships or to undergraduate grants for summer research travel.

Study Abroad

Study abroad is not a requirement of the major; however, living and studying in Latin America or the Caribbean is highly recommended as an experience that majors should consider. The UNC–Chapel Hill Study Abroad Office offers a broad range of programs in Latin America and the Caribbean. Visit the Study Abroad Office Web site at studyabroad.unc.edu. Thanks to a large Andrew W. Mellon Foundation endowment and the support of private donors, both ISA and the Study Abroad Office offer new competitive scholarships for majors wishing to undertake study in Latin America and the Caribbean.

Undergraduate Awards

Each year ISA designates funds from its endowment to recognize superior achievement by its students and to encourage them to travel and conduct research in Latin America or the Caribbean. One award, named in honor of the late Federico G. Gil, Kenan Professor Emeritus of Political Science and director of ISA from 1959 to 1983, is for the best honors thesis on a Latin American or Caribbean topic. Each year ISA also awards a modest travel and research grant, named in honor of the late Julia Crane, professor emerita of anthropology, to an undergraduate student who plans to conduct original research in Latin America or the Caribbean. Funds from the institute's Andrew W. Mellon Foundation and the Melvin A. Halpern and Maria Cristina Alfonzo Halpern endowment support additional awards for undergraduate study and research abroad. Contact the curriculum faculty advisor for information.

Undergraduate Research

Latin American Studies majors are eligible to develop a senior thesis project in their last year. The thesis may be related to a field work project the summer after the junior year. A small number of grants might be available for undergraduate field research in Latin America, especially in connection with a senior thesis.

Graduate School and Career Opportunities

The Institute for the Study of the Americas maintains a library of contact information for careers, internships, and advanced study. This information is in the ISA common area, and no appointment is necessary to come and browse between 8:00 a.m. and 5:00 p.m. However, interested students should contact the curriculum faculty advisor or the ISA office manager for an orientation to the materials and for questions concerning career and graduate school opportunities. Students are encouraged to subscribe to the Latin American and Caribbean studies listserv for current opportunities and program news. Simply write to las@duke.edu.

The Curriculum in Latin American Studies participates in a five-year cooperative B.A.-M.A. program with the Center for Latin American Studies at Georgetown University. The agreement allows qualified Latin American studies majors to earn an M.A. in Latin American studies from Georgetown in a year and a summer rather than the normal three to four semesters. For details on the cooperative degree program see www.georgetown.edu/sfs/programs/clas/joint_cooperative.html and contact the curriculum faculty advisor.

Contact Information

Questions and requests regarding internships should be directed to the institute's associate director, who has responsibility for advising and approval of all matters involving the major, including study abroad credits and overall requirements.

LTAM

101 Introduction to Latin American Studies (3). A broad interdisciplinary introduction to the field of Latin American studies.

396 Independent Study (1–3). Independent project to be arranged with an instructor.

411 Summer Intensive Introductory Course in Yucatec Maya (6). A three-part intensive introduction to spoken and written modern Yucatec Maya, including classroom instruction; culture, history, and linguistics workshops; and a four-week field study in Yucatán, Mexico.

512 Summer Intensive Continuing Course in Yucatec Maya (6). Prerequisite, LTAM 411. Permission of the instructor for students lacking the prerequisite. Continuing instruction in spoken and written Yucatec Maya. Classroom instruction; culture, history, and linguistics workshops; and field study. Taught in Yucatán, Mexico.

690 Seminar in Latin American Issues (3).

691H Honors in Latin American Studies (3). Directed independent research leading to the preparation of an honors thesis.

692H Honors in Latin American Studies (3). Completion of the honors thesis and an oral examination of the thesis.

697 Capstone Seminar (3). Interdisciplinary core seminar required of Latin American studies majors and open to other students. Topics vary by semester.

Department of Linguistics

www.unc.edu/depts/ling

RANDALL HENDRICK, *Chair*

Professors

Randall Hendrick, Paul Roberge.

Associate Professors

Misha Becker, Elliott Moreton, Jennifer Smith.

Assistant Professors

David Mora-Marín, Katya Pertsova, J. Michael Terry.

Introduction

Courses in the department are offered for the general student and for those who wish to receive the B.A. with a major in linguistics. Courses in linguistics are intended to open up systematic perspectives on the nature of human language by means of detailed studies of language structure, language change and language acquisition, the sound system of language, and the syntactic/semantic system of language. Successful completion of the undergraduate major in linguistics leads to the award of the degree of bachelor of arts. The major is designed to provide a fundamental understanding of modern linguistics for the student seeking a general education in the liberal arts as well as for the student preparing for graduate study.

Programs of Study

The degree offered is the bachelor of arts with a major in linguistics. A minor in linguistics is also offered.

Majoring in Linguistics: Bachelor of Arts

Departmental Requirements

- LING 101 (gateway course)
- Three courses from the following list: LING 200, 201, 202, 203
- Four LING courses numbered 200 to 600 (excluding LING 400, 523, 525, 528, and 530)

The major requires eight courses, including LING 101. Students majoring in linguistics may concentrate entirely in linguistics, following an approved program of linguistics courses beyond those listed above, or they may elect to pursue a program of study that

combines the courses above with an approved sequence of courses in a field related to linguistics. Suggested second-field options are linguistic anthropology, computer processing of language data, psychology of language, philosophy of language, sociology of language, study of a particular language or language family, and applied linguistics. The second field option will be planned in consultation with the student's advisor. No more than two non-LING courses may be used to fulfill the requirement for four elective courses. There is a special track for prespeech and hearing sciences students.

Students interested in the linguistics major are encouraged to consult with the department undergraduate advisor, Professor Misha Becker. Additional information about the major is provided on the department's web site at www.unc.edu/depts/ling; click on the link for the undergraduate program.

Minoring in Linguistics

The undergraduate minor in linguistics consists of four linguistics courses numbered 200 or higher. Two of these courses must be selected from LING 200, 201, 202, and 203 (LING 101 is a prerequisite for these courses). In order to fashion a coherent program of study that complements the student's major, the Department of Linguistics encourages students to select the remaining two courses in consultation with the department's undergraduate advisor, Professor Misha Becker.

Honors in Linguistics

Any linguistics major with a cumulative total grade point average of at least 3.3 (and 3.5 within the linguistics major) is eligible to attempt a degree with honors in linguistics. To graduate with honors, a student must work with a faculty supervisor, enroll in LING 691H and 692H during the senior year, and complete and defend an honors thesis according to departmental and Honors Program requirements. Interested students should contact the honors advisor, Professor Katya Pertsova, during their junior year.

Special Opportunities in Linguistics

Departmental Involvement

Many linguistics majors and minors join Underling, the undergraduate linguistics club, which sponsors a variety of educational, outreach, social, and career-development events each year.

Study Abroad

Students in linguistics are encouraged to consider study abroad. Courses that can be applied toward the linguistics major and minor are available through many of the programs administered by the Study Abroad Office.

Undergraduate Awards

The Marc Adam Eisdorfer Award recognizes the graduating senior judged most outstanding in academic achievement in linguistics. It was established in 1998 by Sandra Eisdorfer in memory of her son, a graduate of the class of 1984.

Graduate School and Career Opportunities

The Department of Linguistics at the University offers M.A. and Ph.D. programs with opportunities for specialization in a number of subareas. Detailed information is available from the department Web site. Additionally, more than 100 colleges and universities offer linguistics programs, including several dozen that are considered major programs nationally. Faculty members are pleased to advise students regarding programs best suited to their needs and interests.

There are several ways to use a linguistics B.A. in planning a career. In general, the linguistics major is good preparation for a number of career paths because it develops problem solving, the ability to find patterns in complicated data, and writing and argumentation skills. These are abilities that can be emphasized when applying for many different kinds of jobs. Law and journalism schools and other professional schools are becoming increasingly aware that students with a major in linguistics have strengths in these important areas. United States citizens with a background in linguistics also may find jobs with United States government agencies.

Some students choose to continue specializing in linguistics teaching or research. For this, they will typically need to obtain a graduate degree in linguistics. Other possible careers for linguistics majors that have a close connection to language and linguistics include language teaching, speech pathology/speech and hearing science, language and information technologies (including speech synthesis and recognition, text-content analysis, and machine translation), information and library science, or editing and publishing; careers in these areas may require a graduate degree.

Contact Information

Randall Hendrick, Chair, or Misha Becker, Undergraduate Advisor, CB# 3155, Smith Building, (919) 962-1192. Web site: www.unc.edu/depts/ling.

LING

050 First-Year Seminar: Language in the U.S.A. (3). The linguistic landscape of the United States in historical and contemporary perspective: American English dialects, language maintenance and shift among Native American and immigrant groups, language politics and policy.

101 Introduction to Language (3). Introduction to the formal analysis of human language, including sounds, words, sentences, and language meaning, plus child language acquisition, language change over time, social attitudes toward language, and similarities and differences among languages. Other topics may include writing systems, animal communication, and language analysis by computers.

145 Language and Communication (PHIL 145) (3). See PHIL 145 for description.

200 Phonology (3). Prerequisite, LING 101. Description and analysis of sound patterns from languages around the world. Introduction to formal phonological models, written argumentation, and hypothesis testing.

201 Syntax (3). Prerequisite, LING 101. Introduction to the goals and methods of transformational analysis, using English primarily, but examining how these techniques can be used to describe syntactic processes in other languages.

202 Linguistic Variation and Language Change (3). Prerequisite, LING 101. Introduction to the analysis and description of language change, relationships among languages, and types of linguistic structure.

203 Language Acquisition and Development (3). Prerequisite, LING 101. Provides an introduction to first-language acquisition, focusing on the acquisition of phonology, morphology, syntax, and semantics, as well as on the social context of language acquisition and issues of atypical language development.

296 Independent Reading (3). Prerequisite, LING 101. In-depth treatment of a selected issue or topic in linguistics. Topic will vary with the instructor. Course may be taken more than once when the topic varies.

301 Language and Computers (COMP 371) (3). Prerequisite, LING 101. Uses simple linguistic problems to introduce students to the use of programming languages especially suited to analyze and process natural language on the computer. No prior programming knowledge is presupposed.

302 Language and Power (ANTH 302, WMST 302) (3). This course provides an overview of language and power studies. Issues: sexist and sex-neutral language; languages of subcultures defined by gender, sexual orientation, ethnicity; hate speech; "politically correct" language.

303 Native Languages of the Americas (ANTH 303) (3). This course is an introduction to languages indigenous to the Americas. The course touches on the linguistic structure and classification of Native American languages as well as on social issues.

304 Introduction to Discourse (3). Prerequisite, LING 101. Focuses on the use of linguistic forms to express communicative intentions. How language is used for the purposes of persuasion, manipulation, irony, humor, poetry, propaganda, and attitudes.

306 Language and Nationalism (SLAV 306) (3). See SLAV 306 for description.

307 The Spanish Language Today (SPAN 376) (3). See SPAN 376 for description.

308 Grammatical Structure of Spanish (SPAN 377) (3). See SPAN 377 for description.

309 Cultural and Linguistic History of the Spanish Language (SPAN 378) (3). See SPAN 378 for description.

310 Formal Perspectives on African American English (3). Prerequisite, LING 101. This course treats the structural properties of African American English. Students will learn to use sentence data to test hypotheses about language structure by investigating the syntax and semantics of African American English.

333 Human Language and Animal Communication Systems (3). Comparative study of human language alongside selected non-human communication systems. Anatomy, acoustics, combinatorial structure, innateness and acquisition, evolution. Sizable lab and field component.

383 Linguistic Structuralism: Sources and Influences (3). Linguistic structuralism as a background for modern theories of language.

400 Introduction to General Linguistics (ANTH 400) (3). An introduction to the scientific study of language. The nature of language structure. How languages are alike and how they differ.

409 Cognitive Linguistics (SLAV 409) (3). See SLAV 409 for description.

415 Advanced Topics in Linguistics (3). Directed readings on linguistic topics not covered in specific courses.

445 Philosophy of Language (PHIL 445) (3). See PHIL 445 for description.

455 Symbolic Logic (PHIL 455) (3). See PHIL 455 for description.

484 Discourse and Dialogue in Ethnographic Research (ANTH 484, FOLK 484) (3). See ANTH 484 for description.

506 Greek Dialects (GREK 506) (3). See GREK 506 for description.

520 Linguistic Phonetics (ANTH 520) (3). Introduction to the general principles of linguistic phonetics; anatomy of vocal tract, physiology of speech production, universal phonetic theory. Practice in the recognition and transcription of speech sounds.

522 Experimental Phonetics and Laboratory Phonology (3). Prerequisites, LING 520, and 200 or 523. This course relates linguistic theory to experimental findings. Students design and carry out experiments to test theoretical issues of current theoretical importance.

523 Phonological Theory I (ANTH 523) (3). Prerequisite, LING 520, or SPHS 530 or 540. Permission of the instructor for undergraduates. Introduction to the principles of modern generative phonology. Methods and theory of phonological analysis.

524 Phonological Theory II (3). Prerequisite, LING 200 or 523. Intermediate phonological theory and analysis.

525 Introduction to Historical and Comparative Linguistics (3). Permission of the instructor for undergraduates. Theories and methods of historical and comparative linguistics, with emphasis upon the Indo-European family.

527 Morphology (3). Prerequisite, LING 101 or 400. Cross-linguistic investigation of internal word structure: inflection and derivation, word formation rules versus affixation, autosegmental morphology, morpholexical and morphophonemic rules, and the interaction of morphology with phonology and syntax.

528 Language Acquisition I (3). Permission of the instructor for undergraduates. One course in phonology or syntax recommended. Child language from a theoretical perspective. Topics include segmentation problems, acquisition of phonology, morphology and syntax, lexical acquisition, and language development in blind and deaf children and in bilinguals.

529 Linguistic Acquisition II (3). Prerequisite, LING 203 or 528. This course focuses on the development of syntax in first language acquisition in children. Topics will include parameter setting, null subjects, root infinitives, aspect, A-movement, binding theory, and control.

530 Syntactic Theory I (3). Permission of the instructor for undergraduates. Methods and theory of grammatical analysis within the transformational generative framework. Special emphasis on analyzing syntactic and semantic structures of English.

533 Syntactic Theory II (3). Prerequisite, LING 530. Methods and theory of grammatical analysis, with special reference to transformational grammar.

537 Semantic Theory I (3). Prerequisite, LING 101 or 400. Semantics as a part of linguistic theory: co- and disjoint reference

among nominals, "crossover" phenomena, quantifier scope, lexical semantics, Montague grammar and compositional semantics, and explanatory universals in semantic theory.

538 Semantic Theory II (3). Prerequisite, LING 537. A continuation of LING 537 (Semantic Theory I), this course prepares the student to read the formal semantic literature and to do original research in the field.

539 Language of Time (3). Prerequisite, LING 101 or 400. The representation of time and temporal relations in natural languages. Cross-linguistic study of tense and aspect distinctions, modality, temporal adverbials, temporal anaphora, and sequences of tenses.

540 Mathematical Linguistics (3). Introduction to topics in logic, set theory, and modern algebra with emphasis on linguistic application. Automata theory and the formal theory of grammar with special reference to transformational grammars. No previous mathematics assumed.

541 Sociolinguistics (ANTH 541) (3). Prerequisite, LING 101 or 400. Introduction to the study of language in relation to society; variation as it correlates with socioeconomic status, region, gender; the social motivation of change; language and equality; language maintenance, planning, shift.

542 Pidgins and Creoles (ANTH 542, GERM 542) (3). See GERM 542 for description.

543 Language in Politics (3). Examines language as a political issue in the 19th and 20th centuries. Emphasis placed on American and British politics but attention to one other national context as well.

545 Language and Mind: Linguistics and the Brain (3). Prerequisite, ENGL 313, or LING 101 or 400, or PHIL 145. Permission of the instructor for students lacking the prerequisite. The course treats the relationship among linguistics, artificial intelligence, neurobiology, cognitive psychology, and the philosophies of mind, language, and science.

547 Language Deficits and Cognition (3). Prerequisite, LING 101 or 400. Survey of the linguistic properties associated with aphasia, autism, Williams syndrome, dyslexia, and schizophrenia. Emphasis on the implications of these conditions for theories of mind.

550 Introduction to Indo-European: Phonology (3). A survey of the phonological systems of the major Indo-European languages and their development from Proto-Indo-European.

551 Introduction to Indo-European: Morphology (3). Prerequisite, LING 550. Introduction to the major morphological categories in the Indo-European languages and their development from the proto-language.

558 Mesoamerica Writing System (3). This course is an introduction to the ancient scripts of pre–Columbian Mexico and Central America. It focuses on the following scripts: Mayan, Epi-Olmec, Zapotec, and Mixtec.

560 Mesoamerican Languages and Linguistics (3). Surveys the basic characteristics that unify Mesoamerica as a cultural and linguistic area (e.g. sound systems, word order, color systems, diffused vocabulary, etc.), the basic sources of cultural and linguistic information available (e.g. ancient hieroglyphs, colonial manuscripts, contemporary documents, linguistic fieldwork), and the consequences of ancient and modern cross-cultural interaction.

561 Native Languages of the Americas (3). Prerequisite, LING 101 or 400. This course explores the phonological and morphological structure of selected Amerindian languages indigenous to the Americas. Emphasis is on the linguistic analysis of original as well as published primary data.

563 Structure of Japanese (JAPN 563) (3). Prerequisite, JAPN 102 or LING 101. Introductory linguistic description of modern Japanese. For students of linguistics with no knowledge of Japanese and students of Japanese with no knowledge of linguistics.

564 History of the French Language (FREN 564) (3). See FREN 564 for description.

565 French Phonetics and Phonology (FREN 565) (3). See FREN 565 for description.

566 Structure of Modern French (FREN 566) (3). See FREN 566 for description.

583 History and Philosophy of Linguistics (3). Prerequisite, LING 101. Linguistic theories from classical times to the present with special emphasis on the origins of contemporary theories.

613 Grammar of Current English (ENGL 613) (3). See ENGL 613 for description.

691H Senior Honors Thesis (3). See the program for honors in the College of Arts and Sciences and the department honors advisor.

692H Senior Honors Thesis (3). See the program for honors in the College of Arts and Sciences and the department honors advisor.

MAYA

101 Introduction to Yucatec Mayan (3). Introduction to basic grammar and vocabulary, as well as cultural context and literary genres.

Management and Society

For a discussion of the major in management and society and descriptions of courses, see the Department of Sociology.

Department of Marine Sciences

www.marine.unc.edu

BRENT A. MCKEE, *Chair*

Professors

Carol Arnosti, John M. Bane Jr., Christopher S. Martens, Brent A. McKee, Charles H. Peterson, Harvey Seim, Andreas Teske.

Associate Professors

Marc J. Alperin, John F. Bruno, Rachel Noble, Antonio Rodriguez, Alberto Scotti.

Assistant Professors

Michael Piehler, Justin Ries, Brian L. White.

Joint Professors

Larry K. Benninger, Joseph G. Carter, Niels Lindquist, Richard A. Luettich, Hans W. Paerl, Frederick K. Pfaender.

Research Associate Professor

Stephen Fegley.

Research Assistant Professors

Dan Albert, F. Joel Fodrie, Barbara MacGregor.

Joint Research Assistant Professor

Thomas J. Shay.

Adjunct Professors

Frederick Bingham (UNC–Wilmington), Mark E. Hay (Georgia Institute of Technology), William M. Kier (Biology), Kenneth J. Lohmann (Biology), Joseph Pawlik (UNC–Wilmington), Martin H. Posey (UNC–Wilmington), John J. W. Rogers (Geology), Stephen A. Skrabal (UNC–Wilmington), Mark D. Sobsey (Environmental Sciences and Engineering), Robert H. Stavn (UNC–Greensboro), Joan D. Willey (UNC–Wilmington).

Professors Emeriti

Brigitte Kohlmeyer, Jan J. Kohlmeyer, A. Conrad Neumann.

Introduction

The Department of Marine Sciences provides instruction and conducts research in biological, chemical, geological, and physical oceanography. Although it emphasizes graduate training, the department offers basic course work, opportunities for supervised practical experience, and an academic minor to all advanced undergraduates. The minor is designed to allow students access to curriculum courses, facilities, and advisors in order to develop marine specializations related to their majors and to prepare for postgraduate study in marine sciences or a related field. The department's director of undergraduate studies serves as primary contact for students participating in the minor program. Student advisement and approval of equivalent courses are handled through the director's office. Introductory courses are also offered for all undergraduates who are interested in marine sciences. These courses (e.g., MASC 101) are available through the College of Arts and Sciences, Part-Time Classroom Studies, and Summer School.

Program of Study

A minor in marine sciences is offered.

Minoring in Marine Sciences

To fulfill the requirements for the marine sciences minor, a student should take four courses, as follows:

- One course emphasizing global oceanic processes: MASC 101 or 401 (Students may not receive credit for both MASC 101 and 401.)
- One course emphasizing the coastal ocean: ENST 222; MASC 220, 223, 411, 430, 432, 440, 442, 448, 449, 471, 472; or an equivalent course with a focus on the coastal ocean and approved by the director of undergraduate studies
- One course featuring practical experience in marine sciences. Choose one from the following four groups:
    - ENST 222; MASC 220, 223, 430, 432, 448, 471, 472, 503, 504; or an equivalent field course approved by the director of undergraduate studies
    - MASC 415, 480, 483, 561, or an equivalent mathematical modeling or data analysis course approved by the director of undergraduate studies
    - MASC 431, 445, 551 or an equivalent laboratory course approved by the director of undergraduate studies
    - Independent research: MASC 395 or 396
- A marine sciences course of the student's choosing

Special Opportunities in Marine Sciences

Experiential Education

North Carolina Estuaries: Environmental Processes and Problems (MASC 220) is taught during Maymester at the main campus with one week at the UNC–Chapel Hill Institute of Marine Sciences in Morehead City.

Barrier Island Ecology and Geology (MASC 472) is taught at the UNC–Chapel Hill Institute of Marine Sciences in Morehead City during the summer session and provides an experience in the field.

Undergraduate Research

The department offers opportunities to undergraduates to conduct directed research in our laboratories. Students work directly with faculty members and may enroll for credit as part of an honors or research project.

Facilities

Research laboratories are equipped for general studies in marine sciences and special research interests of faculty and students. The Institute of Marine Sciences, located in Morehead City, houses laboratory buildings with dock and ocean access. Research vessels include the fully equipped oceanographic ship, *R.V. Cape Hatteras*; the *R.V. Capricorn*, a modern 48-foot coastal vessel; and a fleet of outboard-powered boats.

Graduate School and Career Opportunities

The director of undergraduate studies advises students on graduate school and/or career opportunities in marine sciences.

Contact Information

Questions and requests should be directed to Marine Sciences Student Services Coordinator, (919) 843-9398.

MASC

051 First-Year Seminar: Global Warming: Serious Threat or Hot Air? (3). Students will examine evidence that man's activities have caused global warming, investigate scientists' ability to predict future climate, and discuss the political and social dimensions of global climate change.

052 First-Year Seminar: Living with Our Oceans and Atmosphere (3). Modern theories of changing weather, severe weather events, oceanic hazards, interactions between the oceans and atmosphere, and changes that are linked to human activity.

053 First-Year Seminar: The Ends of the Earth: Polar Oceanography and Exploration (3). What explains the "pull of the poles"? This seminar combines a modern survey of polar oceanography with historical views of early polar explorations, as reported by the explorers themselves.

055 First-Year Seminar: Change in the Coastal Ocean (3). This course provides an opportunity to explore changes in marine and closely-linked terrestrial environments, caused by the interactions of fascinating oceanographic processes. Introductory presentations and discussions will focus on published works of active marine scientists, who combine disciplinary training with knowledge and skills from other fields.

057 First-Year Seminar: From "The Sound of Music" to "The Perfect Storm" (MATH 063) (3). Students will develop the

conceptual framework necessary to understand waves of any kind, starting from laboratory observations.

058 First-Year Seminar: Connections to the Sea: Challenges Faced by Using and Living near Coastal Inlets (3). This course explores the natural history of several inlets, impact of human intervention, and political/policy challenges faced; includes several group projects/presentations and a field trip to a coastal inlet.

059 First-Year Seminar: Extreme Microorganisms: Pushing the Limits of Life on Earth and Beyond (3). We will expand our horizons in biology by learning about some of the most extreme microorganisms on the planet—microorganisms that thrive without oxygen, under high temperatures (for example, in pressurized water above the boiling point), and under chemical stress factors (high sulfide and heavy metal concentrations) that were once thought to be incompatible with life.

060 First-Year Seminar: Natural History of the White Oak River Estuary (3). We will take a broad view of what is within the purview of a naturalist wanting to understand her/his environment be it for purposes of scientific study, regulation, cosmic contemplation, or pure enjoyment.

101 The Marine Environment (GEOL 103) (3). Introduction to marine sciences emphasizing physical, chemical, biological, and geological phenomenon in oceanic and coastal environments. Human use of, and impact on, marine resources. (Science majors should take MASC 401.)

220 North Carolina Estuaries: Environmental Processes and Problems (3). Natural processes and human impacts on estuarine systems using the Neuse River estuary as a case study. Course includes one week of intensive field work based at the Institute of Marine Sciences. A student may not receive credit for this course after receiving credit for ENST 222.

223 Geology of Beaches and Coasts (GEOL 223) (3). See GEOL 223 for description.

310 Our Changing Planet: Science, Social Impacts, Solutions (3). Restricted to juniors and seniors. An overview of the scientific basis for global warming, current and future impacts on society, options for mitigation and adaptation, and the role of politics and the media.

314 Earth Systems in a Changing World (3). This course presents an integrated view of our planet, how it evolved during the past, why it has changed (and continues to change) and what makes earth a habitable planet.

390 Special Topics in Marine Sciences (1–4). Special topics in marine sciences for undergraduate students.

395 Undergraduate Research in Marine Sciences (2–4). Permission of a faculty research director. Directed readings with laboratory study on a selected topic.

396 Independent Study in Marine Sciences (1–3). Permission of the instructor. Directed readings on a selected topic.

401 Oceanography (BIOL 350, ENVR 417, GEOL 403) (3). Required preparation, major in a natural science or two courses in natural sciences. Studies origin of ocean basins, seawater chemistry and dynamics, biological communities, sedimentary record, and oceanographic history. Term paper. Students lacking science background should see MASC 101. No credit for MASC 401 after receiving credit for MASC 101.

410 Earth Processes in Environmental Systems (ENST 410, GEOL 410) (4). See ENST 410 for description.

411 Oceanic Processes in Environmental Systems (ENST 411, GEOL 411) (4). See ENST 411 for description.

415 Environmental Systems Modeling (ENST 415, ENVR 461, GEOL 415) (3). See ENST 415 for description.

430 Coastal Sedimentary Environments (GEOL 430) (3). See GEOL 430 for description.

431 Micropaleontology (GEOL 431) (4). See GEOL 431 for description.

432 Major Rivers and Global Change: Mountains to the Sea (3). What are the linkages between rivers and global change? This course examines the hydrological, geological, and biogeochemical processes that control material flux from land to the oceans via rivers.

440 Marine Ecology (BIOL 462) (3). Prerequisite, BIOL 201 or 475. Survey of the ecological processes that structure marine communities in a range of coastal habitats. Course emphasizes experimental approaches to addressing basic and applied problems in marine systems.

442 Marine Biology (BIOL 457) (3). Recommended preparation, BIOL 201 or 475. A survey of plants and animals that live in the sea: characteristics of marine habitats, organisms, and the ecosystems will be emphasized. Marine environment, the organisms involved, and the ecological systems that sustain them.

443 Marine Microbiology (3). Restricted to junior or senior science majors or graduate students, with permission of the instructor. Seminar class focuses on the primary research literature. Physiology of marine microorganisms, microbial diversity and ecology of the marine environment, biogeochemical processes catalyzed by marine microorganisms.

445 Marine Invertebrate Biology (BIOL 475) (4). See BIOL 475 for description.

448 Coastal and Estuarine Ecology (ENST 472) (4). Prerequisites, CHEM 102 and MATH 231. A field-intensive study of the ecology of marine organisms and their interactions with their environment, including commercially important organisms. Laboratory/recitation/field work is included and contributes two credit hours to the course.

449 Ecology of Wetlands (ENVR 449) (4). See ENVR 449 for description.

450 Biogeochemical Processes (ENST 450, ENVR 415, GEOL 450) (4). See ENST 450 for description.

460 Fluid Dynamics of the Environment (3). Prerequisite, MATH 232. Permission of the instructor for students lacking the prerequisite. Principles and applications of fluid dynamics to flows of air and water in the natural environment. Conservation of momentum, mass, and energy applied to lakes, rivers, estuaries, and the coastal ocean. Dimensional analysis and scaling emphasized to promote problem-solving skills.

470 Estuarine Science (4). Graduate students only; undergraduate students should take ENST 222. Introduction to estuarine envi-

ronments: geomorphology, physical circulation, nutrient loading, primary and secondary production, carbon and nitrogen cycling, benthic processes and sedimentation. Considers human impacts on coastal systems, emphasizing North Carolina estuaries. Three lecture hours and one recitation hour per week.

471 Human Impacts on Estuarine Ecosystems (ENST 471) (4). See ENST 471 for description.

472 Barrier Island Ecology and Geology (6). Recommended preparation, one introductory geology course. An integration of barrier island plant and animal ecology within the context of physical processes and geomorphological change. Emphasis on management and impact of human interference with natural processes.

480 Modeling of Marine and Earth Systems (ENVR 480, GEOL 480) (3). Prerequisite, MATH 232. Permission of the instructor for students lacking the prerequisite. Mathematical modeling of dynamic systems, linear and nonlinear. The fundamental budget equation. Case studies in modeling transport, biogeochemical processes, population dynamics. Analytical and numerical techniques; chaos theory; fractal geometry.

483 Geologic and Oceanographic Applications of Geographical Information Systems (GEOL 483) (4). See GEOL 483 for description.

490 Special Topics in Marine Sciences for Undergraduates and Graduates (2–4). Directed readings, laboratory, and/or field study of marine science topics not covered in scheduled courses.

503 Marine Geology (GEOL 503) (4). For graduate students; undergraduates need permission of the instructor. Investigates formation of ocean basins, coastal and fluvial processes, sediment transport, plate tectonics, petrography of marine rocks, evolution of ocean chemistry, oceanic biogeochemical cycles, application of geochemical proxies in paleoceanographic reconstructions, macroevolutionary patterns of marine biota, and global oceanic change. Mandatory weekend fieldtrip.

504 Biological Oceanography (BIOL 657, ENVR 520) (4). For graduate students; undergraduates need permission of the instructor. Marine ecosystem processes as they pertain to the structure, function, environmental controls, and ecological interactions of biological communities; restoration/management of biological resources; taxonomy and natural history of marine organisms. Three lecture and two recitation hours per week; mandatory spring break fieldtrip.

505 Chemical Oceanography (ENVR 505, GEOL 505) (4). Graduate students only; undergraduates must have permission of the instructor. Overview of chemical processes in the ocean. Topics include physical chemistry of seawater, major element cycles, hydrothermal vents, geochemical tracers, air-sea gas exchange, particle transport, sedimentary processes, and marine organic geochemistry. Three lecture and two recitation hours per week.

506 Physical Oceanography (GEOL 506) (4). For graduate students; undergraduates need permission of the instructor. Descriptive oceanography, large-scale wind-driven and thermohaline circulations, ocean dynamics, regional and nearshore/estuarine physical processes, waves, tides. Three lecture and one recitation hour per week.

550 Biogeochemical Cycling (GEOL 550) (3). Recommended preparation, four ENVR, GEOL, or MASC courses above 400. This course explores interfaces of marine, aquatic, atmospheric, and geological sciences emphasizing processes controlling chemical distributions in sediments, fresh and salt water, the atmosphere, and fluxes among these reservoirs.

551 Biogeochemical Techniques (2). Pre- or corequisite, MASC 505. Introduction to fundamental techniques used in biogeochemical research including sampling, instrumental and wet chemical analytical measurements, use of stable isotopes, and rate measurements using radioactive tracers.

552 Organic Geochemistry (ENVR 552, GEOL 552) (3). Prerequisite, CHEM 261 or MASC 505. Permission of the instructor for students lacking the prerequisite. Recommended preparation, one additional ENVR, GEOL, or MASC course above 400. Sources, transformations, and fate of natural organic matter in marine environments. Emphasis on interplay of chemical, biological, and physical processes that affect organic matter composition, distribution, and turnover.

553 Geochemistry (GEOL 512) (3). See GEOL 512 for description.

560 Fluid Dynamics (ENVR 452, GEOL 560, PHYS 660) (3). Prerequisite, PHYS 301. Permission of the instructor for students lacking the prerequisite. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrotational incompressible flow.

561 Time Series and Spatial Data Analysis (3). Prerequisite, MATH 233. Permission of the instructor for students lacking the prerequisite. Three components: statistics and probability, time series analysis, and spatial data analysis. Harmonic analysis, nonparametric spectral estimation, filtering, objective analysis, empirical orthogonal functions.

562 Turbulent Boundary Layers (3). Prerequisite, MASC 506 or 560. Permission of the instructor for students lacking the prerequisite. Turbulence and transport in near-bottom boundary regions. Turbulence and mixing theory in boundary layers. Field deployment and recovery of turbulence measuring instruments. Data analysis from turbulence measurements.

563 Descriptive Physical Oceanography (GEOL 563) (3). Prerequisite, MASC 506. Permission of the instructor for students lacking the prerequisite. Observed structure of the large-scale and mesoscale ocean circulation and its variability, based on modern observations. In-situ and remote sensing techniques, hydrographic structure, circulation patterns, ocean-atmosphere interactions.

Department of Mathematics

www.math.unc.edu

PATRICK B. EBERLEIN, *Chair*

Professors

Idris Assani, Roberto Camassa, Ivan V. Cherednik, Joseph A. Cima, James N. Damon, Patrick B. Eberlein, M. Gregory Forest, Sue E. Goodman, Jane M. Hawkins, Christopher Jones, Shrawan Kumar, Richard McLaughlin, Michael Minion, Karl E. Petersen, Joseph F. Plante, Robert Proctor, Lev Rozansky, Michael E. Taylor, Alexandre N. Varchenko, Jonathan M. Wahl, Mark Williams, Warren R. Wogen.

Associate Professors

David Adalsteinsson, Prakash Belkale, Jingfang Huang, Sorin Mitran, Peter Mucha, Richard Rimanyi.

Assistant Professors

Dmytro Arinkin, Jason Metcalfe, Laura Miller.

Lecturers

Debra Etheridge, Mark McCombs, Elizabeth McLaughlin, Brenda Shryock.

Professors Emeriti

Ladnor D. Geissinger, Robert G. Heyneman, Norberto Kerzman, Ancel Mewborn, John A. Pfaltzgraff, Michael Schlessinger, William W. Smith, Johann Sonner, James D. Stasheff.

Introduction

Mathematics has always been a fundamental component of human thought and culture, and the growth of technology in recent times has further increased its importance. Today mathematics is an essential partner in fields where once it played no role. At the same time, mathematics itself continues to grow and develop through research, much of which is stimulated by interactions with other fields. Every educated person needs at least a familiarity with the language of mathematics, and even some more substantial knowledge of the technical aspects than in the past. People working in many fields find that areas of mathematics only recently thought to be sophisticated and advanced have become part of the everyday tools in their spheres of activity.

UNC–Chapel Hill offers a variety of degrees in mathematics and the mathematical sciences, providing students a wide choice of careers in this field. Among the jobs in industry, government, and the academic world that involve mathematics as a central aspect are actuary, analyst, modeler, optimizer, statistician, computer analyst. Students who have an interest in working in one of these professions or who intend to pursue an advanced degree in one of the mathematical sciences should seriously consider the B.S. degree with a major in mathematics (including the applied option) or one of the related degree programs in computer science or mathematical decision sciences (actuarial science, operations research, statistics).

Students intending to teach mathematics in elementary and middle school and students enrolled in the School of Education who intend to major in mathematics should consult the School of Education section of the *Bulletin* or the director of mathematical education in the Department of Mathematics. A section below suggests course selections for future high school teachers.

Finally, the B. A. degree with a major in mathematics is a true liberal arts degree that opens the door to the continuing intellectual growth, enrichment, and self-fulfillment that are the goals of a liberal education. Students intending to enter a professional school (law, medicine, business) will find that admissions officers of such schools find an undergraduate degree in mathematics an attractive part of an applicant's history.

Students majoring in mathematics may enter either the B.A. or the B.S. program. The B.A. program is more flexible than the B.S. program; it allows students to specialize in mathematics and at the same time either to follow a broad liberal arts program or to specialize in a second area (possibly even taking a second major). The B.S. program is more comprehensive; it provides solid preparation for work or for further study in mathematics and related fields. Within the B.S. program, there is an applied option, which is designed for students who are primarily interested in using mathematics for the study of other sciences.

Both the B.A. and the B.S. degrees require, beyond first-year/sophomore calculus, courses in algebra and analysis at a higher level. Students who plan a career in a technical field should also develop familiarity with computers and statistics, for example by taking COMP 116 and some of STOR 355, 356, 435, and 555. The specific requirements for the B.A. and B.S. degrees are described below.

Programs of Study

The degrees offered are the bachelor of arts and the bachelor of science with a major in mathematics. A minor in mathematics is also offered. Farther below there are suggested course selections for students who have interests in a particular direction, such as pure mathematics, biology, economics, or high school teaching.

Majoring in Mathematics: Bachelor of Arts

Departmental Requirements

- MATH 231 or 241, 232 or 283, 233, 381, 383
- MATH 521
- MATH 547 or 577 (preferably before the senior year)
- At least three more mathematics courses numbered above 500
- Eighteen hours of C or better (not C-) in mathematics courses 233, 381, 383 or numbered above 500

All Foundations, Approaches, Connections, and Supplemental Education requirements of the General Education curriculum apply (see the General Education section of the Bulletin).

Majoring in Mathematics: Bachelor of Science

Departmental Requirements

- COMP 116 or MATH 565
- MATH 231 or 241, 232 or 283, 233, 381, and 383
- MATH 521
- MATH 522, 523, 528, or 566
- MATH 547 or 577 (preferably before the senior year)
- MATH 533, 534, 578, or 548
- At least three additional MATH courses numbered above 520
- Eighteen hours of C or better (not C-) in MATH courses numbered above 520

Additional Requirements

- PHYS 104 and 105, or 116 and 117
- At least four courses in the Division of Natural Sciences and Mathematics (beyond the General Education requirements), but not in mathematics

B.S. Major in Mathematics: Applied Option

Departmental Requirements

- MATH 231 or 241, 232 or 283, 233, 381, 383
- COMP 116
- MATH 521
- MATH 547 or 577
- MATH 566 or 661
- Four of MATH 522, 523, 524, 528, 529, 535, 548, 564
- Eighteen hours of C or better (not C-) in MATH courses numbered above 520

Additional Requirements

- PHYS 116 and 117 (or 104 and 105, but 116 and 117 are highly recommended)
- Strongly recommended: MATH 535/STOR 435 and STOR 555
- At least four courses in the Division of Natural Sciences and Mathematics (beyond the General Education requirements), but not in mathematics. (STOR 555 can be counted for this requirement.)

Students must complete either the B.S. or B.S.-Applied Option for a B.S. degree with a major in mathematics. All Foundations, Approaches, and Connections requirements of the General Education curriculum apply to students in both options.

Minoring in Mathematics

- MATH 231 or 241, 232 or 283, 233, 381, 383
- Three mathematics courses numbered above 500, all with a grade of C (not C-) or better

Honors in Mathematics

Special honors (H) sections are given in some mathematics courses when student demand is sufficient. Promising students are encouraged to work toward a bachelor's degree with honors in mathematics.

The honors program consists of six or more courses approved by the departmental honors advisor. At some time during the semester in which a student expects to graduate, the candidate for a degree with honors will either present an honors essay written under the direction of a faculty member or take an oral examination on courses approved by the honors advisor. Students writing an honors essay will be expected to make an oral presentation of the essay. Interested students should consult the departmental honors advisor as early as possible and in no case later than the beginning of their senior year.

A Note on Advanced Placement and Sequential Credit in Mathematics Courses

A student who makes a grade of 3 or higher on the AB Advanced Placement Examination will receive credit for MATH 231. A student who makes a grade of 3 or higher on the BC Advanced Placement Examination will receive credit for both MATH 231 and 232. No credit for MATH 130 will be given on the basis of any advanced placement examination.

A student who is placed in one of the courses MATH 232 or 233 and receives a grade of C- or better in the course (on the first attempt) will be given credit (without grade) for the course in the sequence 231 and 232 that precedes the course taken.

No student can receive credit for MATH 116 or 152 or 130 after receiving credit for MATH 231 or 241. No student can receive credit for MATH 116 after receiving credit for MATH 152.

Prerequisites specified in the course list below can be replaced by equivalents, by permission of the instructor or by permission of the department.

Special Opportunities in Mathematics

Departmental Involvement

Special activities for qualified students include an undergraduate Mathematics Club, the scholastic honorary society Pi Mu Epsilon, and a Putnam Examination Team. Students interested in these activities should consult the departmental honors advisor.

Experiential Education

Undergraduate honors research projects as well as some internships or study abroad programs might qualify. MATH 290, 296, and 410 satisfy this requirement.

Teaching Internships and Assistantships

Undergraduates work as research assistants in the Fluid Laboratory, as tutors in the Math Help Center, and as homework graders.

Study Abroad

Opportunities include semester or yearlong programs in a variety of countries.

Undergraduate Awards

The Archibald Henderson Prize and the Alfred Brauer Award recognize outstanding performance and promise in mathematics.

Undergraduate Research

Students can conduct original research with the guidance of a faculty member, usually directed at the preparation of an honors essay.

Facilities

An extensive computer system with up-to-date software, an outstanding mathematics-physics library, high-technology classrooms, and an undergraduate common room are available to students.

Graduate School and Career Opportunities

The B.S. degree program, especially if it includes the sequences MATH 521–522 and 577–578, is excellent preparation for graduate study in the mathematical sciences. The B.A. degree also can be excellent preparation for graduate study in many fields if the course program is complemented by electives in other areas. Professional schools of law, business, and medicine are becoming increasingly interested in broadly educated undergraduates, and a properly structured B.A. degree program in mathematics with additional courses is often taken as evidence that the student has good analytical abilities as well as a broad undergraduate background.

Both degrees are viewed by many employers as attractive, especially when accompanied by electives course work in areas such as statistics, computer science, economics, and operations research. Undergraduate mathematics majors are in demand in many business, industry, and government fields. What follows are suggested course selections for students who have an interest in a particular direction.

B.A. or B.S. degree with a major in mathematics, suggestions for pure mathematics:

These courses provide a solid theoretical understanding of central mathematics and excellent preparation for graduate study in mathematics or the mathematical sciences.

- MATH 521 and 522
- MATH 577 and 578
- Enough upper-level mathematics courses to satisfy the degree requirements

Those planning graduate study in mathematics or the mathematical sciences may consider taking some of MATH 653, 676, 680, or subsequent courses.

B.S. degree with a major in mathematics, suggestions for mathematical biology:

For students interested in careers or further study in mathematical life sciences.

- BIOL 101 and CHEM 101 or CHEM 102
- At least one of BIOL 201, 202, 205
- At least two of BIOL 405/PHYS 361 (under development), BIOL 452, 454, 526, 551
- MATH 521
- One of MATH 522, 523, 528, 566
- One of MATH 534, 548, 578
- MATH 547 or 577
- Three or more mathematics courses numbered above 500. Consider especially 524, 529, 535, 564, and 597

B.A. degree with a major in mathematics, suggestions for mathematical economics:

Suitable for students planning to go on to graduate school in economics or a related area or a career in economics, business, or finance. Note: With three more ECON courses numbered above 400, the requirements for the B.A. in economics could also be satisfied.

- ECON 101, 410, 420
- At least two of ECON 510, 511, 520, 570
- MATH 521
- At least three of MATH 522, 524, 535, 550, 555, 564, 565
- Either MATH 535/STOR 435 and STOR 555, or ECON 400 and 570
- MATH 547 or 577

B.A. degree with a major in mathematics, suggestions for future high school teachers.

- MATH 231 or 241, 232 or 283, 233, 381, 383
- At least one of MATH 515, 534, 535, 548, 550
- MATH 521
- MATH 533
- MATH 547 or 577
- MATH 551
- STOR 155
- The Supplemental General Education requirements of the College of Arts and Sciences, either the distributive or integrative option
- Eighteen hours of C or better (not C-) in mathematics courses 233, 381, 383, or numbered above 500

Contact Information

Karl Petersen, Director of Undergraduate Studies, CB# 3250, 300A Phillips Hall, (919) 962-2380, petersen@email.unc.edu; or Susan J. Meyer, Assistant to the Director of Undergraduate Studies, CB# 3250, 356 Phillips Hall, (919) 962-0198, sjm@unc.edu. Web site: www.math.unc.edu.

MATH

050 First-Year Seminar: The Predictability of Chance and Its Applications in Applied Mathematics (3). This seminar will examine the ways in which some types of behavior of random systems cannot only be predicted, but also applied to practical problems.

051 First-Year Seminar: "Fish Gotta Swim, Birds Gotta Fly": Mathematics and Mechanics of Moving Things (3). This seminar allows students to have hands-on exposure to a class of physical and computer experiments designed to challenge intuition on how motion is achieved in nature.

052 First-Year Seminar: Fractals: The Geometry of Nature (3). Many natural objects have complex, infinitely detailed shapes in which smaller versions of the whole shape are seen appearing throughout. Such a shape is a fractal, the topic of study.

053 First-Year Seminar: Symmetry and Tilings (3). Through projects using software programs, Web sites, and readings, students will discover the geometric structure of tilings, learn to design their own patterns, and explore the many interdisciplinary connections.

054 First-Year Seminar: The Science of Conjecture: Its Math, Philosophy, and History (3). Seminar will cover the history and philosophy of probability, evidence, and conjecture, consider the development of the field of probability, and look at current and future uses of probability.

055 First-Year Seminar: Geometry and Symmetry in Nature (3). The nature of space imposes striking constraints on organic and inorganic objects. This seminar examines such constraints on both biological organisms and regular solids in geometry.

056 First-Year Seminar: Information and Coding (3). With the growth of available information on almost anything, can it be reliably compressed, protected, and transmitted over a noisy channel? Students will take a mathematical view of cryptography throughout history and information handling in modern life.

057 First-Year Seminar: The Fourth Dimension (3). The idea of a fourth dimension has a rich and varied history. This seminar explores the concept of fourth (and higher) dimensions both mathematically and more widely in human thought.

058 First-Year Seminar: Math and Art: Symmetry without Fear (3). Students will mathematically classify rosette patterns, the eight frieze patterns, and the 17 wallpaper patterns. Then they will take over exhibiting patterns from various cultures and local instances.

059 First-Year Seminar: The Mystery and Majesty of Ordinary Numbers (3). Problems arising from the arithmetic of ordinary counting numbers have for centuries fascinated both mathematicians and nonmathematicians. This seminar will consider some of these problems (both solved and unsolved).

060 First-Year Seminar: Simulated Life (3). This seminar introduces students to the thought process that goes into developing computational models of biological systems. It will also expose students to techniques for simulating and analyzing these models.

061 First-Year Seminar: The Language of Mathematics: Making the Invisible Visible (3). This course will consider mathematics to be the science of patterns and will discuss some of the different kinds of patterns that give rise to different branches of mathematics.

062 First-Year Seminar: Combinatorics (3). Students will discuss combinatorics' deep roots in history, its connections with the theory of numbers, and its fundamental role for natural science, as well as various applications, including cryptography and the stock market.

063 First-Year Seminar: From "The Sound of Music" to "The Perfect Storm" (MASC 057) (3). See MASC 057 for description.

064 First-Year Seminar: A View of the Sea: The Circulation of the Ocean and Its Impact on Coastal Water (3). Why is the Gulf Stream so strong, why does it flow clockwise, and why does it separate from the United States coast at Cape Hatteras? Students will study the circulation of the ocean and its influence on coastal environments through readings and by examining satellite and on-site observations.

065 First-Year Seminar: Colliding Balls and Springs: The Microstructure of How Materials Behave (3). Students will follow the intellectual journey of the atomic hypothesis from Leucippus and Democritus to the modern era, combining the history, the applications to science, and the mathematics developed to study particles and their interactions.

066 First-Year Seminar: Non-Euclidean Geometry in Nature and History (3). The seminar will investigate non-Euclidean geometry (hyperbolic and spherical) from historical, mathematical, and practical perspectives. The approach will be largely algebraic, in contrast to the traditional axiomatic method.

110 Algebra (3). Placement by achievement test. Provides a one-semester review of the basics of algebra. Basic algebraic expressions, functions, exponents, and logarithms are included, with an emphasis on problem solving. This course should not be taken by those with a suitable score on the achievement test.

116 Intuitive Calculus (3). Provides an introduction in as nontechnical a setting as possible to the basic concepts of calculus. The course is intended for the nonscience major. A student may not receive credit for this course after receiving credit for MATH 152, 231, or 241.

117 Finite Mathematics (3). Provides an introduction in as nontechnical a setting as possible to the basic concepts of finite mathematics. Basic counting problems and finite probability problems are discussed. The course is intended for the nonscience major.

118 Selected Topics in Mathematics (3). Provides an introduction in as nontechnical a setting as possible to selected topics in mathematics. Topics covered will vary each semester depending on the individual instructor's selection. The course is intended for the nonscience major.

119 Introduction to Mathematical Modeling (3). Provides an introduction to the use of mathematics for modeling real-world phenomena in a nontechnical setting. Models use algebraic, graphical, and numerical properties of elementary functions to interpret data. This course is intended for the nonscience major.

130 Precalculus Mathematics (3). Prerequisite, MATH 110. Covers the basic mathematical skills needed for learning calculus. Topics are calculating and working with functions and data, introduction to trigonometry, parametric equations, and the conic sections. A student may not receive credit for this course after receiving credit for MATH 231.

152 Calculus for Business and Social Sciences (3). Prerequisite, MATH 110. An introductory survey of differential and integral calculus with emphasis on techniques and applications of interest for business and the social sciences. This is a terminal course and not adequate preparation for MATH 232. A student cannot receive credit for this course after receiving credit for MATH 231 or 241.

231 Calculus of Functions of One Variable I (3). Requires a grade of C- or better in MATH 130 or placement by the department. Limits, derivatives, and integrals of functions of one variable. Students may not receive credit for both MATH 231 and MATH 241.

232 Calculus of Functions of One Variable II (3). Requires a grade of C- or better in MATH 231 or 241 or placement by the department. Calculus of the elementary transcendental functions, techniques of integration, indeterminate forms, Taylor's formula, infinite series.

233 Calculus of Functions of Several Variables (3). Prerequisite, MATH 232 or 283. Vector algebra, solid analytic geometry, partial derivatives, multiple integrals.

241 BioCalculus I (3). Requires a grade of C- or better in MATH 130 or placement by the department. Limits, derivatives, and integrals of functions of one variable, motivated by and applied to discrete-time dynamical systems used to model various biological processes.

283 BioCalculus II (3). Requires a grade of C- or better in either MATH 231 or 241, or placement by the department. Techniques of integration, indeterminate forms, Taylor's series; introduction to linear algebra, motivated by and applied to ordinary differential equations; systems of ordinary differential equations used to model various biological processes. A student cannot receive credit for this course after receiving credit for MATH 383.

290 Directed Exploration in Mathematics (1–3). Permission of the director of undergraduate studies. Experimentation or deeper investigation under the supervision of a faculty member of topics in mathematics that may be, but need not be, connected with an existing course. No one may receive more than seven semester hours of credit for this course.

295 Undergraduate Seminar in Mathematics (0–3). Permission of the instructor. A seminar on a chosen topic in mathematics in which the students participate more actively than in usual courses.

296 Undergraduate Reading and Research in Mathematics (1–3). Permission of the director of undergraduate studies. This course is intended mainly for students working on honors projects. No one may receive more than three semester hours credit for this course.

307 Revisiting Real Numbers and Algebra (3). Central to teaching precollege mathematics is the need for an in-depth understanding of real numbers and algebra. This course explores this content, emphasizing problem solving and mathematical reasoning.

381 Discrete Mathematics (3). Prerequisite, MATH 232 or 283. This course serves as a transition from computational to more theoretical mathematics. Topics are from the foundations of mathematics: logic, set theory, relations and functions, induction, permutations and combinations, recurrence.

383 First Course in Differential Equations (3). Prerequisite, MATH 233. Introductory ordinary differential equations, first- and second-order differential equations with applications, higher-order linear equations, systems of first-order linear equations (introducing linear algebra as needed).

401 Mathematical Concepts in Art (3). Mathematical theories of proportion, perspective (projective invariants and the mathematics of visual perception), symmetry, and aesthetics will be expounded and illustrated by examples from painting, architecture, and sculpture.

406 Mathematical Methods in Biostatistics (1). Prerequisite, MATH 232. Special mathematical techniques in the theory and methods of biostatistics as related to the life sciences and public health. Includes brief review of calculus, selected topics from intermediate calculus, and introductory matrix theory for applications in biostatistics.

410 Teaching and Learning Mathematics (4). Study of how people learn and understand mathematics, based on research in mathematics, mathematics education, psychology, and cognitive science. This course is designed to prepare undergraduate mathematics majors to become excellent high school mathematics teachers. It involves fieldwork in both the high school and college environments.

411 Developing Mathematical Concepts (1–21). Permission of the instructor. An investigation of various ways elementary concepts in mathematics can be developed. Applications of the mathematics developed will be considered.

418 Basic Concepts of Analysis for High School Teachers (3). Prerequisites, MATH 233 and 381. An examination of high school mathematics from an advanced perspective, including number systems and the behavior of functions and equations. Designed primarily for prospective or practicing high school teachers.

452 Mathematical and Computational Models in Biology (BIOL 452) (4). See BIOL 452 for description.

515 History of Mathematics (3). Prerequisite, MATH 381. A general survey of the history of mathematics with emphasis on elementary mathematics. Some special problems will be treated in depth.

521 Advanced Calculus I (3). Prerequisites, MATH 233 and 381. The real numbers, continuity and differentiability of functions of one variable, infinite series, integration.

522 Advanced Calculus II (3). Prerequisites, MATH 383 and 521. Functions of several variables, the derivative as a linear transformation, inverse and implicit function theorems, multiple integration.

523 Functions of a Complex Variable with Applications (3). Prerequisite, MATH 383. The algebra of complex numbers, elementary functions and their mapping properties, complex limits, power series, analytic functions, contour integrals, Cauchy's theorem and formulae, Laurent series and residue calculus, elementary conformal mapping and boundary value problems, Poisson integral formula for the disk and the half plane.

524 Elementary Differential Equations (3). Prerequisite, MATH 383. Linear differential equations, power series solutions, Laplace transforms, numerical methods.

528 Mathematical Methods for the Physical Sciences I (3). Prerequisites, MATH 383; and PHYS 104 and 105, or PHYS 116 and 117. Theory and applications of Laplace transform, Fourier series and transform, Sturm-Liouville problems. Students will be expected to do some numerical calculations on either a programmable calculator or a computer.

529 Mathematical Methods for the Physical Sciences II (3). Prerequisites, PHYS 104 and 105, and one of MATH 521, 524, or 528. Introduction to boundary value problems for the diffusion, Laplace and wave partial differential equations. Bessel functions and Legendre functions. Introduction to complex variables including the calculus of residues.

533 Elementary Theory of Numbers (3). Prerequisite, MATH 381. Divisibility, Euclidean algorithm, congruences, residue classes, Euler's function, primitive roots, Chinese remainder theorem, quadratic residues, number-theoretic functions, Farey and continued fractions, Gaussian integers.

534 Elements of Modern Algebra (3). Prerequisite, MATH 381. Binary operations, groups, subgroups, cosets, quotient groups, rings, polynomials.

535 Introduction to Probability (STOR 435) (3). See STOR 435 for description.

547 Linear Algebra for Applications (3). Prerequisite, MATH 233 or 283. Algebra of matrices with applications: determinants, solution of linear systems by Gaussian elimination, Gram-Schmidt procedure, eigenvalues. MATH 416 may not be taken for credit after credit has been granted for MATH 547.

548 Combinatorial Mathematics (3). Prerequisite, MATH 381. Topics chosen from generating functions, Polya's theory of counting, partial orderings and incidence algebras, principle of inclusion-exclusion, Moebius inversion, combinatorial problems in physics and other branches of science.

550 Topology (3). Prerequisite, MATH 233; corequisite, MATH 383. Introduction to topics in topology, particularly surface topology, including classification of compact surfaces, Euler characteristic, orientability, vector fields on surfaces, tessellations, and fundamental group.

551 Euclidean and Non-Euclidean Geometries (3). Prerequisite, MATH 381. Critical study of basic notions and models of Euclidean and non-Euclidean geometries: order, congruence, and distance.

555 Introduction to Dynamics (3). Prerequisite, MATH 383. Topics will vary and may include iteration of maps, orbits, periodic points, attractors, symbolic dynamics, bifurcations, fractal sets, chaotic systems, systems arising from differential equations, iterated function systems, and applications.

564 Mathematical Modeling (3). Prerequisite, MATH 283 or 383. Requires some knowledge of computer programming. Model validation and numerical simulations using differential equations, probability, and iterated maps. Applications may include conservation laws, dynamics, mixing, geophysical flows and climate change, fluid motion, epidemics, ecological models, population biology, cell biology, and neuron dynamics.

565 Computer-Assisted Mathematical Problem Solving (3). Prerequisite, MATH 383. Personal computer as tool in solving a variety of mathematical problems, e.g., finding roots of equations and approximate solutions to differential equations. Introduction to appropriate programming language; emphasis on graphics.

566 Introduction to Numerical Analysis (3). Prerequisite, MATH 383. Requires some knowledge of computer programming. Iterative methods, interpolation, polynomial and spline approximations, numerical differentiation and integration, numerical solution of ordinary and partial differential equations.

577 Linear Algebra (3). Prerequisites, MATH 381 and 383. Vector spaces, linear transformations, duality, diagonalization, primary and cyclic decomposition, Jordan canonical form, inner product spaces, orthogonal reduction of symmetric matrices, spectral theo-

rem, bilinear forms, multilinear functions. A much more abstract course than MATH 416 or 547.

578 Algebraic Structures (3). Prerequisite, MATH 547 or 577. Permutation groups, matrix groups, groups of linear transformations, symmetry groups; finite abelian groups. Residue class rings, algebra of matrices, linear maps, and polynomials. Real and complex numbers, rational functions, quadratic fields, finite fields.

579 Topics in Matrix Theory (3). Prerequisite, MATH 547 or 577. Requires some knowledge of computer programming. Quadratic and Hermitian forms, Sylvester's theorem; applications to systems of differential equations; approximation of eigenvalues and eigenvectors; non-negative matrices. Perron-Frobenius theorem; integer matrices with applications in combinatorics.

590 Topics in Analysis (3). Prerequisite, MATH 522. Topics may include linear spaces, convexity, mathematical programming, duality, algorithms, or other subjects related to mathematical analysis.

591 Topics in Algebra (3). Permission of the instructor. Topics may include number theory, algebraic number theory, field theory, or algebraic geometry.

592 Topics in Geometry (3). Permission of the instructor. Topics may include non-Euclidean geometries, linear geometry, finite geometries, convexity, polytopes, topology, and algebraic geometry.

595 Nonlinear Dynamics (PHYS 595) (3). See PHYS 595 for description.

597 Topics in Applied and Computational Mathematics (3). Topics may include methods and models for application to biology, fluid dynamics, materials science, medicine, or the social sciences.

635 Probability (STOR 635) (3). See STOR 635 for description.

641 Enumerative Combinatorics (3). Prerequisite, MATH 578. Basic counting; partitions; recursions and generating functions; signed enumeration; counting with respect to symmetry, plane partitions, and tableaux.

643 Combinatorial Structures (3). Prerequisite, MATH 578. Graph theory, matchings, Ramsey theory, extremal set theory, network flows, lattices, Moebius inversion, q-analogs, combinatorial and projective geometries, codes, and designs.

653 Introductory Analysis (3). Requires knowledge of advanced calculus. Elementary metric space topology, continuous functions, differentiation of vector-valued functions, implicit and inverse function theorems. Topics from Weierstrass theorem, existence and uniqueness theorems for differential equations, series of functions.

656 Complex Analysis (3). Prerequisite, MATH 653. A rigorous treatment of complex integration, including the Cauchy theory. Elementary special functions, power series, local behavior of analytic functions.

657 Qualitative Theory of Differential Equations (3). Prerequisite, MATH 653. Requires knowledge of linear algebra. Existence and uniqueness theorems, linear and nonlinear systems, differential equations in the plane and on surfaces, Poincare-Bendixson theory, Lyapunov stability and structural stability, critical point analysis.

661 Scientific Computation I (ENVR 661) (3). Requires some programming experience and basic numerical analysis. Error in computation, solutions of nonlinear equations, interpolation, approximation of functions, Fourier methods, numerical integration and differentiation, introduction to numerical solution of ODEs, Gaussian elimination.

662 Scientific Computation II (COMP 662, ENVR 662) (3). Prerequisite, MATH 661. Theory and practical issues arising in linear algebra problems derived from physical applications, e.g., discretization of ODEs and PDEs. Linear systems, linear least squares, eigenvalue problems, singular value decomposition.

668 Methods of Applied Mathematics I (ENVR 668) (3). Requires an undergraduate course in differential equations. Contour integration, asymptotic expansions, steepest descent/stationary phase methods, special functions arising in physical applications, elliptic and theta functions, elementary bifurcation theory.

669 Methods of Applied Mathematics II (ENVR 669) (3). Prerequisite, MATH 668. Perturbation methods for ODEs and PDEs, WKBJ method, averaging and modulation theory for linear and nonlinear wave equations, long-time asymptotics of Fourier integral representations of PDEs, Green's functions, dynamical systems tools.

676 Modules, Linear Algebra, and Groups (3). Modules over rings, canonical forms for linear operators and bilinear forms, multilinear algebra, groups and group actions.

677 Groups, Representations, and Fields (3). Internal structure of groups, Sylow theorems, generators and relations, group representations, fields, Galois theory, category theory.

680 Geometry of Curves and Surfaces (3). Requires advanced calculus. Topics include (curves) Frenet formulas, isoperimetric inequality, theorems of Crofton, Fenchel, Fary-Milnor; (surfaces) fundamental forms, Gaussian and mean curvature, special surfaces, geodesics, Gauss-Bonnet theorem.

681 Introductory Topology (3). Prerequisites, MATH 653 and 676. Topological spaces, connectedness, separation axioms, product spaces, extension theorems. Classification of surfaces, fundamental group, covering spaces.

Department of Microbiology and Immunology

microimm.med.unc.edu

WILLIAM E. GOLDMAN, *Chair*

The Department of Microbiology and Immunology is one of the basic science departments of the School of Medicine. Although the department participates actively in the undergraduate curriculum in biology and several of its courses are open to undergraduate students in the College of Arts and Sciences, the department does not offer an undergraduate major in microbiology. MCRO 251 and 255 are undergraduate courses that are specifically designed to serve as the required prerequisites for students applying to pharmacy or nursing programs, although other students with the required science background may take one (but not both) of these courses. Most of the other courses offered by the department are available to highly motivated undergraduate students with the necessary preparation, although it is important for such students to consult the course instructor before registering.

MCRO

050 First-Year Seminar: Infectious Disease in Society (3). Selected aspects of microorganisms that cause infectious diseases, how new infectious diseases emerge, what bioterrorism is and how we are trying to counteract it in the United States, and how changes in the food supply have presented new infectious disease challenges.

251 Introductory Medical Microbiology (4). Prerequisites, BIOC 107 and 108, or CHEM 101 and 102. An introductory course in microbiology that focuses on the structure, biology, and genetics of microbes in relation to human disease and the immune system. This course is oriented toward those planning careers in pharmacy, nursing, dental hygiene, and related fields. A laboratory is required. Students cannot receive credit for both MCRO 251 and 255.

255 Elementary Pathogenic Microbiology (4). Prerequisites, BIOC 107 and 108, or CHEM 101 and 102. An introductory course in microbiology that focuses on the structure, biology, and genetics of microbes in relation to human disease and the immune system. This course is oriented toward those planning careers in pharmacy, nursing, dental hygiene, and related fields. A laboratory is required. Students cannot receive credit for both MCRO 251 and 255.

321 Introduction to Immunology (BIOL 321) (3). See BIOL 321 for description.

515 Introduction to Microbiology (4). Open only to dental students. A course covering basic aspects of microbiology and immunology including sterilization, action of antimicrobial chemotherapeutic agents, concepts of infection and immunity, and the study of certain selected infectious agents.

614 Immunobiology (3). A strong background in molecular biology, eukaryotic genetics, and biochemistry is required. Advanced survey course with topics that include molecular recognition, genetic mechanisms of host resistance, development of cells and cell interactions; hypersensitivity, autoimmunity, and resistance to infection. Course material from textbook and primary literature.

630 Virology (3). Required preparation, coursework in molecular biology and cell biology. Current concepts of the chemistry, structure, replication, genetics, and the natural history of animal viruses and their host cells.

631 Advanced Molecular Biology I (BIOC 631, BIOL 631, GNET 631, PHCO 631) (3). See GNET 631 for description.

632 Advanced Molecular Biology II (BIOC 632, BIOL 632, GNET 632, PHCO 632) (3). See GNET 632 for description.

635 Microbial Pathogenesis I (3). Permission of the instructor. Required preparation, coursework in molecular biology and genetics. Topics will include aspects of basic bacteriology as well as bacterial and fungal pathogens and mechanisms of disease.

640 Microbial Pathogenesis II (3). Permission of the instructor or a fundamental understanding of molecular virology and immunology. Molecular pathogenesis, with a primary focus on viral pathogens. Additional topics include vaccines and genetics of host-pathogen interactions.

643 Cell Structure, Function, and Growth Control I (BIOC 643, CBIO 643, PHCO 643) (3). See CBIO 643 for description.

644 Cell Structure, Function, and Growth Control II (BIOC 644, CBIO 644, PHCO 644) (3). See CBIO 644 for description.

Department of Military Science

www.unc.edu/depts/armyrotc

MONTE YODER, *Chair*

Professor

Monte Yoder, Lieutenant Colonel, U.S. Army

Admissions Officer

Mike Chagaris, Major, U.S. Army, Admissions and Scholarship Officer

Assistant Professors

Adam Carollo, Captain, U.S. Army, Training Officer
David Fernandez, Captain, U.S. Army, Executive Officer

Introduction

The UNC–Chapel Hill Army Reserve Officers Training Corps (ROTC) offers training to any student in the principles of leadership. In academic and hands-on environments, students learn and utilize leadership skills in demand today in the private sector and in the military. Those who complete the course of instruction, and are otherwise eligible, can be commissioned as a second lieutenant in the United States Army. In seeking the scholar-athlete-leader student, the program offers a wide variety of leadership experiences, academic challenges, and unique learning opportunities not available with any other department. Qualified students may receive scholarships, opportunities for study abroad in military exchange programs, adventure training such as Airborne and Air Assault School, or other leadership intern programs.

Students who successfully complete the program and meet Army requirements are commissioned in a branch within the active duty Army, Army National Guard, or Army Reserve. Those choosing active duty have guaranteed job placement, worldwide travel opportunities, and an average starting salary of approximately $42,000, of which approximately one-third is tax-free. Graduates can expect to be promoted to captain and have a salary of approximately $70,000 in their fourth year of service. There is a minimum three-year commitment in exchange for receiving a commission. Different options in the program have different minimum service requirements.

Academics

Four-Year Program

Students enrolled in the four-year program take one class during each semester of the four years of college study. The first two years comprise the basic course and concentrate on leadership development, writing and communication skills, ethics and values, orientation to the profession of arms, and basic military skills such as land navigation and small unit movement. As juniors, students enter the advanced course. Academic and hands-on instruction include application of leadership skills, advanced land navigation, military history, principles of military law, and small unit tactics. Between the junior and senior years, qualified students attend a four-week leadership development and assessment course at Fort Lewis, Washington. In their senior year, students submit their branch preferences and request either active duty or duty in the Army Reserve/National Guard (one weekend per month, two weeks a year). Those who meet all requirements for commissioning are promoted to the rank of second lieutenant upon graduation from UNC–Chapel Hill.

Two-Year Program

The two-year program provides an opportunity for students who did not attend the program in their first and sophomore years to meet the requirements for commissioning as officers in the United States Army. Students who have previously served in any of the armed services, active or reserve, are eligible to enroll directly into the advanced course at the Army Institute of Leadership. Others may attend a four-week leadership internship at Fort Knox, Kentucky, to complete basic course requirements. Attendance at this leaders' training course is designed to introduce prospective cadets to the program and give them an understanding of the Army. A third way to receive basic course credit is through an accelerated on-campus training program tailored to prepare students for the advanced course. This option is available for select scholar-athlete-leaders or students who have completed military basic training as a part of active duty, reserve, or national guard service. Qualifying by way of any of the above-mentioned avenues, a student is then eligible to contract and move to the advanced course leading to a commission.

Extracurricular Activities

Army ROTC offers a wide array of extracurricular activities. Students looking for excitement and action can volunteer to attend the basic airborne course, air assault, or mountain warfare training. Other opportunities include participation as a member of the Ranger Challenge Team or color guard as well as leadership opportunities in actual Army units both in the United States and around the world.

Program Eligibility

Army ROTC basic course classes are open to all first-year students and sophomores, with no eligibility requirements. Juniors and seniors may take basic course leadership classes with the permission of the course instructor. Those students who wish to obtain a United States Army commission upon graduation must meet minimum United States Defense Department requirements. These include being a United States citizen, having a minimum grade point average of 2.0, being medically qualified, meeting the age requirement, and being recommended by the department chair.

Scholarships

Four-year scholarships are available for high school seniors. Three-and-a-half, three, two-and-a-half, and two-year scholarships are available to students already enrolled as full-time students at the University. These are merit-based scholarships. Successful candidates will meet the eligibility requirements listed above and have a grade point average above 2.5. Scholarships pay full tuition and fees, a $600 per semester book allowance, and a monthly stipend between $300 and $500 depending on the student's year at the University. The North Carolina Army National Guard and the United States Army Reserve also have programs that can pay costs associated with attending the University. Upon graduation, cadets may become officers either in the active Army or remain in the Reserves.

Service Obligations

Upon contracting (upon receipt of a scholarship or usually in the junior year), the cadet incurs an obligation to serve in the United States Army; that service can be either active or reserve duty. Different programs have different obligations. Service obligations range from three years to eight years. The admissions and scholarship officer, Maj. Mike Chagaris can provide more information.

Contact Information

Prospective students are encouraged to check our departmental Web site, www.unc.edu/armyrotc, or contact Maj. Mike Chagaris, the admissions officer, (919) 962-5546 or chagaris@email.unc.edu.

ARMY

100 Leadership Laboratory (0). Drill and ceremony, marksmanship, land navigation exercises, first aid, small unit tactics, and confidence course training. Strongly encouraged for all basic course students and required for all advanced course students.

101 Adventures in Leadership (1). This course offers an introduction to basic leadership in both corporate America and the Army, comparing and contrasting approaches. The curriculum includes leader attributes and values, leadership styles, leadership/management structure, written and verbal communications, time management, goal setting.

102 Adventures in Leadership (1). Builds on ARMY 101 by offering an introduction to basic leadership theories and techniques common to both corporate America and the Army: understanding your own cognitive preferences and learning style, active listening, developmental counseling, problem solving, types and formats of briefings, communicating orally and in writing, leader values.

190 Seminar in Selected Topics of Military Science (1–3). Permission of the department. A detailed examination of current topics regarding the United States Army. Provides a course for Army ROTC cadets who require additional course work to meet commissioning and/or scholarship requirements due to extenuating circumstances.

196 Independent Study (1–3). Permission of the department and the instructor. Any serious student unable to schedule military science courses during their allotted time frames may sign up for any Army course through independent study.

200 Leadership Laboratory (0). Drill and ceremony, marksmanship, land navigation exercises, first aid, small unit tactics, and confidence course training. Strongly encouraged for all basic course students and required for all advanced course students.

201 Leadership Discovery (2). Develops leadership styles for application in small organizations. Students identify successful leadership characteristics of others through observation and experiential learning exercises. Students maintain a leadership journal and discuss observations in small group settings. Required for cadets.

202 Tactical Leadership (2). Introduction to planning, organizing, and leading small unit offensive and defensive operations. Also study of how application of leadership principles forges Army teams. Required for cadets.

301 Military Science and Leadership (3). Prerequisites, ARMY 101, 102, 201, and 202. Permission of the instructor for students lacking the prerequisites. Analyzes the profession of arms and the role of the officer. Develops abilities to organize, plan, and execute military operations. Hands-on experience in troop leading procedures, supervising other cadets. Conducts squad-size battle drills. Required for cadets.

302 Advanced Military Operations (3). Prerequisite, ARMY 301. Permission of the instructor for students lacking the prerequisite. Study of doctrine, organization, equipment, and training of threat forces around the world. Continued development of abilities to conduct offensive and defensive operations building to platoon level. Required for cadets.

401 Leadership and Management (3). Prerequisites, ARMY 301 and 302. Permission of the instructor for students lacking the prerequisites. Theory and practice in leadership, management, and counseling. Emphasis on multitask planning and execution. Required for cadets.

402 Officership (3). Prerequisites, ARMY 301 and 302. Permission of the instructor for students lacking the prerequisites. Studies include introduction to the Uniform Code of Military Justice and establishing an ethical command climate. Emphasis is on critical areas junior officers should be familiar with to be successful future leaders. Required for cadets.

Department of Music

music.unc.edu

TERRY ELLEN RHODES, *Chair*
John Nádas, *Associate Chair for Academic Studies*
Richard Luby, *Associate Chair for Applied Studies*

Professors

Mark Evan Bonds, Tim Carter, Annegret Fauser, Jon W. Finson, Lynn D. Glassock, Tonu Kalam, James E. Ketch, Susan A. Klebanow, Stefan Litwin, Richard Luby, James Moeser, John L. Nádas, Severine Neff, Donald L. Oehler, Terry E. Rhodes, Brooks de Wetter-Smith, Brent S. Wissick.

Associate Professors

Allen Anderson, Mark Katz, Anne MacNeil, Jocelyn Neal, Thomas Otten, Mayron Tsong.

Assistant Professors

Stephen Anderson, Brigid Cohen, Evan Feldman, David García, Felix Woerner.

Clinical Associate Professor

Daniel Huff.

Clinical Assistant Professor

Mérida Negrete.

Music Librarian and Adjunct Associate Professor

Philip Vandermeer.

Professor of the Practice

Emil Kang.

Director of University Bands

Jeffrey Fuchs.

Assistant Director of Athletic Bands

Matthew McClure.

Full-Time Lecturers

Jeanne Fischer, Michael Kris, Valentin Lanzrein, Marzanna Poplawska.

Part-Time Faculty

Robert Anderson, Laura Byrne, Jason Foureman, Dana Friedli, Wonmin Kim, Sue Klausmeyer, Andrew McAfee, David McChesney, Susan Moeser, Andrea Moore, Edmund Paolantonio, Hugh Partridge, John Pederson, Matthew Savage, Michael Schultz, Timothy Sparks, William Stewart, Thomas Taylor, Yoram Youngerman, Nathan Zalman, Melissa Martin Zwicker.

Introduction

The Department of Music offers undergraduate programs to students who wish to study music within a strong liberal arts curriculum as well as to those who choose to specialize in composition, history, performance, or theory, or who wish to undertake preparation for graduate training in public school teaching. The department's graduate program in musicology (M.A. and Ph.D.) is ranked among the highest in the nation.

The bachelor of arts program provides a focus on music in the context of a broad education in the liberal arts, requiring at least 43 credit hours in music and at least 75 outside the major, with 120 total credit hours in the degree. Students completing this degree are prepared for graduate study in music, though many successfully pursue further training and/or employment in professional fields such as arts administration, business, law, librarianship, and medicine. Many B.A. candidates are double majors.

The bachelor of music degree places emphasis on specialized training in music, requiring 66 credit hours in music and 54 outside the major (120 total credit hours). This program is designed for (but not limited to) students who hope subsequently to pursue graduate study in music performance, composition, education, or research.

Students in both programs may pursue pathways in areas such as composition, jazz studies, music history, music theory, performance, or popular music; further advice is available from the director of undergraduate studies in music.

The department also offers academic courses designed for nonmajors (for which an ability to read musical notation is not required), many of which satisfy various General Education requirements. In addition, any University student may be eligible to take applied lessons in an instrument or voice (subject to a fee; further details are given below) and may participate in the department's performance ensembles (orchestras, choirs, wind ensembles, athletic bands, jazz groups, etc.), in either case for credit. Admission to lessons and ensembles is subject to audition at the beginning of each semester and to availability of places; further details are available from the department office in Hill Hall.

Admission

Students are admitted to the various degree programs through the regular admissions process established by the University. Prospective students intending to major in music are urged to contact the Department of Music for an audition during the year prior to anticipated enrollment in order to strengthen their application credentials and to compete for scholarships offered by the department, including the prestigious William R. Kenan Jr. Music Scholarship Program. Students holding these scholarships are normally required to pursue a major in music (B.A. or B.Mus.) and to participate in specified ensembles.

Programs of Study

The degrees offered are the bachelor of arts with a major in music and the bachelor of music. A minor in music is also offered.

Majoring in Music: Bachelor of Arts

Departmental Requirements

- Music history (12 hours): MUSC 251, 252, 253, and 355
- Music theory (15 hours): MUSC 130/131, 132/133 (a grade of C or better is required), 230/232, and one of MUSC 234, 265, 331, 332, 333, or 338
- Ensemble performance (four hours): Four separate semesters in an appropriate departmental ensemble.

In addition to completing the core curriculum described above, students pursuing the B.A. in music must complete an additional 12 hours of music elective credit. Taken together with the 31 hours required by the music core, students complete a total of 43 hours in music, which is combined with 77 hours outside the department for a total of 120 hours overall. Candidates for the B.A. may receive no more than 45 credit hours in music and must complete a minimum of 75 hours of course work outside music, including all General Education requirements. Only three hours of ensembles additional to the B.A. requirement (four hours) may count for music or general elective credit.

Majoring in Music: Bachelor of Music

Departmental Requirements

- Music history (12 hours): MUSC 251, 252, 253, and 355
- Music theory (15 hours): MUSC 130/131, 132/133 (a grade of C or better is required), 230/232, and one of MUSC 234, 265, 331, 332, 333, or 338
- Ensemble performance (four hours): Four separate semesters in an appropriate departmental ensemble.

In addition to completing the core curriculum described above, students pursuing the B.Mus. must complete the following requirements:

- A minimum of 14 hours of applied instruction, and normally 16. This requirement will usually be met by advanced applied lessons drawn from MUSC 200–206 taken over eight semesters (two credit hours per semester). Up to four hours of MUSC 200–206 lessons may be substituted by up to six hours of MUSC 300–306 recitals. Students may petition the director of undergraduate studies to count toward this requirement no more than two hours of MUSC 100–106 applied lessons; to waive one semester of MUSC 200–206 lessons in the case of study abroad or similar experience; or to substitute an approved number of credit hours from MUSC 166 and 266.
- Four additional separate semesters (or the equivalent) of appropriate departmental ensembles (four hours additional to the four hours in the music core)
- Additional hours of music elective credit for a total of 66 hours of music. Combined with 54 hours outside music, students complete 120 hours overall. All candidates for the B.Mus. must complete 54 hours outside music, including all General Education requirements. Only three hours of ensembles additional to the B.Mus. requirement (eight hours) may count for music or general elective credit.

Students interested in gaining certification to teach music in North Carolina public schools may take a prescribed course of study in preparation to apply for the master of arts in teaching program offered through the School of Education. Admittance to the M.A.T. program requires a separate application to the Graduate School in a candidate's senior year. Students who complete the M.A.T. program are eligible for North Carolina advanced-level licensure.

Minoring in Music

The Department of Music offers one minor in music (15 hours). Students are required to take MUSC 121 (three hours; which may be substituted by MUSC 131 plus 130 for qualified students), one of MUSC 141–147 or 188 (three hours), and one of MUSC 240, 248, 280–289, or 363 (three hours). The remaining five or six hours are to be taken from other academic courses, individual applied instruction, or ensembles offered in the department, subject to prerequisites and other admissions requirements, and to the approval of the director of undergraduate studies.

Honors in Music

Students interested in becoming candidates for a degree with honors in music should read the regulations governing departmental honors in the College of Arts and Sciences, found elsewhere in this bulletin, and should consult the honors advisor of the department toward the end of the sophomore year. The department has funds to support undergraduate research (defined to include creative activity) that are often used by students for honors theses and similar special studies.

Study Abroad

The department actively encourages study abroad and has relationships with numerous institutions that permit students to pursue their musical and other interests in an international context.

Contact Information

The director of undergraduate studies is Professor Evan Feldman, CB# 3320, Hill Hall, (919) 843-7921. For information on scholarships, contact Jeffrey Fuchs, CB# 3320, Hill Hall, (919) 962-5695. Web site: music.unc.edu.

Academic and Practical Courses in Music

The following courses, as well as applied instruction and ensembles (covered separately, below), are among those offered by the Department of Music. Not all of these courses will be offered in a given year or summer session; for further details, see the directory of classes.

An ability to read music notation is not normally required to complete the following courses: MUSC 051–064, 089, 141–147, 188, 240, 248, 280–289. Such ability is also not normally required for admission to MUSC 121.

Note that numerous courses in music also meet General Education requirements.

MUSC

051 First-Year Seminar: The Interplay of Music and Physics (PHYS 051) (3). Acoustics and music from a practical standpoint.

052 First-Year Seminar: Building a Nation: The Stage Musicals of Rodgers and Hammerstein, 1942–1949 (3). *Oklahoma!*, *Carousel*, and *South Pacific* in their political, social, and cultural contexts.

053 First-Year Seminar: Rock 'n' Roll: The First Wave, 1955–1964 (3). A sociomusical study of rock 'n' roll in its first decades.

054 First-Year Seminar: Music and Magic (3). The perceived and actual relationships between music and magic in a range of historical periods.

056 First-Year Seminar: Early-Modern Court Spectacle (3). Music and spectacle in the late medieval, Renaissance, and baroque courts of Europe.

057 First-Year Seminar: Music and Drama: Verdi's Operas and Italian Romanticism (3). Textual and musical analysis of Verdi's operas (libretto and score) in their sociohistorical contexts.

058 First-Year Seminar: Music in Motion: American Popular Music and Dance (3). A sociological analysis of the repertorial and performative aspects of dance hall/disco.

059 First-Year Seminar: 20th-Century Music and Visual Art (3). The relationship between music and the visual arts in the modernist and postmodernist periods viewed in their historical contexts.

060H First-Year Seminar: American Literature and Its Music (3). Music in, and musical settings of, American literature of the Romantic, modern, and postmodern periods.

061H First-Year Seminar: Reverberations (3). Musical crossovers in world musics and societies.

062H First-Year Seminar: Vienna: City of Dreams (3). Vienna in the early 1900s as a locus for modernism.

063 First-Year Seminar: Music on Stage and Screen (3). Offers tools and techniques for understanding multimedia, staged musical works like opera, musical theater, and film. The goal of the seminar is to develop students' analytical skills in verbal and nonverbal media and to encourage their visualization of the potential and implications of artistic forms and structures.

064 First-Year Seminar: What Is a Work of Art? Listening to Music (3). Musical aesthetics, musical works, and the nature of musical art.

089 First-Year Seminar: Special Topics (3). Special topics course. Content will vary each semester.

100–115. See Individual Applied Instruction and Ensembles, below.

121 Fundamentals of Music I (3). Notational and theoretical materials of music, with musicianship skills developed. Intended for the nonmajor who wishes to learn to express musical ideas in clear, correct notational form.

122 Fundamentals of Music II (3). Prerequisite, MUSC 121. A continuation of MUSC 121 with the addition of basic instrumentation and arranging.

123 Diction for Singers I (English/Italian) (1). Corequisite, MUSC 202. Basic principles of diction for singers in English/Italian presented through the use of the International Phonetic Alphabet.

124 Diction for Singers II (French) (1). Prerequisite, MUSC 123. Basic principles of diction for singers in French.

125 Diction for Singers III (German) (1). Prerequisite, MUSC 123. Basic principles of diction for singers in German.

130 Musicianship Skills I (1). Corequisite, MUSC 131 or 131H. Basic musicianship skills, including music notation, basic composition, score analysis, keyboard, sight singing, and ear training.

131 Theory—Musicianship I (3). Corequisite, MUSC 130. Primarily for prospective or actual music majors; other students may enroll by permission of the instructor. Students subject to diagnostic test. An introduction to music theory and analysis for students continuing in music theory core courses. Course also covers contrapuntal writing and principles of harmony and voice leading.

132 Theory—Musicianship II (3). Prerequisites, MUSC 130, and 131 or 131H; corequisite, MUSC 133. Primarily for prospective or actual music majors. A continuation of MUSC 131 covering aspects of diatonic harmony and voice leading.

133 Musicianship Skills II (1). Prerequisites, MUSC 130, and 131 or 131H; corequisite, MUSC 132. A continuation of MUSC 130, with emphasis on intermediate-level musicianship skills.

135 Jazz Theory (3). Prerequisite, MUSC 131 or 131H. An introduction to the musical materials of jazz, including chord/scale relationships, functional keyboard skills, and harmonic analysis.

136 Keyboard Skills I (1). Application of music theory to keyboard techniques in playing harmonic progressions, in harmonizing melodies, and in realizing figured bass.

141 Survey of Western Music History (3). May not count for music or general elective credit for music majors. A chronological survey of the history of Western art music from roughly 1500 to the present.

142 Great Musical Works (3). May not count for music or general elective credit for music majors. The study of selected works from the Western art tradition, with an emphasis on critical understanding.

143 Introduction to Rock Music (3). A survey of rock music styles, focusing primarily on the period 1955 to 1990. Music by Elvis Presley, The Beatles, Led Zeppelin, Police, Madonna, and others.

144 Introduction to Country Music (3). A survey and investigation of country music from 1920 to the present. Music of Jimmie Rodgers, Hank Williams, Willie Nelson, Patsy Cline, Garth Brooks, and others.

145 Introduction to Jazz (3). A survey of jazz music from its origins to the present. The course builds skills in critical listening and blends discussion of musical materials and historical and cultural contexts.

146 Introduction to World Musics (3). The study of music in and as culture. Topics may include the performance cultures of Native America, south Asia, Australia, Africa, east Asia, Southeast Asia, Europe, and the Americas.

147 Introduction to Latin(o) American Music (3). An introduction to contemporary Latin(o) American popular music, focusing on how musicians have negotiated an increasingly global popular culture industry.

163 Jazz Improvisation I (3). Prerequisite, MUSC 135. An introductory course in the development of improvisational skills for the jazz idiom. The primary focus is the introduction of nomenclature, the development of basic jazz vocabulary, and the application of this knowledge using basic jazz tune types.

166 Introduction to Composition (3). Prerequisites, MUSC 130, and 131 or 131H. The study of compositional techniques and the development of individual creative styles through imitative and original writing.

167 Instrumentation (3). Prerequisite, MUSC 131 or 131H. Practical exercises in scoring and arranging for various combinations from single instrumental choirs to full concert orchestra, with trial group performances.

168 Basic Conducting (3). Basic conducting techniques, score reading, and music performance evaluation for choral and instrumental groups.

170 Piano Pedagogy/Literature I (3). Prerequisite, MUSC 132 or 132H. Focus is twofold: 1) fundamentals of piano teaching; 2) survey of piano literature.

171 Piano Pedagogy II (3). Intended primarily for B.Mus. students who have taken MUSC 200 for at least four semesters. Problems, materials, and methods in teaching piano to older students of high school and early college age.

188 Introduction to Women and Music (WMST 188) (3). The role of women in performance, composition, patronage, and the music business across a wide range of repertories.

200–215. See Individual Applied Instruction and Ensembles, below.

226 Winds and Percussion Techniques (3). Primarily for students preparing for admission to the M.A.T. program. An introduction to basic performance skills on representative woodwind, brass, and percussion instruments.

227 Strings, Piano, and Voice Techniques (3). Primarily for students preparing for admission to the M.A.T. program. An introduction to basic performance skills on keyboard, voice, and representative string instruments.

228 Advanced Problems (3). Prerequisites, MUSC 226 and 227. A continuation of MUSC 226/227, allowing students the opportunity to further develop performance skills and pedagogical techniques in music education through intensive study in wind, string, percussion, keyboard, and vocal areas.

230 Musicianship Skills III (1). Prerequisites, MUSC 132 or 132H, and 133; corequisite, MUSC 232. A continuation of MUSC 133, with emphasis on intermediate- to advanced-level musicianship skills.

232 Theory—Musicianship III (3). Prerequisites, MUSC 132 or 132H, and 133; corequisite, MUSC 230. A grade of C or better in each of MUSC 132/132H and MUSC 133 is required. A continuation of MUSC 132/132H covering aspects of chromatic harmony, form, and modulation.

233 Studies in Performance Practices (3). Prerequisite, MUSC 252. The study of vocal and instrumental performances practices in specific periods and repertories.

234 World Musics in Theory and Practice (3). Prerequisites, MUSC 132 or 132H, and 133. Through transcription and analysis, students will explore a range of non-Western musical systems. Indigenous aesthetic theories will be used as an aid in interpretation.

236 Keyboard Skills II (1). Prerequisite, MUSC 136. Continues the development of keyboard skills established in MUSC 136.

239 Introduction to Music Technology (3). A practical study of selected aspects of computerized music technology, including one or more of music-notation software, MIDI sequencing, digital sound production and storage, and computer composition.

240 Performance in Southeast Asia: Gongs, Punks, and Shadow Plays (ASIA 240) (3). The study and comparison of contemporary Southeast Asian performance genres (music, theatre, dance, ritual) in historical and cultural contexts.

245 Dance in Indonesia (3). Prerequisite MUSC 146. This course is concerned with the performance and interpretation of Indonesian dance. It covers three areas of study: practical learning of traditional Indonesian dance repertoire, theoretical analyses and interpretation, and learning the music accompanying the dance.

248 Women in Opera (WMST 248) (3). An examination and exploration of women's changing roles and influence, onstage and behind the scenes, in the history of opera.

251 Studies in Music History to 1650 (3). Music in its historical context and the developing musical language from classical antiquity through 1650.

252 Studies in Music History, 1650–1850 (3). Prerequisites, MUSC 132 or 132H, and 133. Music in its historical context from the mid-17th century through the mid-19th century.

253 Studies in Music History since 1850 (3). Prerequisites, MUSC 230, 232 or 232H, and 252. Music in its historical context since the mid-19th century.

258 Musical Movements: Migration, Exile, and Diaspora (INTS 258) (3). Prerequisites, MUSC 132 or 132H, and 133. The musical results of migrations of all types (voluntary or forced) by way of case studies drawn from historical and/or contemporary musics of Africa, the Americas, Asia, and Europe.

263 Jazz Improvisation II (3). Prerequisite, MUSC 163. Continuation of MUSC 163, examining more advanced improvisational techniques, harmonic materials, and compositional tune types.

265 Jazz Composition and Arranging (3). Prerequisites, MUSC 135 and 163. Composing and arranging for small- and large-group jazz ensembles.

266 Composition (3). Prerequisite, MUSC 166. May be repeated for credit. Original compositions in various forms.

267 Orchestration (3). Prerequisite, MUSC 167. Practical orchestral scoring with emphasis on understanding and imitating historical styles from Mozart through Ravel.

269 Music in the Community (3). Connecting academic inquiry in community music with an experiential project in the making, organization, or documentation of music locally.

280 Jazz Innovators (3). May not count for music or general elective credit for music majors. Musical, historical, cultural, and social issues in jazz studied through the examination of innovative and influential jazz artists.

281 Popular Song in American Culture (3). May not count for music or general elective credit for music majors. The relationship between popular song and culture in American society is explored by focusing on an important historical repertoire or interpretive theme.

282 Bach and Handel (3). May not count for music or general elective credit for music majors. The culmination of baroque music, emphasizing Bach's cantatas, concertos, organ music, and instrumental music, and Handel's oratorios and operas, all in their cultural contexts.

283 Haydn and Mozart (3). May not count for music or general elective credit for music majors. The high point in Viennese music of the late 18th century, emphasizing Haydn's symphonies and quartets, and Mozart's operas and piano concertos.

284 Beethoven and His Era (3). May not count for music or general elective credit for music majors. Beethoven's music will be studied in the context of social structures and concepts about artists during his lifetime.

285 Musical Modernism (3). May not count for music or general elective credit for music majors. A study of the work of diverse composers characteristic of music since ca. 1880 viewed in their broader artistic and other contexts.

286 Music as Culture (3). May be repeated for credit if on a different topic. May not count for music or general elective credit for music majors. Music in the framework of its social, political, economic, and cultural contexts.

287 Opera as Drama (3). May not count for music or general elective credit for music majors. An introduction to music as related to drama, especially the development of opera and related genres. Study of selected works from different periods and styles.

288 The Orchestra and Its Music (3). May not count for music or general elective credit for music majors. Study of the symphony orchestra, its instruments, and its historical development from the mid-18th century to the present, and the music it plays, including selected works in a variety of styles.

289 Sounds of War and Revolution since 1750 (PWAD 289) (3). Music's roles in war and revolution within various political, social, and cultural contexts. Part of the cluster "War, Revolution, and Culture—Transatlantic Perspectives, 1750–1850."

296 Special Studies for Undergraduates (3). Available only to music majors by permission of the director of undergraduate studies. Intensive study on a particular topic under faculty supervision.

300–309. See Individual Applied Instruction and Ensembles, below.

331 Form and Analysis (3). Prerequisites, MUSC 230 and 232. May be repeated for credit if on a different topic. The study of selected musical repertories.

332 Counterpoint (3). Prerequisites, MUSC 230 and 232. The study of two-, three-, and four-voice counterpoint, for example, in the style of Palestrina, Bach, or 20th-century idioms.

333 Analysis of Popular Music (3). Prerequisites, MUSC 230 and 232. Analysis and transcription of blues, rock, ballads, and jazz, with an emphasis on rock music since 1955.

338 Analysis of 20th-Century Music (3). Prerequisites, MUSC 230 and 232. The study of analytical techniques as applied to significant works of the period.

355 Topics in the History and Culture of Music (3). Prerequisites, MUSC 251, 252, and 253. May be repeated for credit if on a different topic. Topics will vary each semester and may address a particular genre, composer, compositional issue, or repertoire, including non-Western and popular musics.

363 Studies in Jazz (3). May be repeated for credit if on a different topic. Advanced study on a selected topic in jazz. Topics will vary and may address a particular genre, composer, performance practice, compositional issue, or repertoire.

390H Honors Seminar in Music (3). Detailed investigation of a specific musical topic from historical and/or theoretical perspectives.

471 Instrumental Performance Repertory (3). Advanced study of selected performance issues.

691H Senior Honors Thesis in Music I (3). Admission by permission of the honors advisor to students with a cumulative grade point average of 3.5 or higher. Independent study by a student who has been designated a candidate for undergraduate honors in music.

692H Senior Honors Thesis in Music II (3). Prerequisite, MUSC 691H. Continuance and completion of an honors thesis in music.

Individual Applied Instruction and Ensembles

Instruction for academic credit in keyboard, wind, brass, percussion, and string instruments, and in voice is available to University students. Fees are charged for lessons (excluding MUSC 308–309) according to an annual schedule published by the department. Music majors are given priority, but nonmajors are also welcomed, subject to the limits of available faculty time. All students wishing to enroll must first gain the permission of the appropriate instructor or area head to register for applied instruction; this will normally involve an audition. Once permission has been granted, the registration process for academic credit can be done only by the Department of Music's registrar, who is also responsible for procedures leading to billing and the formal assignment to a teacher.

All students must enroll during the regular University registration period at the beginning of each semester. Music fees are to be paid during the registration period; if fees remain unpaid, lessons will be discontinued.

Individual lessons earn 0.5 or one credit hour per semester (MUSC 100–115; depending on the duration of the weekly applied lesson), two credit hours per semester (MUSC 200–207), or three credit hours per semester (MUSC 300–306, 308–309).

Students pursuing the B.Mus. degree normally enroll for eight semesters of two-credit-hour lessons on their main instrument, encompassing eight semesters of weekly one-hour lessons and a weekly studio class. These lessons are numbered MUSC 200–206; they may be substituted under the terms outlined under "Majoring in Music: Bachelor of Music," above. With the approval of the director of undergraduate studies, students may declare two main instruments, taking two of MUSC 200–206, or (if both instruments belong to the same area) one of MUSC 200–206 and MUSC 207. MUSC 200–206 are also available to appropriately qualified students pursuing the B.A. degree majoring in music, and also the music minor.

Students pursuing the B.Mus. or B.A. degree who wish to include a recital in their applied study should substitute lessons numbered MUSC 300–306 for their 200–206 lessons. MUSC 300–306 lessons with recital may be taken in up to two semesters during a student's

degree. MUSC 300–306 lessons require six credit hours of the equivalent MUSC 200–206 lessons.

Music majors pursuing the B.A. degree, music minors, and nonmajors, as well as students pursuing the B.Mus. degree wishing to study a second instrument, may enroll for MUSC 100–106 lessons for 0.5 or one credit hours (a 30-minute or one-hour lesson per week), subject to their availability. Students wishing to study two instruments for 0.5 or one credit hours may take two of MUSC 100–106, or (if both instruments belong to the same area) one of MUSC 100–106 and MUSC 107. Group lessons (one credit hour) may also be available on selected instruments (MUSC 110–115).

MUSC 100–115, 200–207, and 300–306 are normally offered each semester and are subject to admission and other requirements being met. MUSC 100–115 may be repeated for credit for a degree (but not within a term) to a maximum of eight hours; MUSC 200–207 may be repeated for credit for a degree (but not within a term) to a maximum of 16 hours; MUSC 300–306 may be repeated for credit for a degree (but not within a term) to a maximum of six hours. In all these cases, repetition is subject to a grade of C or better in the immediately prior enrollment in the course.

A wide variety of department ensembles under MUSC 211–215 is open to all students by audition. Each earns one credit hour per semester and may be repeated for credit for a degree and in some cases within a term. Students should check with the Department of Music's registrar for more information concerning requirements and procedures for the auditions, which are typically held during the first week of each semester. B.Mus. candidates must participate in at least one appropriate ensemble in each semester of their study at UNC–Chapel Hill up to a maximum of eight semesters, and must accrue eight hours of such ensemble participation in order to graduate. B.A. candidates majoring in music must participate in at least one appropriate ensemble for four separate semesters of their period of study at UNC–Chapel Hill and must accrue four hours of such ensemble participation in order to graduate. "Appropriate" ensembles are normally drawn from sections of MUSC 211. Substitutions by sections of MUSC 212 may be permitted for jazz specialists (Jazz Band); guitarists (Guitar Ensemble); voice students (Opera Workshop; once, or exceptionally twice, within the degree); and pianists (Piano Ensemble I–II and Collaborative Piano).

A music major (B.Mus. or B.A.) may enroll for individual instruction in other instruments, or class instruction in applied music, or other ensembles, depending upon his or her abilities, needs, interests, and available time. Such students, however, may count no more than three additional ensemble hours towards their degree as music or general electives.

Students should note that applied lessons are identified by instrument family (keyboard, voice, strings, woodwinds, brass, percussion) with sections by instructor (details will be available at registration) and that ensembles are identified by category with sections by ensemble. Students should take particular care to enroll for the correct section(s).

Applied Area Heads

Piano	Mayron Tsong
Strings	Brent Wissick
Voice	Jeanne Fischer and Valentin Lanzrein, co-area heads
Woodwind, Brass, and Percussion	Lynn Glassock

Directors of Ensembles, etc.

Symphony Orchestra	Tonu Kalam
Chamber Orchestra	Tonu Kalam
Wind Ensemble	Evan Feldman
Jazz Band	James Ketch
Brass Chamber Music	Michael Kris
Woodwind Chamber Music	Donald Oehler
New Music Ensemble	Stefan Litwin
String Chamber Music	Brent Wissick, Richard Luby
University Chamber Players	Donald Oehler, Stefan Litwin
Collaborative Piano	Thomas Otten
Athletic Bands	Jeffrey Fuchs
Guitar Ensemble	William Stewart
Percussion Ensemble	Lynn Glassock
Symphony Band	Jeffrey Fuchs
Gamelan	Marzanna Poplawska
Viol Consort	Brent Wissick
University Band	Matthew McClure
Carolina Choir	Susan Klebanow
University Chorus	Summer staff
Chamber Singers	Susan Klebanow
Men's Glee Club	Daniel Huff
Opera Workshop	Terry Rhodes
Women's Glee Club	Sue Klausmeyer
Collegium Musicum	Brent Wissick
Lighter Shade of Blue	Daniel Huff

Applied Music Courses

MUSC

100 Individual Keyboard Lessons (0.5–1). Individual lessons in piano, organ, or harpsichord. Sections by instructor.

102 Individual Voice Lessons (0.5–1). Sections by instructor.

103 Individual String Lessons (0.5–1). Individual lessons in violin, viola, cello, string bass, harp, or guitar. Sections by instructor.

104 Individual Woodwind Lessons (0.5–1). Individual lessons in flute, oboe, clarinet, saxophone, bassoon, or recorder. Sections by instructor.

105 Individual Brass Lessons (0.5–1). Individual lessons in horn, trumpet, trombone, tuba, or euphonium. Sections by instructor.

106 Individual Percussion Lessons (0.5–1). Sections by instructor.

107 Applied Instruction (0.5–1). Group or individual instruction in a specified instrument offered by the department. Sections by instructor.

110 Group Lessons in Piano (1). Sections by instructor.

111 Group Lessons in Voice (1). Sections by instructor.

112 Group Lessons in Strings (1). Group lessons in violin, viola, cello, string bass, or guitar. Sections by instructor.

113 Group Lessons in Woodwinds (1). Group lessons in flute, oboe, clarinet, saxophone, bassoon, or recorder. Sections by instructor.

114 Group Lessons in Brass (1). Group lessons in horn, trumpet, trombone, tuba, or euphonium. Sections by instructor.

115 Group Lessons in Percussion (1). Sections by instructor.

200 Advanced Individual Lessons in Keyboard (2). Advanced individual lessons in piano, organ, or harpsichord. Sections by instructor.

202 Advanced Individual Lessons in Voice (2). Sections by instructor.

203 Advanced Individual Lessons in Strings (2). Advanced individual lessons in violin, viola, cello, string bass, harp, or guitar. Sections by instructor.

204 Advanced Individual Lessons in Woodwinds (2). Advanced individual lessons in flute, oboe, clarinet, saxophone, or bassoon. Sections by instructor.

205 Advanced Individual Lessons in Brass (2). Advanced individual lessons in horn, trumpet, trombone, tuba or euphonium. Sections by instructor.

206 Advanced Individual Lessons in Percussion (2). Sections by instructor.

207 Advanced Applied Instruction (2). Advanced instruction in a specified instrument offered by the department. Sections by instructor.

211 Core Ensembles (1). Sections by ensemble: Symphony Orchestra, Wind Ensemble, Symphony Band, Carolina Choir, Chamber Singers, Men's Glee Club, Women's Glee Club.

212 Core Ensemble Alternates (1). Sections by ensemble: Jazz Band, Guitar Ensemble, Piano Ensemble I: Duet/Collaborative (corequisite, MUSC 200; may be taken only once), Piano Ensemble II: Vocal/Instrumental Accompaniment (must be preceded by Piano Ensemble I; may be taken only twice), Collaborative Piano (must be preceded by Piano Ensemble I–II), Opera Workshop.

213 Enrichment Ensembles (1). Sections by ensemble: Marching Pep Band, Jazz Lab Band, Percussion Ensemble, Gamelan, Chamber Orchestra, University Band, Jazz Combos, Charanga Carolina, Collegium Musicum, University Chorus.

214 Chamber Music (1).

300 Advanced Keyboard Lessons and Recital (3). Prerequisite, MUSC 200. Advanced individual keyboard lessons leading to a public recital.

302 Advanced Voice Lessons and Recital (3). Prerequisite, MUSC 202. Advanced individual voice lessons leading to a public recital.

303 Advanced String Lessons and Recital (3). Prerequisite, MUSC 203. Advanced individual string lessons leading to a public recital.

304 Advanced Woodwind Lessons and Recital (3). Prerequisite, MUSC 204. Advanced individual woodwind lessons leading to a public recital.

305 Advanced Brass Lessons and Recital (3). Prerequisite, MUSC 205. Advanced individual brass lessons leading to a public recital.

306 Advanced Percussion Lessons and Recital (3). Prerequisite, MUSC 206. Advanced individual percussion lessons leading to a public recital.

308 Intermediate Lessons in Conducting (3). Prerequisite, MUSC 168. Intermediate conducting for instrumental or vocal ensembles.

309 Advanced Lessons in Conducting (3). Prerequisite, MUSC 308. May be repeated for up to six hours of credit. Advanced conducting for instrumental or choral ensembles.

Department of Naval Science

www.unc.edu/depts/nrotc

STEPHEN D. MATTS, *Chair*

Professor

Stephen D. Matts, Captain, USN.

Associate Professor

Timothy Nichols, Lieutenant Colonel, USMC.

Instructors

Alexa Forsyth, Lieutenant, USN; Ron Gramlisch, Lieutenant, USN; Daryl Meeks, Lieutenant, USN; Kraig Rauen, Major, USMC.

Introduction

Since its commissioning in 1941, the Naval Reserve Officers Training Corps (NROTC) unit of the University of North Carolina at Chapel Hill has commissioned hundreds of officers into the Navy and the Marine Corps. The proud tradition established at Chapel Hill is highlighted by the fact that at one time only the Naval Academy had commissioned more naval officers than this University.

The purpose of the Naval Reserve Officers Training Corps is to provide a source of highly qualified officers to serve on United States Navy ships, submarines, and aircraft, or in the United States Marine Corps. The NROTC program also offers scholarships for students pursuing a degree in nursing. Students (midshipmen) who obtain a baccalaureate degree and who satisfy academic and physical requirements are commissioned as either ensigns in the Navy or second lieutenants in the Marine Corps. Nursing degree students receive commissions as ensigns in the Navy Nurse Corps. Students may participate in NROTC in one of two programs: the NROTC Scholarship Program or the NROTC College Program. NROTC scholarships provide for tuition, books, fees, uniforms, and a monthly allowance of $250 to $400. Students participating in the college program receive their NROTC books, uniforms, and a monthly allowance of $350 to $400 during their junior and senior years. A major advantage of the college program is the excellent opportunity to win two- and three-year NROTC scholarships.

Regardless of enrollment category, many features are common to both programs:

- Naval science courses carry academic credit.
- Students can join the program to "test the waters" without immediately incurring a military obligation.
- All midshipmen who successfully complete program and graduation requirements receive commissions as officers in the Navy or Marine Corps.
- Applicants are considered without regard to race, sex, creed, or religion.

Midshipman Life

We are dedicated to ensuring that each midshipman leads a full and productive University life. Midshipmen are encouraged to participate on University athletic teams as well as in campus politics, fraternities, sororities, intramurals, and other organizations. Additionally, midshipmen are provided an outstanding opportunity to examine and experience many alternative career paths, social events, and experiences through field trips, summer cruises, and the midshipman military organization.

NROTC Program

Courses offered by the Department of Naval Science, in conjunction with courses offered in the Curriculum in Peace, War, and Defense, are designed to equip an individual with the necessary tools to succeed as an officer in the naval service.

Information about applications and admissions in the UNC–Chapel Hill Naval ROTC may be obtained by visiting the Naval Armory on campus; by addressing an inquiry to Professor of Naval Science, CB# 3325, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3325; by calling (919) 962-1198; or by e-mail at NROTC@unc.edu.

NAVS

101 Introduction to Naval Science (1). Fundamental orientation to the Naval service emphasizing the mission, organization, regulations, customs and traditions, broad warfare components, and major challenges facing Navy/Marine Corps officers.

190 Seminar in Topics of Naval Science (1–12). Permission of the department. Seminar of topics regarding the United States Navy.

196 Independent Study in Naval Science (1–12). Permission of the department. Readings and research by an individual student on a subject related to the United States Navy.

201 Naval Leadership and Management (3). A study of organizational principles, management theory, and leadership styles, with emphasis on applications in the Navy and Department of Defense.

202 Navigation (3). Corequisite, NAVS 202L. A comprehensive study of the theory, principles, and procedures of ship navigation, movements, and employment. Course includes spherical trigonometry, mathematics, analysis, study and practices of navigation, sextants, navigation publications, and report logs. Covers rules of the road, lights, signals, navigational aids, and electronic and mechanical positioning devices.

202L Navigation Laboratory (1). Corequisite, NAVS 202. Practical application of the theories and principles of navigation as presented in the lecture series.

211 Marine Option Naval Science Laboratory (0). One laboratory hour per week designed to introduce topics and activities relevant to the professional development of the prospective Marine Corps officer. Required for Marine Option 2/C.

301 Naval Ships Engineering Systems (3). An introductory course and survey of ship design, characteristics, propulsion (including nuclear power) and control systems, and the principles of ship stability.

302 Naval Weapons Systems (3). A descriptive survey course in engineering aspects of ships weapons guidance, control, and propulsion systems and characteristics of ships weapons systems.

311 Evolution of Warfare (3). Survey of the evolution of warfare through the study of selected campaigns and classic battles, with special emphasis on the principles of war, the military impact of leadership, and the evolution of tactics and weaponry.

401 Naval Operations (4). A study of the maneuvering of ships in formation, and the operations in which naval vessels engage daily.

402 Naval Leadership and Ethics (3). Capstone leadership course in NROTC curriculum, emphasizing leadership skills and the ethical implications of decision making for the competent commissioned officer.

411 Amphibious Warfare (3). A survey of the projection of sea power ashore, with special emphasis on the evolution of amphibious warfare in the 20th century, through the study of historical amphibious landings and campaigns.

500 Naval Science Laboratory (0). Required of all NROTC students. Meets once a week to provide supplemental military training, including close order drill, physical fitness, inspections, guest lectures, and leadership training.

Department of Pathology and Laboratory Medicine

www.pathology.unc.edu

J. CHARLES JENNETTE, *Brinkhous Distinguished Professor and Chair*

Pathology is the study of disease, its causes, development, and consequences. It is concerned with basic mechanisms of disease processes (pathobiology) and their structural/functional manifestations. Pathology combines the tools and the basic knowledge from many disciplines, such as molecular biology, cell biology, biochemistry, genetics, immunology, anatomy, and clinical sciences, to clarify the cause (etiology), natural course (pathogenesis), and diagnosis of disease.

Faculty members in the Department of Pathology and Laboratory Medicine maintain active research programs and engage in training predoctoral students and postdoctoral fellows in a wide range of research endeavors. Undergraduate students interested in participating in pathobiological research should consider registering for PATH 462.

PATH

128 Biology of Human Disease (BIOL 128) (3). See BIOL 128 for description.

426 Biology of Blood Diseases (BIOL 426) (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. An introduction to the biology and pathophysiology of blood and the molecular mechanisms of some human diseases: anemias; leukemias; hemorrhagic, thrombotic, and vascular disorders; and HIV disease/AIDS.

462 Experimental Pathology (1–21). Hours, credits, and instructor to be arranged on an individual basis. Hands-on research experience in a predetermined instructor's laboratory. Students learn and apply specific techniques and participate in investigations of molecular mechanisms responsible for disease processes (pathobiology). Contact the director of graduate studies in pathology for information. May be repeated.

463 Electron Microscopy (3). Permission of the instructor. Theoretical and practical aspects of electron microscopy. Application of transmission and scanning electron microscopy to pathology, with emphasis on ultrastructure of cells and organelles. Two lecture and six laboratory hours a week.

464 Light Microscopy (3). Permission of the instructor. Course focuses on practical fundamentals of light microscopy including optics, contrast mechanisms, fluorescence, laser scanning confocal microscopy, photography, and digital imaging.

667 Molecular and Cellular Biology of Cardiovascular Diseases (3). This advanced course will explore the pathogenesis of cardiac and vascular disease with the objective of teaching students to understand, investigate, and communicate current concepts of cardiovascular disease.

678 Human DNA Metabolism (2). Required preparation, a basic biochemistry course. The course will examine the molecular biology of DNA replication, resorption, recombination, and repair as these processes occur in human cells. Two seminar hours per week.

Curriculum in Peace, War, and Defense

www.unc.edu/depts/pwad

WAYNE E. LEE (History), *Chair*

Advisory Committee

Navin Bapat (Political Science), Bernard R. Boxill (Philosophy), Peter Coclanis (History), Mark Crescenzi (Political Science), Cori Dauber (Communication Studies), Joseph T. Glatthaar (History), Paul Holst (Aerospace Studies), Charles Kurzman (Sociology), Douglas MacLean (Philosophy), Stephen Matts (Naval Science), Russel Van Wyk (Continuing Education), Jonathan Weiler (International Studies), Monte Yoder (Military Science).

Adjunct Professors

Christopher Armitage (English), Joseph Glatthaar (History), Karen Hagemann (History), Richard Kohn (History), Roger Lotchin (History).

Adjunct Associate Professors

Cori Dauber (Communications Studies), Wayne Lee (History), Fred Naiden (History).

Adjunct Assistant Professor

Navin Bapat (Political Science).

Adjunct Lecturer

Joseph Caddell (History).

Introduction

Peace and war are among the oldest dreams and most difficult challenges of human experience. The curriculum brings together faculty and courses from many disciplines to provide undergraduates with a wide range of approaches to the fundamental issues of human conflict and national and global security and defense. The curriculum prepares majors for graduate work in several of the humanities and social sciences, for a variety of professional schools, and for a wide range of employment. Graduates have found employment with federal agencies, state and local governments, banks, and other businesses. Others have attended graduate and professional schools in government, history, international relations, and law. The strength of the curriculum is its broad interdisciplinary perspective combined with its depth of focus on topics that span the range of human experience across time and national boundaries, from science and technology to ethics and public policy. In addition to course work, the curriculum sponsors guest speakers and field trips, and provides majors with help and advice on internships and career planning.

Program of Study

The degree offered is the bachelor of arts with a major in peace, war, and defense.

Majoring in Peace, War, and Defense: Bachelor of Arts

Departmental Requirements

- PWAD 350
- HIST/PWAD 351
- PHIL/PWAD 272
- Four courses (no more than three from any one discipline) from one of the following concentrations: the culture of peace and war, national and international security, or the evolution of warfare
- Two courses chosen from outside the area of concentration

The three concentrations consist of the following courses:

The Culture of Peace and War

AFRI 520; ANTH 280; ARAB 452; COMM 376, 390 (with approval, based on topic), 574, 575; ENGL 659, 660; HIST 132, 134, 254, 262, 263, 268, 275, 277, 281, 373, 421, 422, 432, 517, 565, 570; LAW 252 (permission of the PWAD chair and instructor); MUSC 289; PLCY 455; POLI 250, 260, 416, 423, 444, 450, 457, 469; PSYC 499; PWAD 355; RELI 481; RUSS 475; SLAV 084, 085, 465, 467; SOCI 442

National and International Defense and Security

AFRI 520; ANTH 280; ARAB 452; COMM 390 (with approval, based on the topic), 575; ECON 460; ENST 108; GEOG 120, 453; HIST 134, 213, 262, 277, 577; HPM 634; LAW 252 (permission of the PWAD chair and instructor); PLCY 101, 201, 220, 455; POLI 150, 231, 250, 252, 253, 259, 260, 423, 443, 444, 446, 447, 450, 469; PSYC 499; PWAD 352; RELI 481; RUSS 475; SLAV 084, 085, 465, 467

The Evolution of Warfare

COMM 390 (with approval, based on topic); ENGL 660; HIST 212, 213, 254, 262, 263, 268, 275, 277, 281, 368, 369, 373, 421, 422, 432, 517, 564, 565, 570, 577; MUSC 289; POLI 150, 444, 446, 447; PSYC 499 (with approval, based on topic); PWAD 352, 355; SLAV 465

PWAD 395 Internship in Peace, War, and Defense; 396 Independent Study in Peace, War, and Defense; 490 Selected Topics in Peace, War, and Defense; and PWAD 690, 691H, and 692H may be substituted for courses in the major with the permission of the chair.

All General Education requirements must be met. Majors should consider, in fulfilling General Education requirements, the following courses as helpful preparation for the curriculum: ANTH 101; ECON 101; HIST 127, 128, 140, 158, 159; MATH 152; PHIL 160, 170; POLI 100, 150, 239; PSYC 101; SOCI 101; and STOR 151.

Honors in Peace, War, and Defense

Majors who earn at least a 3.3 overall grade point average and at least a 3.3 grade point average in the major through their junior year

may on application to the chair of the curriculum enroll in PWAD 691H and 692H Honors in Peace, War, and Defense. Students interested in honors should take a seminar in peace, war, and defense (PWAD 690), a seminar in history (HIST 391–397), or another course that provides background in research design. For students who wish to write an honors thesis in their senior year, a thesis topic should be approved by an appropriate thesis director by the end of the junior year. Students prepare an honors thesis in PWAD 691H and 692H and defend it orally. Based on faculty evaluation, the baccalaureate degree may be conferred with honors or with highest honors, or merely with course credit.

Special Opportunities in Peace, War, and Defense

Departmental Involvement

Undergraduates can participate in the activities and programs of the Triangle Institute for Security Studies at no cost by becoming a Wickersham Scholar. To become a scholar, a student must have a faculty sponsor and a demonstrated interest in international security studies. For more information contact Carolyn Pumphrey at (919) 613-9280 or pumphrey@duke.edu.

Experiential Education

With the permission of the chair, majors can under special circumstances gain academic credit for unpaid internships or employment that relates directly to national and international security.

Study Abroad

The curriculum encourages all undergraduates to study abroad, either for a summer, semester, or entire year. Students should consult the study abroad Web site at studyabroad.unc.edu and visit the Study Abroad Office as early as possible in their course of study to meet with a study abroad advisor. A number of foreign programs contain courses that qualify for major credit. Of particular usefulness is study at the King's College, University of London War Studies Department, the closest analogue to the Curriculum in Peace, War, and Defense in the English-speaking world and a program with a renowned faculty. Students with at least a 3.3 grade point average are eligible to apply to King's College. While supervision arrangements need to be negotiated and agreed with relevant faculty, students writing honors theses in their senior year may also apply to spend the year at King's College.

Undergraduate Research

Students who qualify are encouraged to experience original research by writing a senior honor thesis described in the honors section above.

Graduate School and Career Opportunities

The curriculum prepares majors for graduate work in several of the humanities and social sciences, for a variety of professional schools, and for a wide range of employment. Graduates work for federal agencies, state and local governments, nongovernmental organizations, businesses, and other employers. Others have attended graduate and professional schools in government, history, international relations, and law. The curriculum's strength is its broad interdisciplinary perspective combined with its depth of focus on topics that span the range of human experience across time and national boundaries, from science and technology to ethics and public policy.

Contact Information

The curriculum's offices are on the fourth floor of Hamilton Hall, where visitors and members of the University community are always welcome. Prospective majors should visit the chair of the curriculum, the program's administrator/manager, and the Web site at www.unc.edu/depts/pwad as soon as they become interested.

PWAD

080 First-Year Seminar: The Devil and the Problem of Evil in Russian Literature (3). An exploration of how the devil and other representatives of "unclean power" have been portrayed in over seven centuries of Russian literature. Readings include texts by Gogol, Dostoevsky, and Bulgakov.

084 First-Year Seminar: Terror for the People: Terrorism in Russian Literature and History (SLAV 084) (3). See SLAV 084 for description.

085 First-Year Seminar: Children and War (SLAV 085) (3). See SLAV 085 for description.

101 Making American Public Policy (PLCY 101) (3). See PLCY 101 for description.

108 Our Energy and Climate Crises: Challenges and Opportunities (4). See ENST 108 for description.

120 World Regional Geography (GEOG 120) (3). See GEOG 120 for description.

132 Southeast Asia since the Early 19th Century (ASIA 132, HIST 132) (3). See HIST 132 for description.

134 Modern East Asia (ASIA 134, HIST 134) (3). See HIST 134 for description.

150 International Relations and World Politics (POLI 150) (3). See POLI 150 for description.

201 Introduction to Public Policy (PLCY 201) (3). See PLCY 201 for description.

212 History of Sea Power (HIST 212) (3). See HIST 212 for description.

213 Air Power and Modern Warfare (AERO 213, HIST 213) (3). See HIST 213 for description.

215 Peace and War (HIST 215) (3). See HIST 215 for description.

220 The Politics of Public Policy (PLCY 220) (3). See PLCY 220 for description.

231 Latin America and the United States in World Politics (POLI 231) (3). See POLI 231 for description.

250 Asia and World Affairs (ASIA 250, POLI 250) (3). See POLI 250 for description.

252 International Organizations and Global Issues (POLI 252) (3). See POLI 252 for description.

253 Problems in World Order (POLI 253) (3). See POLI 253 for description.

254 War and Society in Early Modern Europe (HIST 254) (3). See HIST 254 for description.

259 Evolution of the International System (POLI 259) (3). See POLI 259 for description.

260 Crisis and Change in Russia and Eastern Europe (POLI 260, SOCI 260) (3). See POLI 260 for description.

262 History of the Holocaust: The Destruction of the European Jews (HIST 262, JWST 262) (3). See HIST 262 for description.

263 Military, War, and Gender in Movies (HIST 263) (3). See HIST 263 for description.

268 War, Revolution, and Culture: Trans-Atlantic Perspectives, 1750–1850 (HIST 268) (3). See HIST 268 for description.

272 The Ethics of Peace, War, and Defense (PHIL 272, POLI 272) (3). See PHIL 272 for description.

275 History of Iraq (ASIA 275, HIST 275) (3). See HIST 275 for description.

277 The Conflict over Israel/Palestine (ASIA 277, HIST 277) (3). See HIST 277 for description.

280 Anthropology of War and Peace (ANTH 280) (3). See ANTH 280 for description.

281 The Pacific War, 1937–1945: Its Causes and Legacy (ASIA 281, HIST 281) (3). See HIST 281 for description.

289 Sounds of War and Revolution since 1750 (MUSC 289) (3). See MUSC 289 for description.

350 National and International Security (3). Permission of the curriculum. Introduction to the problem of war and violent conflict in human experience and the contemporary world, and efforts to prevent, avoid, or ameliorate war and its effects.

351 Global History of Warfare (HIST 351) (3). See HIST 351 for description.

352 History of Intelligence Operations (3). This course reviews the historic development of intelligence organizations and operations. The primary focus is on the modern world and the correlation between intelligence and national security concerns.

355 Terrorism and Political Violence (3). This course is a multidisciplinary analysis of the phenomena of terrorism and political violence, their history, causes, the threat they pose, and what steps the United States can take in response.

368 War and American Society to 1903 (HIST 368) (3). See HIST 368 for description.

369 War and American Society, 20th Century (HIST 369) (3). See HIST 369 for description.

373 The United States in World War II (HIST 373) (3). See HIST 373 for description.

376 The Rhetoric of War and Peace (COMM 376) (3). See COMM 376 for description.

395 Internship in Peace, War, and Defense (3). Internship in Peace, War, and Defense. Students are encouraged to undertake unpaid internships with various branches of the federal government, international organizations, and selected nongovernment organizations. Students may receive college credit for their work, with the written approval of the department chair.

396 Independent Study in Peace, War, and Defense (1–6). Permission of the instructor. Independent study and reading. Special reading and research activities in a selected field under the supervision of a faculty member.

416 Constitutional Policies and the Judicial Process (POLI 416) (3). See POLI 416 for description.

421 Alexander (HIST 421) (3). See HIST 421 for description.

422 Ancient Greek Warfare (HIST 422) (3). See HIST 422 for description.

423 Peace Settlements in Ethnically Divided Societies (POLI 423) (3). See POLI 423 for description.

442 Conflict and Bargaining (SOCI 442) (3). See SOCI 442 for description.

443 American Foreign Policy: Formulation and Conduct (POLI 443) (3). See POLI 443 for description.

444 Terrorism (3). As a class, we will seek to understand the causes of terrorist behavior, including why individuals are motivated to hate each other, how terrorists form groups, and why terrorists use certain tactics. We will also discuss how governments respond to terrorism, the international implications of terrorist campaigns, and prospects for conflict resolution.

446 Defense Policy and National Security (AERO 446, POLI 446) (3). See POLI 446 for description.

447 Theory of War (POLI 447) (3). See POLI 447 for description.

450 Contemporary Inter-American Relations (POLI 450) (3). See POLI 450 for description.

452 Imagining Palestine (ARAB 452) (3). See ARAB 452 for description.

453 Political Geography (GEOG 453) (3). See GEOG 453 for description.

455 9/11 and Its Aftermath (PLCY 455) (3). See PLCY 455 for description.

457 International Conflict Processes (POLI 457) (3). See POLI 457 for description.

460 International Economics (ECON 460, EURO 460) (3). See ECON 460 for description.

465 Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (JWST 465, SLAV 465) (3). See SLAV 465 for description.

467 Language and Political Identity (SLAV 467) (3). See SLAV 467 for description.

469 Conflict and Intervention in the Former Yugoslavia (POLI 469) (3). See POLI 469 for description.

475 Literature of Russian Terrorism: Arson, Bombs, Mayhem (RUSS 475) (3). See RUSS 475 for description.

481 Religion, Fundamentalism, and Nationalism (RELI 481) (3). See RELI 481 for description.

490 Special Topics in Peace, War, and Defense (3). Subject matter will vary with instructor, but will focus on some particular topic or historical approach. Course description available from departmental office.

517 Military, War, and Gender in Comparative Perspective, 18th to 20th Centuries (3). This course introduces students to the gender history of military and war in a comparative perspective, with a focus on Germany and the United States from the 18th to the 20th Century.

520 Contemporary Southern Africa (AFRI 520) (3). See AFRI 520 for description.

564 Revolution and Nation Making in America, 1763–1815 (HIST 564) (3). See HIST 564 for description.

565 Civil War and Reconstruction, 1848–1900 (HIST 565) (3). See HIST 565 for description.

570 The Vietnam War (ASIA 570, HIST 570) (3). See HIST 570 for description.

574 War and Culture (COMM 574) (3). See COMM 574 for description.

575 Presidential Rhetoric (3). The power of the presidency depends in part upon the president's ability to rally public opinion, which depends upon the president's ability to use the "bully pulpit." This course examines the hurdles presidents face, and the steps presidents take to shape opinion.

577 United States Foreign Relations in the 20th Century (HIST 577) (3). See HIST 577 for description.

634 Public Health Issues in Community Preparedness and Disaster Management (HPM 634) (3). See HPM 634 for description.

652 International Law (LAW 252) (3). See LAW 252 for description.

659 War in 20th-Century Literature (ENGL 659) (3). See ENGL 659 for description.

660 War in Shakespeare's Plays (ENGL 660) (3). See ENGL 660 for description.

690 Seminars in Peace, War, and Defense (3). Seminars on aspects of peace, war, and defense. Past topics have included arms control, public opinion and national security, and the Cold War.

691H Honors in Peace, War, and Defense (3). Permission of the instructor. Directed research on an independent basis for majors who are preparing an honors thesis and for the oral examination on the thesis.

692H Honors in Peace, War, and Defense (3). Prerequisite, PWAD 691H. Directed research on an independent basis for majors who are preparing an honors thesis and for the oral examination on the thesis.

Department of Philosophy

philosophy.unc.edu

GEOFFREY SAYRE-McCORD, *Chair*

Distinguished Professors

Simon Blackburn, Bernard Boxill, Geoffrey Brennan, Michael Corrado, Thomas E. Hill Jr., Marc Lange, William G. Lycan, Gerald J. Postema, C.D.C. Reeve, Geoffrey Sayre-McCord, Susan Wolf.

Professors

Dorit Bar-On, Douglas MacLean, Alan Nelson, Keith Simmons.

Associate Professors

Thomas Hofweber, Ram Neta, L.A. Paul, John Roberts.

Assistant Professors

Matt Kotzen, Ryan Preston-Roedder.

Distinguished Research Professors

Marilyn Adams, Robert Adams.

Adjunct Professors

James Lesher, Jesse Prinz, Rebecca Walker.

Senior Lecturer

Jan Boxill.

Lecturer

Warren A. Nord.

Professors Emeriti

Edward M. Galligan, Douglas C. Long, Stanley Munsat, Michael D. Resnik, George Schlesinger, Richard A. Smyth, Robert D. Vance.

Introduction

The principal goal of the study of philosophy is to enable students to think more clearly, deeply, and appreciatively about themselves and their world. Study of philosophy enhances analytical, critical, and interpretive capacities that are applicable to any subject matter in almost any context. It provides many opportunities for expressing oneself, for reflecting on questions that human beings have pondered for millennia, for exchanging reasoned beliefs and engaging in focused debate, and for learning how to come to terms with problems for which there are no easy answers. A good philosophical education also helps to prepare students for responsible and intelligent participation in political and community affairs.

The most important outcome of philosophical study is the ability to engage in thinking that is at once disciplined and imaginatively creative. While such thinking lies at the heart of the philosophical enterprise, it is also needed for success in any complex intellectual or practical endeavor. Philosophy's attention to critical thought, rigorous argument, and articulate expression makes the philosophical curriculum absolutely central to a liberal education and valuable as a basis for further training in a wide variety of pursuits.

Examples of philosophical questions are

- How should we understand truth, existence, validity, fact, value, free will?
- What are the principles or presuppositions of science, language, political systems, religious and moral views?
- What is the nature of a person, of space and time, of a work of art?
- What is the wisdom of the past on these enduring questions? How can we learn from people like Plato, Aristotle, Descartes, and Kant?

Students are encouraged to view philosophy not as a specialized, esoteric discipline, but instead as an activity integral to a liberal arts education, helping students to think more cogently and appreciatively about themselves and their world.

The Department of Philosophy is part of the College of Arts and Sciences. Philosophy may be taken by students in the college as an elective, as a major, as a minor, as a part of a double major, or as part of an interdisciplinary minor in philosophy, politics, and economics; it also may be taken to meet certain General Education requirements as well as the Approaches requirement in philosophical and moral reasoning. PHIL 101, 110, or 112 is recommended as a first course for those interested in philosophical issues and their cultural significance and for those who wish to examine a broad range of philosophical topics, problems, or historical figures. Other good starting points are PHIL 155, which deals with logic and the analysis of argument; PHIL 160, which deals with moral thought and experi-

ence; and PHIL 150, which deals with the concepts, methods, and foundations of the biological and physical sciences.

Courses numbered below 199 have no prerequisites. These serve as suitable first courses in philosophy for many students, as do some courses below 299, in particular, PHIL 230, 266, and 280. Courses numbered 101 to 120 are general survey courses. Courses numbered 130 to 290 are oriented toward particular problems or topics. Courses numbered 210 to 229 concern the history of philosophy. Courses numbered 300 to 399 are designed for advanced undergraduates and majors and carry a prerequisite of one course in philosophy. (Some may carry additional prerequisites.) Courses between 400 and 699 are for advanced undergraduates as well as graduate students. Detailed information on upcoming courses is available on the department's Web site at philosophy.unc.edu/CHPClasses.htm.

PHIL 155 is recommended for all students who major or minor in philosophy.

Programs of Study

The degree offered is the bachelor of arts with a major in philosophy. Also offered are a minor in philosophy and an interdisciplinary minor in philosophy, politics, and economics (PPE).

Majoring in Philosophy: Bachelor of Arts

Departmental Requirements

- Nine PHIL courses, at least six of which are numbered above 199
- The nine courses must include at least one course in three of the following four distribution areas:
  - History of philosophy: courses above 100 with a second digit of 1 or 2
  - Metaphysics, epistemology, philosophy of mind, and philosophy of language: courses above 100 with a second digit of 3 or 4
  - Logic and philosophy of science: courses above 100 with a second digit of 5
  - Value theory: courses above 100 with a second digit of 6, 7, or 8

While first-year seminars may be used in the major core, they are numbered below 100, and their second digits do not correspond to the four distribution areas above. Further information on the major can be found on the department's Web site at philosophy.unc.edu/undergraduate-program.

Within the framework of the major, students can elect a prelaw concentration designed specifically for those planning on pursuing a career in law. Professors Corrado and Postema, both of whom also hold appointments in the School of Law, are available to advise those electing this concentration.

Minoring in Philosophy

A minor in philosophy requires five philosophy courses, including at least one course in each of three of the four areas listed above. No more than three may be from courses numbered 199 or below.

Minoring in Philosophy, Politics, and Economics (PPE)

The PPE minor requires five courses: PHIL 384 Introduction to PPE, 698 Capstone Course, and three additional courses—one each from philosophy, political science, and economics—selected from the PPE approved listing. Detailed information is available on the program's Web site at philosophy.unc.edu/undergraduate-program/the-ppe-minor.

Honors in Philosophy

Students who have at least a 3.2 grade point average may be eligible to write an honors thesis during their senior year. Students writing honors theses take two semesters of honors thesis coursework (PHIL 691H and 692H). Students registered for 691H or 692H will meet periodically as a group, organized by the director of undergraduate studies, to present and discuss their research in progress. Departmental approval is required. Interested students are encouraged to contact the director of undergraduate studies for more information.

Special Opportunities in Philosophy

Undergraduate Philosophy Club

This group meets weekly to discuss topics of interest and the work of current faculty members. The club sponsors an annual undergraduate philosophy symposium. Detailed information is available on the program's Web site at philosophy.unc.edu/undergraduate-program/philosophy-club.

Phi Sigma Tau

The Eta Chapter of the international honor society in philosophy is open to students who have completed a minimum of four philosophy courses and have a cumulative 3.2 GPA.

Study Abroad

The Department of Philosophy enjoys close relations with a number of departments in Australia, New Zealand, and the United Kingdom and is willing and able to work closely with the Study Abroad Office to arrange opportunities for study in these and other countries.

Undergraduate Research

There are opportunities for students to work closely with faculty members in the Department of Philosophy on individual research projects. This usually takes the form of an honors thesis project. It may also be done as a directed readings course.

Speaker Series

The Department of Philosophy sponsors a series of talks given by distinguished philosophers from around the world, as well as work-in-progress talks by faculty and graduate students. All students are welcome to attend all of these talks. The talk schedule can be found online at philosophy.unc.edu/events/invited-seminar-series.

Undergraduate Symposium

The Philosophy Club and Phi Sigma Tau coordinate a student conference of selected papers. The one-day conference is set in the format of a professional conference during which students have an opportunity to present their research.

Intercollegiate Ethics Bowl

The Intercollegiate Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles learned in their ethics classes. The team sent to the Ethics Bowl competition will be selected from those registered in the course. For more information contact Professor Jan Boxill, Director, Parr Center for Ethics, Caldwell 207A, (919) 962-3317, jmboxill@email.unc.edu.

Career Opportunities

A major in philosophy is an excellent preparation for many careers in which clear thinking and analytical ability are valued. Some majors choose to pursue graduate work in philosophy in preparation for college or university teaching (Ph.D. normally required), but the philosophy major also provides the form of rigorous and systematic intellectual training that is of crucial importance in law, medicine, business, and other fields.

Contact Information

Professor John Roberts, Director of Undergraduate Studies, CB# 3125, 102B Caldwell Hall, (919) 962-3325, johnroberts@unc.edu.

For more detailed descriptions of the courses offered each semester, and more detailed information about faculty, visit the department's home page at philosophy.unc.edu.

PHIL

051 First-Year Seminar: Who Was Socrates? (3). Socrates is the quintessential philosopher—a man for all seasons, a foundational figure of the West.

052 First-Year Seminar: Reason and Religion at the Dawn of Modern Science (3). Students will read some of the most important philosophical reflections of the 17th and 18th centuries.

053 First-Year Seminar: Theories in Human Nature (3). Students will explore a variety of issues that arise when human beings begin to reflect on our own natures and will be introduced to main theories that have been developed.

054 First-Year Seminar: Thinking about Time (3). What is time? Do the past and the future exist, or only the present? Is the "flow of time" an objective feature of reality?

055 First-Year Seminar: Paradoxes (3). Paradoxes have been a driving force in philosophy since the fourth century BCE. They force us to rethink old ideas and conceptions.

056 First-Year Seminar: Abortion (3). A general philosophical discussion of the value of life, the evil in death, and the wrongness of killing.

057 First-Year Seminar: Race and Affirmative Action (3). The goal of the course is to get a mature and correct understanding of race, racism, and affirmative action.

058 First-Year Seminar: From Vengeance to Mercy: Dealing with Evil (3). This course will explore the ethical dimensions of the responses to evil that we have developed over history. Revenge, retribution, reparation; hatred, resentment, forgiveness; punishment, pardon, mercy.

063 First-Year Seminar: Mind, Brain, and Consciousness (3). What are minds and how are they related to bodies?

065 First-Year Seminar: Philosophy through Mathematics (3). This seminar introduces several of the central problems in philosophy through reflection on the nature of mathematics.

066 First-Year Seminar: Ethics: Theoretical and Practical (3). This seminar examines theoretical issues, relativism, utilitarianism, deontological ethics, and virtue ethics.

067 First-Year Seminar: Issues in a World Society: Sports and Competition (3). This seminar examines ethical issues in sports, including Title IX, gender equity, racism, sexism, cheating, violence, and drug use.

068 First-Year Seminar: Moral Life (3). This course will explore the meaning of basic moral concepts as they are understood in philosophy, science, and art.

076 First-Year Seminar: Is Free Will an Illusion? (3). This course will examine whether our belief in freedom of action is compatible with the modern picture of ourselves.

077 First-Year Seminar: Moral Weakness and Conscience (3). Is man's reason a powerful thing: if one had knowledge or belief about something that should be done, would that be enough to position one to do it?

078 First-Year Seminar: Death as a Problem for Philosophy: Metaphysical and Ethical (3). This course explores both old and new questions regarding death. It will examine the presuppositions and cogency of the classical religious-philosophical conception of death.

079 First-Year Seminar: Words That Bind: The Structure of Constitutions (3). In this seminar we will examine a number of constitutions and try to determine what makes a constitution better or worse, and when it makes sense to borrow constitutional principles from other countries. We will also try our hand at designing a constitution.

085 First-Year Seminar: Reason, Religion, and Reality in the Copernican Revolution (3). The arguments by which Galileo and his contemporaries defended the Copernican model of the solar system puzzle philosophers even today.

101 Introduction to Philosophy: Main Problems (3). An introduction to philosophy focusing on a few central problems, for example: free will, the basis of morality, the nature and limits of knowledge, and the existence of God.

110 Introduction to Philosophy: Great Works (3). An introduction to philosophy focusing on several great books from the history of Western philosophy. See course description at the department's website for which books will be covered each semester.

112 Making Sense of Ourselves (3). An examination of some of the most influential attempts to understand human beings, their lives, and their moral and political values. Authors include Plato, Aristotle, St. Matthew, Nietzsche, and Rand.

134 Philosophy of Western Religion (RELI 126) (3). A philosophical inquiry into the problems of religious experience and belief, as expressed in philosophic, religious, and literary documents from traditional and contemporary sources.

145 Language and Communication (LING 145) (3). An examination of the differences between natural human languages and other communication systems. Includes a philosophical inquiry into how languages relate to the world and the mind.

150 Philosophy of Science (3). What is distinctive about the kind of knowledge called "science"? What is scientific explanation? How are scientific theories related to empirical evidence?

154 Philosophy of the Social Sciences (3). How do social sciences explain human actions? Are there social facts over and above facts about various individuals? Do values enter into social science?

155 Introduction to Mathematical Logic (3). Introduces the theory of deductive reasoning, using a symbolic language to represent and evaluate patterns of reasoning. Covers sentential logic and first-order predicate logic.

157 Logic and Decision Theory (3). A broader discussion of practical reasoning, including inductive and deductive logic, which provides a good introduction to decision and game theory that is important for the social sciences, especially economics.

160 Introduction to Ethics (3). Exploration of different philosophical perspectives about right and wrong, personal character, justice, moral reasoning, and moral conflicts. Readings drawn from classic or contemporary sources. Critical discussion emphasized.

163 Practical Ethics (3). Topics may include war, medical ethics, media ethics, sexual ethics, business ethics, racism, sexism, capital punishment, and the environment.

164 Morality and Business (3). An examination of business ethics and the types of ethical dilemmas people may face in business practices.

165 Bioethics (3). An examination of ethical issues in the life sciences and technologies, medicine, public health and/or human interaction with nonhuman animals or the living environment.

170 Social Ethics and Political Thought (3). An examination of major issues in political philosophy, e.g. liberty, individual rights, social responsibility, legal authority, civil authority, civil disobedience. Readings include classical and contemporary writings.

185 Introduction to Aesthetics (3). The nature of art and artworks and their aesthetic appraisal.

210 Ancient Greek Philosophy (3). The emergence of philosophy in Greece during the sixth century BCE and its development during the classical period. The major figures studied are the Pre-Socratic philosophers, Socrates, Plato, and Aristotle.

213 Asian Philosophy (3). An examination of some of the philosophical traditions of Asia. Possible topics include Advaita Vedanta, Nyaya-Vaisheshika, Madhyamaka Buddhism, neo-Confucianism, Mohism, and philosophical Taoism.

215 Medieval Philosophy (3). A survey of medieval philosophy from Augustine through Ockham. Topics: God and the world, faith and reason, knowledge and reality, the problem of universals. Additional main authors: Anselm, Aquinas, Duns Scotus.

220 Modern Philosophy: Descartes to Hume (3). Required preparation, one course in philosophy. The writings of Descartes, Spinoza, Locke, Berkeley, Leibniz, and Hume on such questions as, Can we know that the things we see and touch are real and not a dream?

224 Existential Philosophy (3). A survey of European philosophers in the phenomenological and existentialist traditions. Philosophers studied may include Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Camus.

228 American Philosophy (3). An exploration of the distinctively American approaches to philosophy from Jonathan Edwards to the present.

229 20th-Century Western Philosophy (3). An introductory survey of British and continental philosophy in the 20th century.

230 Experience and Reality (3). Topics in metaphysics, such as, Is your mind different from your brain? Is time travel possible? What are cause and effect? What makes you today and yesterday the same person?

266 Ethics of Sports (3). An analysis of the moral significance of sports, the nature of sport and competition, and issues such as racism, gender equity, violence, and performance-enhancing drugs.

272 The Ethics of Peace, War, and Defense (POLI 272, PWAD 272) (3). An analysis of ethical issues that arise in peace, war, and defense; e.g. the legitimacy of states, just war theory, terrorism, weapons of mass destruction.

273 Philosophical Perspectives on Social Justice (3). This course will focus on justice and the common good, applying theoretical justifications to contemporary social and economic issues. Readings will include classical and contemporary literature on the nature of justice and rights.

274 African American Political Philosophy (AFAM 274) (3). Race, identity, discrimination, multiculturalism, affirmative action, and slave reparations in the writings of Walker, Delany, Douglass, Cooper, DuBois, King, and Malcolm X.

275 Moral and Philosophical Issues of Gender in Society (WMST 275) (3). A survey of feminist perspectives on topics such as the meaning of oppression, sexism and racism, sex roles and stereotypes, ideals of female beauty, women in the workplace, pornography, rape.

280 Morality and Law (3). Explores issues in legal philosophy such as, What is law? Does it serve justice or undermine it? Can punishment be justified? When is a person responsible?

282 Human Rights: Philosophical Interrogations (3). The philosophy of human rights addresses questions about the existence, content, nature, universality, justification, and legal status of human rights. The strong claims made on behalf of human rights frequently provoke skeptical doubts and countering philosophical defenses. These will be addressed through classical and contemporary history of philosophy.

285 Moral and Philosophical Issues in Education (3). A critical examination of the moral and philosophical issues in education: What does it mean to be well educated? What is a liberal education?

310 Topics in the History of Philosophy (3). An in-depth study of a particular historical philosopher, a particular period in the history of philosophy, an important philosophical book, or a particular philosophical movement. Topics vary.

330 Metaphysics (3). An examination of general theories of the nature of reality. What kinds of things exist? What are space, time, and causation? Are abstract entities (such as numbers) real?

335 Theory of Knowledge (3). What is knowledge and how does it relate to belief, justification, and truth? What makes beliefs reasonable or irrational? Can skepticism be defeated?

340 Philosophy of Mind (3). The mind-body problem, the nature of thinking, the puzzles of consciousness, and the qualitative character of felt experience.

345 Reference and Meaning (3). Survey of major topics in contemporary philosophy of language. Topics may include truth and meaning, speech acts, reference, descriptions, names, and demonstratives.

351 Philosophy of Physics (3). Recommended preparation, at least one course in philosophy. Topics may include the nature of space and time, the ontological status of fields and energy, or causation and locality in quantum physics.

352 Philosophy of Biology (3). Recommended preparation, at least one course in philosophy or in a biological science. Philosophical issues raised by biological theories, which may include the logical structure of evolutionary theory, fitness, taxonomy, the notion of a living thing, reductionism, evolutionary explanations, or teleology.

353 Philosophy of Cognitive Science (3). Philosophical questions raised by linguistics, computer science, cognitive psychology, and neuroscience. Topics may include the innateness of language, artificial intelligence, and the neural correlates of consciousness.

356 Topics in Mathematical Logic (3). Prerequisite, PHIL 155. Topics may include the predicate calculus with identity and the metalogic of formal systems, modal logic, decision theory, alternative logics, probability, and induction.

357 Induction, Probability, and Confirmation (3). Current accounts of evidence and observation, the confirmation of scientific theories, the logic of inductive reasoning, and the metaphysics and epistemology of chance.

360 History of Ethics (3). PHIL 160 recommended. Major developments in the history of moral philosophy, from Plato to Nietzsche.

362 Contemporary Ethical Theory (3). Using 20th- and 21st-century texts, this course explores some general questions about morality in depth. For example, Is there moral truth? Are any moral rules absolute? Why be moral?

364 Ethics and Economics (PLCY 364) (3). Recommended preparation, at least one course in ethics (PHIL 160, 163, or 170) or one course in economics. Issues at the intersection of ethics and economics, including value; the relation between values and preferences; rationality; the relevance to economics of rights, justice, and the value of human life.

368 Environmental Ethics (ENST 368) (3). The meaning of environmental values and their relation to other values; the ethical status of animals, species, wilderness, and ecosystems; the built environment; environmental justice; ecofeminism; obligations to future generations.

370 Political Philosophy (3). Advanced discussion of competing philosophical approaches to questions of justice, authority, freedom, rights, and the like, including libertarianism, liberalism, communitarianism, Marxism, and feminism.

384 Introduction to Philosophy, Politics, and Economics (ECON 384, POLI 384) (3). Permission of the department required; one course in economics strongly recommended. This interdisciplinary gateway course provides an introduction to subjects and quantitative techniques used to analyze problems in philosophy, political science, and economics.

390 Seminar in Selected Topics (3). Intensive exploration and discussion of selected topics in philosophy.

396 Directed Readings (3). Permission of the instructor. See the director of undergraduate studies of the department.

397 Colloquium for Philosophy Majors (3). Students will present papers on selected topics for critical discussion. Recommended for philosophy majors in their junior year.

411 Aristotle (3). An examination of some representative works of Aristotle, with reference to common emphases and basic problems, together with an analysis of their philosophic content.

412 Plato (3). An examination of some representative works in the context of contemporary scholarship.

415 Topics in Medieval Philosophy (3). An intensive study of some medieval philosophical author (e.g., Aquinas, Scotus, or Ockham) or topic (e.g., arguments for the existence of God, universals, knowledge of individuals).

421 Rationalism (3). An in-depth study of the continental rationalist philosophers Descartes, Spinoza, and Leibniz.

422 Empiricism (3). An in-depth study of the British empiricist philosophers Locke, Berkeley, and Hume.

423 Kant (3). An intensive introduction to Kant's accounts of space, time, concepts, perception, substance, causation, and the thinking self through a careful study of his masterwork, *The Critique of Pure Reason*.

427 Hegel (3). In-depth study of Hegel's systematic philosophy emphasizing its roots in Kant's critical philosophy. Primary focus on *Phenomenology of Spirit*, supplemented by selections from the *Encyclopedia* and *Philosophy of Right*.

428 History of American Philosophy (3). An in-depth study of American contributions to philosophy, including for example the transcendentalists, the pragmatists, Quine, Rorty, and others.

432 The Beginnings of Analytic Philosophy (3). Two courses in philosophy other than PHIL 155 strongly recommended. Frege, Russell, Moore, and Wittgenstein among others are considered.

433 Current Issues in Analytic Philosophy (3). Two courses in philosophy other than PHIL 155 strongly recommended. Recent work in epistemology and metaphysics.

440 Philosophy of Mind (3). At least two courses in philosophy other than PHIL 155, including PHIL 340, strongly recommended. An examination of dualism, behaviorism, the identity theory, and forms of functionalism with special focus on the problems of mental aboutness and the problems of consciousness.

445 Philosophy of Language (LING 445) (3). At least two courses in philosophy other than PHIL 155, including PHIL 345, strongly recommended. A study of important contemporary contributions in philosophy of language. Topics include meaning, reference, and truth.

450 Philosophy of Natural Sciences (3). An in-depth survey of general issues in contemporary philosophy of natural science intended for advanced philosophy students. Topics include confirmation, explanation, theory-choice, realism, reduction.

451 Philosophy of Physics (3). Topics may include the nature of space and time, the ontological status of fields and energy, or causation and locality in quantum physics.

452 Philosophy of Biology (3). The logical structure of evolutionary theory, fitness, taxonomy, the notion of a living thing, reductionism, evolutionary explanations, teleology.

453 Philosophy of Psychology (3). Topics may include reasoning, the relationship between language and thought, concepts, moral cognition, and emotions.

454 Philosophy, History, and the Social Sciences (3). The nature of historical explanation, structural and functional explanation, the weighing of historical testimony, the concept of meaning, normative judgments and predictions in the social sciences.

455 Symbolic Logic (LING 455) (3). Introduction for graduates and advanced undergraduates not taking the PHIL 155–356 sequence.

456 Advanced Symbolic Logic (3). Prerequisite, PHIL 455. Presupposes propositional and quantificational logic as a basis of further deductive development with special attention to selected topics: alternative systems, modal and deontic logic, inductive logic, the grammar of formalized languages, paradoxes, and foundations of mathematics.

457 Set Theory and Logic (3). Prerequisite, PHIL 455. Permission of the instructor for students lacking the prerequisite. Natural and real numbers. Infinite cardinal and ordinal numbers. Alternative axiom systems and their consistency problems.

459 Philosophy of Mathematics (3). Prerequisite, PHIL 455. Philosophical problems concerning logic and the foundation of mathematics.

460 Selected Topics in the History of Moral Philosophy (3). Two courses in philosophy other than PHIL 155, including PHIL 360, strongly recommended. Examination of classic texts of Plato, Aristotle, Aquinas, Hobbes, Butler, Hume, Kant, and Mill. Selections may vary from year to year.

462 Contemporary Moral Philosophy (3). Required preparation, two courses in philosophy other than PHIL 155, including PHIL 362. Advanced discussion of moral issues such as fact and value, reason and morality, the nature of morality.

463 Contemporary Moral and Social Problems (3). Two courses in philosophy other than PHIL 155 strongly recommended. A detailed examination of one or more of the following contemporary issues: environmental ethics, animal rights, abortion, euthanasia, pornography, racism, sexism, public versus private morality.

465 Justice in Health Care (3). One course in philosophy strongly recommended. Medical students welcome. The course will focus on the question of how scarce health care resources ought to be distributed in order to meet the demands of justice.

468 Risk and Society (3). Prerequisite, PHIL 155. One additional course in philosophy strongly recommended. The course examines attitudes toward risk and how they affect our preferences for different public policies in the areas of environmental protection, technology regulation, and workplace and product safety.

470 Political Philosophy from Hobbes to Rousseau (3). Two courses in philosophy other than PHIL 155, including PHIL 170 or 370, strongly recommended. Explores the foundations of justice and authority in the idea of contract or covenant, the nature of law, rights, liberty, and democracy in the work of Hobbes, Locke, Hume, Rousseau.

471 Hegel, Marx, and the Philosophical Critique of Society (3). An examination of central issues in social and political philosophy as they figure in the work of Hegel, Marx, Nietzsche, and others.

473 American Political Philosophy (3). One course in philosophy other than PHIL 155 strongly recommended. Juniors and seniors only. The issue of unity and diversity in America is analyzed through the writings of Jefferson, the Federalists and Anti-Federalists, Calhoun, MacKinnon, DuBois, and Rawls.

474 Foundations of Modern Political Philosophy (3). Prerequisite, PHIL 170. This course traces the emergence and development of central themes of modern political philosophy from the 13th through the 17th century.

475 Philosophical Issues in Gender, Race, and Class (WMST 475) (3). Prerequisite, PHIL 275 or WMST 101. Examines in greater depth and complexity one or more of the issues addressed in PHIL 275, investigating issues of gender, race, and class within the dominant theories of philosophy.

476 Recent Developments in Political Philosophy (3). Two courses in philosophy other than PHIL 155, including PHIL 370, strongly recommended. Investigation of major contemporary contributors (Rawls, Nozick, Dworkin, Cohen, Waldron, Arrow) to philosophical debate concerning justice, equality, liberty, democracy, public reason, or rights versus community.

480 Philosophy of Law (3). An exploration of whether and under what conditions the state has the right to control crime by punishment of past crimes and preventive detention to prevent future crimes.

482 Philosophy and Literature (CMPL 482) (3). Philosophical readings of literary texts, including novels, plays, and poems.

485 Philosophy of Art (3). Competing theories of art and art criticism. The relationship between art and emotional expression, the formal character of art, and standards of taste.

494 Existentialism and Phenomenology (3). A study of one or two major systematic works by Sartre, Heidegger, or Merleau-Ponty.

495 Health Care, Science, and Philosophy (3). Interdisciplinary course to develop critical thinking capacities through philosophical study of the nature of scientific presuppositions and concepts, including events, causality, and determinism, with specific application to health care issues.

560 Ethics Bowl (3). Prerequisites, PHIL 160, and 360 or 362 or 364 or 368. Ethics Bowl provides a unique experiential opportunity for students to apply theory to practical global issues. Students will prepare cases to present locally and at Ethics Bowl competition.

691H Courses for Honors (3). Permission of the director of undergraduate studies. See the director of undergraduate studies of the department.

692H Courses for Honors (3). Permission of the director of undergraduate studies. See the director of undergraduate studies of the department.

698 Philosophy, Politics, and Economics II: Capstone Course (ECON 698, POLI 698) (3). Prerequisite, PHIL 384. This capstone course advances PHIL 384, focusing on such theoretical and philosophical issues as the analysis of rights or distributive justice and the institutional implications of moral forms.

Physics and Astronomy

www.physics.unc.edu

ART CHAMPAGNE, *Chair*

Professors

Bruce Carney, Gerald N. Cecil, Arthur E. Champagne, Thomas B. Clegg, James Christopher Clemens, Louise A. Dolan, Jonathan H. Engel, Charles R. Evans, Paul H. Frampton, Christian G. Iliadis, Hugon J. Karwowski, Dmitri V. Khveshchenko, Jianping Lu, Laurie E. McNeil, Yee Jack Ng, Lawrence G. Rowan, Richard Superfine, Frank Tsui, Sean Washburn, John Wilkerson, Yue Wu, Otto Zhou.

Associate Professors

Laura Mersini-Houghton, Lu-Chang Qin, Daniel E. Reichart.

Assistant Professors

Fabian Heitsch, Reyco Henning, Sheila Kannappan, Rene Lopez, Amy Oldenburg.

Research Professor

Russell Taylor II.

Research Associate Professors

Mike Falvo, Alfred Kleinhammes, Nalin R. Parikh.

Research Assistant Professor

Guohua Cao, Edward Timothy O'Brien III, Jonathan M. Rutland.

Adjunct Professors

Fred Chaffee, Richard Hammond, Ryan M. Rohm, Pabitra Sen, Jie Tang.

Adjunct Associate Professor

Sha Chang.

Adjunct Assistant Professors

Yueh Lee, Murray Silverstone.

Lecturers

Alice Churukian, Duane Deardorff.

Professors Emeriti

Charles V. Briscoe, Sang-Il Choi, Wayne Christiansen, Morris S. Davis, Kian S. Dy, John P. Hernandez, William M. Hooke, Paul S. Hubbard, Horst Kessemeier, Edward J. Ludwig, J. Ross Macdonald, Eugen Merzbacher, Earl N. Mitchell, James A. Rose, Dietrich Schroeer, Stephen M. Shafroth, Lawrence M. Slifkin, William J. Thompson, Hendrick Van Dam, James W. York Jr.

Introduction

The goal of physics is a unified description of the properties of matter and energy. The study of matter and energy encompasses a wide range of phenomena from the subnuclear to the cosmological. Physics seeks to understand the way the universe "works," from the very small scale (quarks and neutrinos) to the human scale (materials encountered in daily life) to the structure of the cosmos. Different approaches and technologies are used in these different regimes.

The areas of active research at UNC–Chapel Hill can be divided into nuclear physics and nuclear astrophysics, condensed matter and materials physics, field and particle physics, astronomy and astrophysics, and biophysics. Often, the separation between subfields is not as distinct as it appears. For example, nuclear and particle physics is used to address questions in astrophysics. As scientists have learned more about the universe, they have realized that even the boundaries between the sciences have blurred. Today, physics shares interests with biology, chemistry, and computer science. Physicists are also responsible for the invention of much of our modern technology, including computers, lasers, medical imaging devices such as MRI and ultrasound, nuclear reactors, and the World Wide Web.

Physics has played a significant role in shaping modern society and culture, and some knowledge of physics is essential if one is to fully appreciate the world. As the frontiers of physics and astronomy have advanced, old questions have been answered or refined, new questions have been asked, and major surprises have been encountered. The joy of doing physics is "To see a world in a grain of sand and a heaven in a wild flower, hold infinity in the palm of your hand and eternity in an hour" (William Blake).

Programs of Study

The department offers the bachelor of science with a major in physics and the bachelor of arts with a major in physics (with options in standard physics, astronomy, and geophysics). A minor in astronomy and a minor in physics also are offered.

Majoring in Physics and Astronomy: Bachelor of Arts

B.A. Major in Physics and Astronomy: Standard Option

Departmental Requirements

- PHYS 201 or 301, and 211 or 311
- Two physics courses numbered above 200
- Two courses selected from physics courses numbered above 200 or from ASTR 501, 502, and 519

Additional Requirements

- CHEM 101/101L and 102/102L
- MATH 231, 232, 233, and 383
- Introductory Sequence: PHYS 116, 117, 128/128L

B.A. Major in Physics and Astronomy: Astronomy Option

Departmental Requirements

- ASTR 301, 501, 502, and 519
- PHYS 201 or 301, and 211 or 311
- One physics course numbered above 200

Additional Requirements

- ASTR 101/101L
- MATH 231, 232, 233, and 383
- Introductory Sequence: PHYS 116, 117, 128/128L

B.A. Major in Physics and Astronomy: Geophysical Option

Departmental Requirements

- PHYS 201 or 301, and 211 or 311
- Two physics courses numbered above 200
- Two courses selected from GEOL 515 and 518 and PHYS 422 and 660

Additional Requirements

- CHEM 101/101L and 102/102L
- MATH 231, 232, 233, 383
- Introductory Sequence: PHYS 116, 117, 128/128L

As part of these course requirements, candidates for the B.A. degree must earn grades of C (not C-) or higher in at least 18 credit hours of courses that are listed under Departmental Requirements.

Majoring in Physics and Astronomy: Bachelor of Science

Departmental Requirements

- MATH 528 and 529
- PHYS 301, 311, 312, 321, 331, 341, 351, 481L, 482L, 521
- Two courses selected from physics courses numbered above 300 (including 395) and from ASTR 291 and 391

Additional Requirements

- CHEM 101/101L and 102/102L
- MATH 231, 232, 233, 383
- Introductory Sequence: PHYS 116, 117, 128/128L

As part of these course requirements, candidates for the B.S. degree must earn degree grades of C (not C-) or better in at least 18 credit hours of courses that are listed under Departmental Requirements (not including MATH 528 and 529).

Most students will find it advantageous to defer some of the General Education requirements to the junior and/or senior year(s).

Various substitutions can be made, with the approval of the student's advisor, for required physics courses in the sophomore, junior, and senior years. PHYS 671L and/or 672L may be substituted for other laboratory courses (PHYS 481L, 482L), and courses chosen from PHYS 352, 415, 543, 545, 573, 595, and ASTR 301, 501, 502 may be substituted for PHYS 331 or 521.

Minoring in Astronomy

The minor in astronomy consists of five courses:

- Three semesters of introductory physics and astronomy (PHYS 116, 117; ASTR 101/101L)
- Two courses chosen from ASTR 291, 301, and 519

Minoring in Physics

The minor in physics consists of five courses:

- Three-semester introductory sequence of mechanics, electromagnetism, and modern physics, i.e., relativity and quantum mechanics (PHYS 116, 117, 128 and 128L)
- Two physics courses numbered above 200 that have as prerequisites one or more of the three courses listed above

Honors in Physics and Astronomy

The department offers an honors program for students majoring in physics. This program involves independent study and research (or advanced course work) and an oral presentation. It requires an overall grade point average of at least 3.2 and a grade point average of 3.4 for physics and mathematics at the end of the junior year.

Students who wish to enter the honors program should consult with their departmental advisors not later than the preregistration period in the spring semester of their junior year.

Special Opportunities in Physics and Astronomy

Departmental Involvement

The Society of Physics Students, open to anyone interested in physics, builds connections between undergraduates, graduate students, faculty, and alumni. The society invites visitors to give talks and sponsors a number of events for students each year.

Undergraduate Awards

The department gives awards each year to the senior (Shearin Award) and junior (Johnson Award) who demonstrate the greatest achievement.

Undergraduate Research

All majors conduct at least one semester of research under the supervision of a faculty member. Many enjoy the experience so much that they continue for several semesters.

Graduate School and Career Opportunities

Students majoring in physics who are considering marine sciences as a graduate specialty should consult the material under the Department of Marine Sciences.

Contact Information

Jon Engel, CB# 3255, 182 Phillips Hall, (919) 962-2619, engelj@physics.unc.edu. Web site: www.physics.unc.edu.

ASTR

061 First-Year Seminar: The Copernican Revolution (PHYS 061) (3). This seminar explores the 2,000-year effort to understand the motion of the sun, moon, stars, and five visible planets. Earth-centered cosmos gives way to the conclusion that earth is just another body in space. Cultural changes accompany this revolution in thinking.

063 First-Year Seminar: Catastrophe and Chaos: Unpredictable Physics (3). Physics is often seen as the most precise and deterministic of sciences. Determinism can break down, however. This seminar explores the rich and diverse areas of modern physics in which "unpredictability" is the norm.

101 Introduction to Astronomy: The Solar System (3). Celestial motions of the earth, sun, moon, and planets; nature of light; ground and space-based telescopes; comparative planetology; the earth, the moon, planets, and dwarf planets; asteroids; comets; planetary system formation; extrasolar planets.

101L Descriptive Astronomy Laboratory (1). Corequisite, ASTR 101. Laboratory exercises, elementary calculations to illustrate methods used in astronomy. Work is performed in the planetarium (ASTR 101P) and observatory night laboratories (ASTR 101L). Two laboratory hours a week.

102 Introduction to Astronomy: Stars, Galaxies, and Cosmology (3). Prerequisite, ASTR 101. The sun, stellar observables, star birth, evolution, and death, novae and supernovae, white dwarfs, neutron stars, black holes, the Milky Way galaxy, normal galaxies, active galaxies and quasars, dark matter, dark energy, cosmology, early universe, search for extraterrestrial intelligence (SETI).

111L Educational Research in Radio Astronomy (2). Students spend a week using a 40-foot diameter radio telescope at the

National Radio Astronomy Observatory in West Virginia. An exciting, hands-on introduction to research and to radio astronomy.

205 The Medieval Foundations of Modern Cosmology (3). This course will examine science as it emerged and developed in the West starting in the 13th century. We will use example problems from cosmology that are relevant today.

301 Stars, Galaxies, and Cosmology (3). Prerequisite, ASTR 101; corequisite, PHYS 117. Permission of the instructor for students lacking the prerequisite. Course credit for either ASTR 102 or 301. Stellar observables; galaxies; novae; cosmology; the early universe. Course is taught jointly with ASTR 102, but involves a higher level of coursework, qualifying for course credit for physics majors.

391 Research and Special Topics for Juniors and Seniors (1–12). Permission of the instructor. To be taken by honors candidates and other qualified juniors and seniors.

501 Astrophysics I (Stellar Astrophysics) (3). Prerequisites, MATH 383 and PHYS 128. Permission of the instructor for students lacking the prerequisites. An introduction to the study of stellar structure and evolution. Topics covered include observational techniques, stellar structure and energy transport, nuclear energy sources, evolution off the main-sequence, and supernovae.

502 Astrophysics II (Interstellar Matter and Galaxies) (3). Prerequisites, MATH 383 and PHYS 128. Permission of the instructor for students lacking the prerequisites. An introduction to the study of the structure and contents of galaxies. Topics covered include the interstellar medium, interstellar hydrodynamics, supersonic flow and shock formation, star formation, galactic evolution, the expanding universe, and cosmology.

519 Observational Astronomy (4). Prerequisite, ASTR 101. Permission of the instructor for students lacking the prerequisite. A course designed to familiarize the student with observational techniques in optical and radio astronomy, including application of photography, spectroscopy, photometry, and radio methods. Three lecture and three laboratory hours a week.

PHYS

051 First-Year Seminar: The Interplay of Music and Physics (MUSC 051) (3). See MUSC 051 for description.

052 First-Year Seminar: Making the Right Connections (3). This seminar investigates the multiple roles that computers and microprocessors perform in scientific investigations and the impact of technological advances on society. Students perform experiments, take field trips to research laboratories, and gain hands-on experience with computer-based instrumentation.

053 First-Year Seminar: Handcrafting in the Nanoworld: Building Models and Manipulating Molecules (3). This seminar provides a general introduction to nanoscience and nanotechnology, focusing on recent advances in molecular electronics, nanomaterials, and biomedical research. Course activities include group model-building projects, presentations, and discussions of reading material.

054 First-Year Seminar: Physics of Movies (3). Students watch and analyze short movie clips that demonstrate interesting, unusual, or impossible physics. Group analysis emphasized.

061 First-Year Seminar: The Copernican Revolution (ASTR 061) (3). See ASTR 061 for description.

063 First-Year Seminar: Catastrophe and Chaos: Unpredictable Physics (3). Physics is often seen as the most precise and deterministic of sciences. Determinism can break down, however. This seminar explores the rich and diverse areas of modern physics in which "unpredictability" is the norm.

071 First-Year Seminar: Power Down: Preparing Your Community for the Transition from Cheap Oil (3). This seminar examines waste byproducts, including the effects of greenhouse gases on global climate and the long-term storage of nuclear waste.

100 How Things Work (3). Demystifying the working of objects such as CD players, microwave ovens, lasers, computers, roller coasters, rockets, light bulbs, automobiles, clocks, copy machines, X-ray and CAT-scan machines, and nuclear reactors.

101 Basic Concepts of Physics (4). Basic principles of physics with introduction to quantum physics, atoms, nuclei, and relativity. Not to be taken for credit after PHYS 104–105 or 116–117. Three lecture and two laboratory hours a week.

102 (3). Lecture portion of 104, awarded as AP credit.

103 (3). Lecture portion of 105, awarded as AP credit.

104 General Physics I (4). Pre- or corequisite, MATH 130. Permission of the instructor for students lacking the prerequisite. Only one of PHYS 104 and 116 may be taken for credit. Three lecture hours and two laboratory hours a week.

104L General Physics Laboratory (1). Permission of the department. This section is only for students who have completed the lecture section through transfer credit, BE credit, etc. Two laboratory hours a week.

105 General Physics II (4). Prerequisite, PHYS 104. Only one of PHYS 105 and 117 may be taken for credit. Three lecture hours a week and two laboratory hours a week.

105L General Physics Laboratory (1). Permission of the department. This section is only for students who have completed the lecture section through transfer credit, BE credit, etc. Two laboratory hours a week.

106 Inquiry into the Physical World (4). A hands-on/minds-on approach to learning the basic concepts of physical science. Emphasis will be placed on examining the nature of science, your own learning, and the way scientists learn science.

116 Mechanics (4). Prerequisite, MATH 231; pre- or corequisite, MATH 232. Permission of the instructor for students lacking the prerequisites. Only one of PHYS 104 and 116 may be taken for credit. Mechanics of particles and rigid bodies. Newton's laws; conservation principles. Oscillatory and wave motion. Sound. Lecture, recitation, and laboratory.

117 Electromagnetism and Optics (4). Prerequisites, MATH 232 and PHYS 116; pre- or corequisite, MATH 233. Permission of the instructor for students lacking the prerequisites. Only one of PHYS 105 and 117 may be taken for credit. Electricity and magnetism; laws of Coulomb, Ampere, and Faraday. Electromagnetic oscillations and waves. Light; diffraction and interference. Lecture, recitation, and laboratory.

128 Modern Physics (3). Prerequisite, PHYS 117; corequisite, PHYS 128L. Permission of the instructor for students lacking the prerequisite. Special relativity theory, black body radiation, photons

and electrons; wave particle duality. Elements of atomic theory, nuclei and fundamental particles. Three lecture hours a week.

128L Modern Physics Laboratory (1). Pre- or corequisite, PHYS 128. Selected modern physics experiments. Written research reports and oral presentations. Three laboratory hours per week.

131 Energy: Physical Principles and the Quest for Alternatives to Dwindling Oil and Gas (3). Corequisite, PHYS 131L. A quantitative exploration of the physical principles behind energy development and use within modern civilization, the stark impact of depleted fossil fuel reserves, and alternative sources.

131L Energy: Physical Principles and the Quest for Alternatives to Dwindling Oil and Gas (1). Corequisite, PHYS 131. Explore renewable and nonrenewable energy sources. Three laboratory hours per week.

132 Science and Society (3). A description of the scientific community and how scientists relate to such sociotechnical issues as the space program, the arms race, the energy problem, computer technology, medical technology, and pseudosciences.

133 How Bio Works (3). Physics of biology and biotechnology. Life as an assembly of molecular machines that manipulate DNA, replicate cells, propel bacteria, and contract muscles. Nanotechnology for DNA biotechnology and microscale fluid chips.

201 Basic Mechanics (3). Prerequisites, MATH 232 and PHYS 104 or 116. Permission of the instructor for students lacking the prerequisites. A one-semester course in statics, kinematics, simple harmonic motion, central forces, and applications from modern physics.

211 Intermediate Electromagnetism (3). Prerequisites, MATH 233 and PHYS 105 or 117. Electric fields and potentials, dielectrics, steady currents, magnetic flux and magnetic materials, electromagnetic induction. Emphasis on Maxwell's equations and their application to electromagnetic waves in bounded and unbounded media.

301 Mechanics I (3). Prerequisites, MATH 233 and PHYS 117. Permission of the instructor for students lacking the prerequisites. Particle kinematics, central forces, planetary motions. Systems of particles, conservation laws, nonlinearity. Statics, motion of rigid bodies. Langrange's and Hamilton's equations. Euler's equations. Vibrations and waves.

302 Mechanics II (3). Prerequisite, PHYS 301. Advanced topics in mechanics.

311 Electromagnetism I (3). Prerequisites, MATH 383 and PHYS 117. Permission of the instructor for students lacking the prerequisites. Brief treatment of DC and AC circuit theory. Electrostatics: dielectrics, the magnetic field, magnetic materials. Maxwell's equations and their application to electromagnetic waves.

312 Electromagnetism II (3). Prerequisites, MATH 383 and PHYS 117. Permission of the instructor for students lacking the prerequisites. Brief treatment of DC and AC circuit theory. Electrostatics: dielectrics; the magnetic field; magnetic materials. Maxwell's equations and their application to electromagnetic waves.

313 Space and Time in Physics and Philosophy (3). Contingent and necessary properties of space and time. The direction and flow of time. Fatalism. Effects preceding their causes.

321 Introduction to Quantum Mechanics (3). Prerequisites, MATH 383 and PHYS 301. Permission of the instructor for students lacking the prerequisites. Origins of quantum theory. Uncertainty principle. Schroedinger equation for simple systems, including hydrogen atom. Perturbation theory. Spin. Identical particles.

331 Introduction to Numerical Techniques in Physics (4). Prerequisite, PHYS 105 or 116; pre- or corequisite, MATH 233. Applications of calculus, vector analysis, differential equations, complex numbers, and computer programming to realistic physical systems. Three lecture and two computational laboratory hours per week.

341 Thermal Physics (3). Prerequisites, MATH 233 and PHYS 117. Permission of the instructor for students lacking the prerequisites. Equilibrium statistical mechanics; the laws of thermodynamics, internal energy, enthalpy, entropy, thermodynamic potentials, Maxwell's equations.

351 Electronics I (4). Prerequisites, MATH 231 and PHYS 104 or 116. Permission of the instructor for students lacking the prerequisites. DC and AC circuit analysis, PN junctions and diodes, single-transistor circuits, transducers. Analog devices. Extensive circuit building with testing, trouble shooting, and debugging.

352 Electronics II (4). Prerequisite, PHYS 351. Permission of the instructor for students lacking the prerequisite. Introduction to digital circuits: gates, flip-flops, and counters. Computers and device interconnections, converters and data acquisition. Signal analysis and digital filters. Graphical (LabVIEW) programming and computer interfacing. Individual projects and practical applications.

393 Senior Seminar (1–21). To be taken by seniors with permission of the department.

395 Research and Special Topics for Juniors and Seniors (1–12). To be taken by honors candidates and other qualified juniors and seniors.

405 Biological Physics (3). Prerequisites, PHYS 116 and 117. How diffusion, entropy, electrostatics, and hydrophobicity generate order and force in biology. Topics include DNA manipulation, intracellular transport, cell division, molecular motors, single molecule biophysics techniques, nerve impulses, neuroscience.

410 Teaching and Learning Physics (4). Prerequisites, PHYS 116 and 117. Permission of the instructor for students lacking the prerequisites. Learning how to teach physics using current research-based methods. Includes extensive fieldwork in high school and college environments. Meets part of the licensure requirements for North Carolina public school teaching.

415 Optics (3). Prerequisites, PHYS 311 and 312. Permission of the instructor for students lacking the prerequisites. Elements of geometrical optics; Huygens' principles, interference, diffraction, and polarization. Elements of the electromagnetic theory of light; Fresnel's equations, dispersion, absorption, and scattering. Photons. Lasers and quantum optics.

422 Physics of the Earth's Interior (GEOL 422) (3). Prerequisites, MATH 383 and either PHYS 201 and 211, or 301 and 311. Origin of the solar system: the nebular hypothesis. Evolution of the earth and its accretionary history. Earthquakes: plate tectonics and the interior of the earth. The earth's magnetic field. Mantle convection.

424 General Physics I (4). PHYS 104 equivalent, specifically for certification of high school teachers.

425 General Physics II (4). PHYS 105 equivalent, specifically for certification of high school teachers.

471 Physics of Solid State Electronic Devices (3). Prerequisite, PHYS 117; pre- or corequisite, PHYS 211 or 311. Properties of crystal lattices, electrons in energy bands, behavior of majority and minority charge carriers, PN junctions related to the structure and function of semiconductor diodes, transistors, display devices.

472 Chemistry and Physics of Electronic Materials Processing (APPL 472, CHEM 472, MTSC 472) (3). Prerequisite, CHEM 482 or PHYS 117. Permission of the instructor. A survey of materials processing and characterization used in fabricating microelectronic devices. Crystal growth, thin film deposition and etching, and microlithography.

481L Advanced Laboratory I (2). Prerequisite, PHYS 351 or 352. Permission of the instructor for students lacking the prerequisites. Selected experiments illustrating modern techniques such as the use of laser technology to study the interaction of electromagnetic fields and matter. Six laboratory hours a week.

482L Advanced Laboratory II (2). Prerequisite, PHYS 481. Permission of the instructor for students lacking the prerequisite. Independent laboratory research projects. Scientific writing and oral presentations, abstracts, and reports. Six laboratory hours per week.

491L Materials Laboratory I (APPL 491L) (2). Prerequisites, APPL 470 and PHYS 351. Structure determination and measurement of the optical, electrical, and magnetic properties of solids.

492L Materials Laboratory II (APPL 492L) (2). Prerequisite, APPL 491L or PHYS 491L. Continuation of PHYS 491L with emphasis on low- and high-temperature behavior, the physical and chemical behavior of lattice imperfections and amorphous materials, and the nature of radiation damage.

510 Seminar for Physics and Astronomy Teaching Assistants (1). How students learn and understand physics and astronomy. How to teach using current research-based methods.

521 Applications of Quantum Mechanics (3). Prerequisite, PHYS 321. Emphasizes atomic physics but includes topics from nuclear, solid state, and particle physics, such as energy levels, the periodic system, selection rules, and fundamentals of spectroscopy.

543 Nuclear Physics (3). Prerequisite, PHYS 321. Permission of the instructor for students lacking the prerequisite. Structure of nucleons and nuclei, nuclear models, forces and interactions, nuclear reactions.

545 Introductory Elementary Particle Physics (3). Prerequisites, PHYS 312 and 321. Relativistic kinematics, symmetries and conservation laws, elementary particles and bound states, gauge theories, quantum electrodynamics, chromodynamics, electroweak unification, standard model and beyond.

573 Introductory Solid State Physics (MTSC 573) (3). Prerequisite, PHYS 321. Permission of the instructor for students lacking the prerequisite. Crystal symmetry, types of crystalline solids; electron and mechanical waves in crystals, electrical and magnetic properties of solids, semiconductors; low temperature phenomena; imperfections in nearly perfect crystals.

595 Nonlinear Dynamics (3). Prerequisite, MATH 383. Permission of the instructor for students lacking the prerequisite. Interdisciplinary introduction to nonlinear dynamics and chaos. Fixed points, bifurcations, strange attractors, with applications to physics, biology, chemistry, finance.

631 Mathematical Methods of Theoretical Physics I (3). Prerequisites, MATH 383 and PHYS 128. Vector fields, curvilinear coordinates, functions of complex variables, linear differential equations of second order, Fourier series, integral transforms, delta sequence.

632 Mathematical Methods of Theoretical Physics II (3). Prerequisite, PHYS 631. Permission of the instructor for students lacking the prerequisite. Partial differential equations, special functions, Green functions, variational methods, traveling waves, and scattering.

633 Scientific Programming (3). Prerequisite, MATH 528 or 529, or PHYS 631 or 632. Required preparation, elementary Fortran, C, or Pascal programming. Structured programming in Fortran or Pascal; use of secondary storage and program packages; numerical methods for advanced problems, error propagation and computational efficiency; symbolic mathematics by computer.

660 Fluid Dynamics (ENVR 452, GEOL 560, MASC 560) (3). See MASC 560 for description.

671L Independent Laboratory I (3). Prerequisites, PHYS 301 and 312. Permission of the instructor for students lacking the prerequisites. Six laboratory hours a week.

672L Independent Laboratory II (3). Prerequisites, PHYS 301 and 312. Permission of the instructor for students lacking the prerequisites. Six laboratory hours a week.

Department of Political Science

www.unc.edu/depts/polisci

EVELYNE HUBER, *Chair*

Professors

Frank Baumgartner, Thomas Carsey, Pamela Conover, Virginia Gray, Jonathan Hartlyn, Liesbet Hooghe, Evelyne Huber, Michael Lienesch, Stuart Elaine Macdonald, Michael MacKuen, Gary Marks, Kevin McGuire, Timothy McKeown, George Rabinowitz, Lars Schoultz, Donald Searing, Jeffrey Spinner-Halev, John Stephens, James Stimson.

Associate Professors

Susan Bickford, Mark Crescenzi, Michele Hoyman, Stephen Leonard, Layna Mosley, Thomas Oatley, Andrew Reynolds, Terry Sullivan, Isaac Unah, Milada Vachudova, Georg Vanberg.

Assistant Professors

Navin Bapat, Anna Bassi, Xi Chen, Skyler Cranmer, Stephen Gent, Justin Gross, Cecilia Martinez-Gallardo, Jason Roberts, Graeme Robertson.

Adjunct Professors

John Aldrich, Michele Berger, Roger Eatwell, Daniel Gitterman, Kevin Hewison, Jolyon Howorth, Robert Jenkins, Michael Munger, Julius Nyang'oro, Jonathan Oberlander, Thomas Risse, Niklaus Steiner, Sue Tolleson-Rinehart.

Senior Lecturer

Donna LeFebvre.

Lecturer

Sarah Treul.

Visiting Professor

Holger Moroff.

Professors Emeriti

Thad Beyle, Raymond Dawson, Lewis Lipsitz, Robert Rupen, Glenn Snyder, Jurg Steiner, James White.

Introduction

Political science is concerned with the description and explanation of political ideas, institutions, processes, policies, and behavior, both in the United States and in other countries. The undergraduate program provides students with a basic knowledge of the political and economic relationships that exist among nations, international agencies, and governmental and nongovernmental organizations. It also introduces students to the role that traditions of thought and political ideologies have played in shaping our understanding of politics in the past and today.

The undergraduate major is designed to provide 1) a broad understanding of political ideas, institutions, and issues as a central element of a general education; 2) a basic knowledge of the governmental process as preparation for those considering a career in public service as well as for active and informed citizenship; 3) preprofessional training for students planning to enter law school; and 4) a foundation in political science for those contemplating specialization at the graduate level.

Program of Study

The degree offered is the bachelor of arts with a major in political science. The Department of Political Science also participates in the Joint Degree Program with the National University of Singapore.

Majoring in Political Science: Bachelor of Arts

Departmental Requirements

- POLI 100
- POLI 150
- At least one course in comparative politics from the following list: POLI 131, 226, 232, 235, 236, 238, 239, 241, 257
- At least one course in political theory from the following list: POLI 265, 270, 271, 272, 274, 276, 280, 470, 471, 472, 475
- At least eight courses (24 credit hours) offered by the department at the 100 level or above, with a grade of C or better in six courses
- At least one 400-level course

Additional Requirements

- ECON 101

The courses offered by the department are divided into a number of requirements and electives. Each student must take the introductory courses in American government (POLI 100) and international relations (POLI 150), one lower-level course in comparative politics (POLI 131, 226, 232, 235, 236, 238, 239, 241, 257), and one course in political theory (POLI 265, 270, 271, 272, 274, 276, 280, 470, 471, 472, 475). The remaining courses are left wholly to the discretion of the student and can be taken from any of the department's undergraduate offerings at the 100 level or above. Whenever possible, students should take the introductory courses in any of the subfields (comparative, international, American, theory, etc.) before taking more advanced courses. First-year seminars do not count toward the political science major.

POLI 100 can be counted as part of the major and also as a nonhistorical social and behavioral sciences (SS) course, and as the North Atlantic world (NA) Connections course.

Honors in Political Science

The honors program provides political science majors the opportunity to pursue an independent research project over a two-semester period. Students begin the program by taking POLI 691H Honors Seminar in Research Design in the spring semester of their junior year. During this course, they complete the first chapter of the proposed thesis.

If the first chapter is acceptable, students continue their thesis research in the senior year under the direction of a faculty advisor in POLI 692H. Upon successful completion of the program, which includes an oral defense of the thesis, students are awarded a degree with honors or with highest honors in political science.

To be admitted to the honors program, students must have at least a 3.2 overall grade point average and 3.5 in political science. They should have completed four courses in the major. Students interested in participating in the honors program should contact the director of political science honors during the first semester of their junior year.

Special Opportunities in Political Science

Experiential Education

Internship courses provide students with the opportunity to earn academic credit while obtaining practical work experience in agencies and organizations clearly related to the study of political science. In recent years, interns have served in these and other agencies: Domestic Legal Services, Family Violence Protection Center, Chapel Hill Police Department, Women's Center, Orange County Rape Crisis Center, Chapel Hill City Manager's Office. They have also completed internships in state and national legislative offices, as well as in political parties and policy organizations. Some students have participated as interns in international agencies, including the European Union. Students are limited to one internship, and all internships are limited to three hours of academic credit. Although some routine administrative tasks are required in any professional setting, the expectation is that a majority of the intern's work will be directed toward the substantive mission of the agency and that tasks will be of a nature to justify the award of academic credit. All internships require prior approval, and all must consist of at least eight hours per week and at least 100 hours per semester. Students must sign an internship contract with their agency and faculty supervisors, setting out expectations and course requirements. In addition to keeping a daily internship journal, they are required to write a research or project paper of high academic quality. Grades are determined by the faculty supervisor. Questions regarding internships should be directed to Professor Donna LeFebvre. Note: POLI 197 and 214 satisfy the experiential education General Education requirement; they are offered on a Pass/Fail basis only and do not count toward the eight courses required for the major.

Study Abroad

Students interested in the fields of comparative politics and international relations are strongly encouraged to participate in a study abroad program. This is particularly appropriate for students who

wish to work for government agencies such as the Foreign Service, for international public organizations such as agencies in the United Nations, or for internationally oriented nongovernmental organizations engaged in development projects, humanitarian relief, or human rights activities. Studying abroad also will be helpful to students who are interested in pursuing a business career in a multinational corporation.

Joint Degree Program with the National University of Singapore

Political science majors may wish to consider applying for the Joint Degree Program, an innovative joint undergraduate degree program joining the University of North Carolina at Chapel Hill and the National University of Singapore. UNC–Chapel Hill undergraduates spend anywhere from two to four semesters at the National University of Singapore and receive a joint bachelor of arts degree from both institutions. For further information, contact the Study Abroad Office.

Training for Public Service

The undergraduate major in political science provides a sound foundation for professional master's programs in public administration such as that offered at this University and at many other universities. For students planning to enter the public service, regardless of undergraduate major, the following courses are recommended consistent with other college requirements: ECON 101; ENGL 300; POLI 100, 120; PSYC 101, and courses in statistics/operations research.

Undergraduate Awards

Each year the Department of Political Science holds an honors awards ceremony to recognize students who have successfully defended their honors thesis and to induct students into the political science honorary organization, Pi Sigma Alpha. Undergraduate students also are selected to receive the William Scott Bryant Award for Interns, the Shepard Jones Undergraduate Award in International Relations, the L. Richardson Preyer Award for Excellence in Political Science, and the Terry Sanford Award for Excellence.

Pi Sigma Alpha is the national political science honorary society. Membership is restricted to those political science majors who have completed 15 hours of political science with an overall grade average of 3.2 or better and a political science grade average of 3.5 or better.

The William Scott Bryant Award is given to an outstanding undergraduate major to enable him or her to attend internship programs in Washington, DC.

The Shepard Jones Undergraduate Award in International Relations is given to an undergraduate student at the University of North Carolina at Chapel Hill for the best essay in international relations (any field and broadly defined).

The L. Richardson Preyer Award for Excellence in Political Science is given to the undergraduate student with the best overall record in political science.

The Terry Sanford Award for Excellence is given to the undergraduate student judged to have written the best political science honors thesis.

The D'Amico Endowment Fund for Honors Students funds academic research and activities for honors students in the Department of Political Science.

Undergraduate Research

Courses in political science often include a research component, and students may engage in directed research under the supervision of a faculty advisor. The honors program provides political science majors the opportunity to pursue an independent research project over a two-semester period, culminating in a senior thesis. Students may apply for funding and support for research projects to the Office of Undergraduate Research. The office also sponsors a research fair enabling students to present their findings in panels and poster sessions open to the public.

Graduate School and Career Opportunities

Students with a major in political science may choose to continue their studies in a number of different professional areas, including law, business administration, public administration, public policy analysis, international relations, and area studies. Students seeking to become professional political scientists should pursue graduate study in a Ph.D. program in political science.

The following is a brief listing of careers for which a major in political science is valuable preparation: positions with government agencies such as the Foreign Service, with international public organizations such as agencies in the United Nations, or with internationally oriented nongovernmental organizations engaged in development projects, humanitarian relief, or human rights activities; secondary- and university-level teaching of government and politics; law related professions; educational administration at all levels; federal and state government employment, with its varied administrative, management, and executive opportunities; governmental research in universities, libraries, and public affairs agencies; municipal management and general administration; and corporate positions in environmental protection, statistical analysis, and public affairs.

Contact Information

Questions and requests regarding the undergraduate program should be directed to the Undergraduate Studies Coordinator in 360 Hamilton Hall; Sarah Treul, Undergraduate Advisor; Stuart Elaine Macdonald, Director of Undergraduate Studies; or Evelyne Huber, Chair, Department of Political Science, CB# 3265, 361 Hamilton Hall, (919) 962-3041.

POLI

050 First-Year Seminar: Movies and Politics (3). Movies often reflect important social and political issues. In this course students will see a set of movies, discuss them, and put them into social and political context.

051 First-Year Seminar: *Plessy v. Ferguson*: The Play (3). This course will introduce students to the law, civil rights, Southern history, politics, moral questions, and culture surrounding the 1896 case of *Plessy v. Ferguson*, a case that has had an impact on every part of our life in America.

052 First-Year Seminar: Modern Japan (3). Uses the novel and movie *Shogun* as a vehicle for studying the politics, culture, language, customs, religion, food, death, the role of women, geography, and many other aspects of Japan around the year 1600.

053 First-Year Seminar: The Politics of Shakespeare (3). Literature often provides insight into political life. Issues such as power, justice, equality, and rights have long been illuminated by authors seeking to capture a wide variety of political relationships.

054 First-Year Seminar: The American Worker: Sociology, Politics, and History of Labor in the United States (3). This course will survey a wide range of topics on the American laborer and the American worker unions.

055 First-Year Seminar: Democracy and the Civic Ideal (3). This course examines the emergence of the increasingly diverse and divided ethnic and racial compositions.

056 First-Year Seminar: American Political Autobiography (3). How we think about ourselves as Americans, and how our identities influence our ideas about politics.

057 First-Year Seminar: Politics of Multiculturalism (3). This seminar will examine the challenges that religious and ethnic identity groups are posing to the principles of liberal democracy, primarily in Europe and North America but increasingly throughout the world.

058 First-Year Seminar: Global Production and Workers' Rights: North Carolina, Latin America, and East Asia (3). This course explores the politics of economic globalization, with a focus on the relationships among trade, multinational corporations, and workers' rights.

060 First-Year Seminar: International Politics and International Terrorism (3). This course will address the nature of terror and its use by private individuals and by governments.

061 First-Year Seminar: The United States and Cuba: Making Sense of United States Foreign Policy (3). This interdisciplinary seminar is designed for students who wish to learn about Latin America in the disciplines of history and political science.

062 First-Year Seminar: Power Politics (3). This course prepares the student for an understanding of influence and the practice of political leadership and persuasion.

063 First-Year Seminar: Social Movements and Political Protest and Violence (3). Unconventional collective political behavior: mass movements, riots, demonstrations, revolts, and revolution.

064 First-Year Seminar: A Sense of United States Foreign Policy (3). A knowledge of inter-American relations, diplomatic history, or foreign policy, necessary for a career in any of these areas, is the focus of this course.

065 First-Year Seminar: Pressure and Power: Organized Interest in American Politics (3). An examination of the paradox of interest groups: a sign of democracy in new nations, yet ruining United States democracy? We address a variety of questions about organized interests.

066 First-Year Seminar: The United States and the European Union: Partners or Rivals? (3). The alliance between America and the European Union is one of the most important political relationships today.

067 First-Year Seminar: Designing Democracy (3). Introducing the study of using political institutions as levers of conflict management in ethnically plural, postconflict national states.

068 First-Year Seminar: Shogun: Politics of the Sword in Early Modern Japan (3). Studying politics, culture, language, customs, religion, food, death, the role of women in 1600 Japan.

069 First-Year Seminar: Computer-Based Analysis of International Conflict (3). This seminar will teach students computer-based methods of analyzing the history of international conflict. The objectives are 1) to gain a basic understanding of international conflict, 2) to introduce simple but powerful ways to analyze text and numerical data, and 3) to provide an opportunity to perform original research.

070 First-Year Seminar: The Politics of the European Union (3). This course examines the ongoing development of the European Union.

072 First-Year Seminar: Entrepreneurship in Community and Economic Development (3). This is a survey course of entrepreneurial strategies as they are used in community and economic development. It involves an individual research or service project by each student.

089 First-Year Seminar: Special Topics (3). Course content will vary each semester.

100 Introduction to Government in the United States (3). An introductory course designed to explain the basic processes and issues of the American political system.

101 State and Local Government in the United States (3). An introductory course on the government, politics, and policies at the state and local levels of the United States federal system.

130 Introduction to Comparative Politics (3). This course highlights the comparative method by seeking to understand differences among diverse states on five continents: United Kingdom, Northern Ireland, South Africa, Burma, and Fiji.

131 Political Change and Modernization (3). An overview of politics and government in the Third World, emphasizing characteristics, problems, and solutions (successful and otherwise) common to nations making the attempt to modernize.

150 International Relations and World Politics (PWAD 150) (3). The analysis of politics among nations.

181 Quantitative Research in Political Science (3). An introduction to 1) conceptual foundations of scientific study of politics, 2) research design, 3) descriptive statistics, and 4) inferential statistics. To accomplish these goals, the course employs class lectures, readings, and problem set assignments.

195 Undergraduate Seminar (3). A detailed examination of selected topics in the field of political science.

196 Independent Study in Political Science (1–3). Readings and research under the supervision of a member of the department. Open to political science majors. Requires permission of the director of undergraduate studies.

197 Internship in Political Science (3). An opportunity to obtain credit for an internship in a government or public service organization. Pass/Fail only. Does not count toward the political science major. Requires permission of the department.

200 The President, Congress, and Public Policy (3). An analysis of the roles and influence of the president, the Congress, and other participants in the making of national policy.

201 Politics of Bureaucracy (3). Problems of the public service; internal dynamics of public organizations; acquisition and allocation of public funds; the roles of bureaucracy in relation to public policy, clients, the citizenry, and society.

202 The United States Supreme Court (3). Examination of the process of policy making on the Supreme Court. Focuses upon the

selection of justices, factors affecting the court's decision making, and the impact of its policies.

206 Ethics, Morality, Individual Liberty, and the Law (3). This course introduces students to moral and ethical issues that arise when individual rights conflict with the law and the central role race plays in American society's response.

207 The Politics of Organized Interests (3). This course examines how interests organize themselves, enter into and then interact within interest communities, and seek to influence government policy through electoral activity and lobbying legislators, executives, and courts.

208 Political Parties and Elections (3). An analysis of the dynamics of party alignment and realignment and of nomination and election to public office in American national government.

209 Analyzing Public Opinion (3). A study of forces affecting public opinion and its expression in various political activities. Emphasis on gathering and analyzing opinion data. Course may be taught in the computer classroom.

210 Global Issues in the 20th Century (ANTH 210, GEOG 210, HIST 210, INTS 210) (3). See INTS 210 for description.

214 Practicum in State Government (3). Designed to give students experience in the legislative or executive branches of state government. The course will provide the structure for an in-depth study of several contemporary issues facing state government. Pass/Fail only. Does not count toward major.

215 Political Psychology: An Introduction (3). Findings of the behavioral sciences are examined as they relate to politics. Includes such issues as human nature, community, political socialization, alienation, mass movements, belief systems, and personality.

216 Constitutional Democracy (3). Examines the theory and practice of constitutional democracy, including the process of constitution writing, constitutional maintenance, and constitutional change, with special emphasis on the United States Constitution.

217 Women and Politics (WMST 217) (3). A comparison of men and women as political actors at the mass and elite level in America. Topics considered include the "gender gap," the women's movement, abortion, and the Equal Rights Amendment.

218 Politics of Sexuality (WMST 218) (3). Examines the role of lesbians, gays, and bisexuals as political actors in the United States, both as individuals and collectively as a social movement.

219 Violence against Women: The Legal Perspective (WMST 219) (3). This course examines violence against women by examining theories, causes, and contributing factors surrounding violence against women.

226 Government and Politics of East Asia (ASIA 226) (3). The indigenous political ideas and institutions of east Asia and Western influence on Asian government and politics with emphasis upon the political evolution and contemporary governments of Japan, China, and Vietnam.

230 Democracy and Citizenship (3). An introduction to the life of the citizen in modern democracies: conceptions of citizenship, patriotism, political identities, tolerance, conceptions of rights and duties, civic engagement, civility, discussing public affairs, and democratization.

231 Latin America and the United States in World Politics (PWAD 231) (3). A survey of the events, institutions, and issues that have dominated relations between Latin America and the United States.

232 Politics of the United Kingdom (3). An introduction to contemporary UK politics emphasizing the political battle between socialist and conservative ideologies.

235 Politics of the Soviet Union and Its Successor States (3). Factors and forces that explain the rise and demise of the Soviet political system and consideration of emerging new political configurations in the area.

236 Politics of East-Central Europe (3). Examines contemporary politics in east-central Europe by looking at the communist period, the 1989 revolutions, and the political, economic, and social transformations underway in the area.

238 Contemporary Latin American Politics (3). An introduction to contemporary political conditions in Latin America, including consideration of leading theoretical explanations. Country emphasis varies with instructor.

239 Introduction to European Government (EURO 239) (3). A treatment of the political institutions and processes of western European democracies, with special attention to France, Germany, England, and Italy.

241 Contemporary Africa (3). Examines the development and operation of the political systems of contemporary Africa, emphasizing the period since independence and giving primary attention to sub-Saharan Africa.

250 Asia and World Affairs (ASIA 250, PWAD 250) (3). A survey of relations between the United States and major Asian powers: China, the USSR, and Japan.

252 International Organizations and Global Issues (PWAD 252) (3). Examines international organizations and their relationships with and impact upon international politics, international law, and selected global issues.

253 Problems in World Order (PWAD 253) (3). An examination of selected topics in international relations, such as security and defense, international integration, and north-south relations.

254 International Environmental Politics (ENST 254) (3). See ENST 254 for description.

255 Great Decisions (2). Major issues of contemporary international relations, in conjunction with the Great Decisions lecture series. May be repeated for credit once unless credit has already been received for INTS 393. May not be taken in the same semester as INTS 393.

256 Defense Policy and National Security (3). National defense policy, including strategy, weapons systems, and the bureaucracies/organizations that deal with them. Lectures and discussion sections.

257 Society and Culture in Postwar Germany (GERM 257, HIST 257, SOCI 257) (3). See GERM 257 for description.

259 Evolution of the International System (PWAD 259) (3). An examination of changes in the nature of the international system from about 1870 to the present, emphasizing changing patterns of alliance politics and crisis behavior.

260 Crisis and Change in Russia and East Europe (PWAD 260, SOCI 260) (3). Draws on historical, political, economic, and sociological perspectives to analyze social, cultural, and institutional change.

265 Feminism and Political Theory (WMST 265) (3). Introduction to feminist theory and its implications for the study and practice of political theory. Topics: women in feminist critiques of the Western political tradition, schools of feminist political theory.

270 Classical Political Thought (3). Survey designed to introduce students to major political thinkers and ideas of the ancient world and of the medieval period.

271 Modern Political Thought (3). Survey course designed to introduce students to major political thinkers and schools of thought dating roughly from the 16th century to the present.

272 The Ethics of Peace, War, and Defense (PHIL 272, PWAD 272) (3). See PHIL 272 for description.

273 Social and Economic Justice (SOCI 273) (3). Covers theory and practice of social and economic justice, including analyses of racial-gender-sexual-class-national and other forms of justice, the history of influential movements for justice, and strategies of contemporary struggles.

274 African American Political Thought (3). A consideration of the political thought of African Americans, particularly within the context of the broader spectrum of American political thought, and both as reaction and contribution to that thought.

276 Major Issues in Political Theory (3). An examination of major issues in political thought, including equality; obedience; violence and nonviolence; justice; forms of social, economic, and political life; liberty; and human nature and politics.

280 American Political Thought (3). A survey course in American political ideas from the 17th century to the present, with emphasis on the role of politics, society, and economy in American thought.

295 Seminar in Domestic Policy (PLCY 295) (3). See PLCY 295 for description.

384 Introduction to Philosophy, Political Science, Economics (ECON 384, PHIL 384) (3). See PHIL 384 for description.

400 Executive Politics (3). This course explores how presidents select policy options, how they decide timing, what shapes their congressional support, and how they build successful coalitions.

401 Political Economy I: The Domestic System (3). Problems of the national government in managing capitalist development and economic growth; political constraints; patterns of conflict among domestic actors.

405 North Carolina Politics and Public Policy (3). An intensive study of politics, government, and public policy in the state of North Carolina. Emphasis is placed on student research projects, with a major paper the main requirement.

406 State Governments: Laboratories of Democracy (3). Advanced topics in state government and politics, including political behavior and processes, governmental institutions, public policies. Emphasis on how states serve as the laboratories of democracy in a federal system.

409 Mock Constitutional Convention (3). Students employ their understanding of political philosophy and practical politics to write a new constitution for the United States. Emphasis is on creative blending of theory and practice.

410 The Constitution of the United States (3). A study of the fundamental principles of constitutional interpretation and practice in the United States by means of lectures, textbooks, and cases. Emphasis will be on the political context surrounding and the impact following Supreme Court decisions.

411 Civil Liberties under the Constitution (3). An analysis of the complex political problems created by the expansion of protection for individual liberties in the United States. Emphasis will be on contemporary problems with some supplemental historical background.

412 United States National Elections (3). Course studies United States presidential and congressional elections. Emphasis on individual vote, changing party strengths, and the relation of outcomes to policy.

414 The Adversary System (3). An overview of the theories, problems, and practices of police, courts, and corrections, and the values underlying our adversary system, especially with relation to constitutional principles, judicial integrity, and racial discrimination.

415 Criminal Law (3). This course is concerned with traditional substantive criminal law: crime, defenses and excuses to criminal liability, issues of morality attached to criminal law, constitutional limitations on punishments.

416 Constitutional Policies and the Judicial Process (PWAD 416) (3). Analysis of the structure and functions of judicial systems emphasizing the organization, administration, and politics of judicial bureaucracies and roles of judges, juries, counsel, litigants, and interested groups in adjudication processes.

417 Advanced Political Psychology (3). Examines in greater depth issues in the field of political psychology, including conflict and conflict resolution, socialization, attitude formation, mass movements, leader-follower relationships, and psychobiography.

418 Mass Media and American Politics (3). Junior-senior standing required. Examination of the role, behavior, and influence of the mass media in American politics.

419H Race, Poverty, and Politics (3). Definitions of poverty and their policy implications; the composition and causation of poverty; an examination of public policies directed at the alleviation, reduction, and elimination of poverty.

420 Legislative Politics (3). Examines the politics of the United States Congress. Emphasis on representation, the legislative process, and policy making.

423 Peace Settlements in Ethnically Divided Societies (PWAD 423) (3). Examines political peace settlements as components of conflict resolution in ethnically or regionally divided societies. The course identifies the aspects of negotiated settlements which seek to manage civil conflict.

430 European Politics (3). Active participation of students in a research project on career motives and ethical principles in European countries.

431 African Politics and Societies (3). The problems of race, class, and ideology are explored in the countries south of the Zambezi River, along with the political and economic ties that bind these countries.

432 Tolerance in Liberal States (3). This course will compare the theory and practice of tolerance in the United States and Europe, with particular attention to Great Britain and France.

433 Politics of the European Union (INTS 433) (3). Examines the politics and political economy of institutional change and policy making in the European Union in comparative perspective.

434 Politics of Mexico, Central America, and the Caribbean (3). The analysis of politics in Mexico, Central America, and the Caribbean.

435 Democracy and Development in Latin America (3). The analysis of central issues of democracy and development in Latin America.

436 Democracy and Development in Latin America (Spanish) (3). The analysis of central issues of democracy and development in Latin America.

437 Political Change in Asia (3). This course will address how various nations in Asia are handling the pressures of democratization, the globalization of "democratic norms," and internal challenges to authoritarian regimes.

438 Democracy and International Institutions in an Undivided Europe (INTS 438) (3). Explores the collapse of communist rule in 1989 and the reaction of international institutions to the challenges of democratization, economic transition, ethnic conflict, and European integration in an undivided Europe.

439 Comparative European Societies (SOCI 439) (3). Examination of commonalities and differences of European societies and of the tensions and difficulties attending the European integration process.

440 Government and Politics in Japan (ASIA 440) (3). Examines the Japanese political process in the period since World War II with emphasis on popular culture and behavior, and on governmental policy making in both domestic and foreign affairs. Previous course work on east Asia recommended but not required.

442 International Political Economy (EURO 442) (3). Prerequisites, ECON 101 and POLI 150. Theories of international political economy, major trends in international economic relations, selected contemporary policy issues.

443 American Foreign Policy: Formulation and Conduct (PWAD 443) (3). Prerequisite, POLI 150. Permission of the instructor for students lacking the prerequisite. The role of Congress, the press, public opinion, the president, the secretary and the Department of State, the military, and the intelligence community in making American foreign policy. Emphasizes the impact of the bureaucratic process on the content of foreign policy.

444 Seminar on Terrorism (3). This course explores the causes of terrorist behavior. The course also examines the government's response to terrorism, the internal implications of terrorist's campaigns, and prospects for conflict resolution.

446 Defense Policy and National Security (AERO 446, PWAD 446) (3). Prerequisite, POLI 150. Permission of the instructor for students lacking the prerequisite. A study of national defense policy as affected by the constitutional and political setting, as well as its relation to foreign policy. Some attention to strategic doctrine.

447 Theory of War (PWAD 447) (3). Examines the nature, purposes, and conduct of war. Emphasizes interaction between political and military phenomena; introduces the study of strategy and its relationship to domestic and international politics.

449 Human Rights and International Criminal Law (3). This course examines international efforts to punish genocide, crimes against humanity, and war crimes. The evolution of international criminal law, jurisdiction, remedies, problems, alternatives, and recent case studies is included.

450 Contemporary Inter-American Relations (PWAD 450) (3). A comprehensive analysis of hemispheric international relations and foreign policies of individual Latin American nations.

456 Contemporary International Relations of the United States (3). A study of selected United States foreign policy problems since World War II; analysis of the process of policy formulation and the impact of the external environment and domestic policies on the White House and Department of State.

457 International Conflict Processes (PWAD 457) (3). Analysis of international conflict and the causal mechanisms that drive or prevent conflict. Emphasis is on the conditions and processes of conflict and cooperation between nations.

459 The United States and Russia (3). A comparative inquiry into contrasting cultures, values, attitudes, and behavior patterns: why can't and why don't the Russians want to be like Americans?

469 Conflict and Intervention in the Former Yugoslavia (PWAD 469) (3). Focuses on ethnic and political conflicts in the former Yugoslavia and efforts by the international community to end conflict and promote peace and reconstruction.

470 Social and Political Philosophy (3). An examination of the logic of social and political thought with an analysis of such concepts as society, state, power, authority, freedom, social and political obligation, law, rights.

471 Recent Contemporary Political Thought (3). Survey of the historical foundations, central tenets, and political consequences of prominent 20th-century political theories. Topics include contemporary liberalism and Marxism, fascism, theories of development, populism, feminism.

472 Problems of Modern Democratic Theory (3). Major problem areas in democratic theory including definitions, presuppositions, and justifications of democracy, liberty, equality, minority rights, public interest, participation, dissent, and civil disobedience.

473 Politics and Literature (3). Identifies and interprets political ideas using historical and contemporary literary sources. Examines literature as political practice.

474 Religion and Politics (3). Examines the relationship between religion and politics, with emphasis on the United States. Topics include church-state issues, religious-political movements, religion and public policy, religion and voting.

475 Marxism and Socialism (3). A consideration of the political thought of major Marxist and socialist schools—including Marxism, Leninism, contemporary democratic and revolutionary socialism—with reference to utopian socialism and recent controversies on the left.

477 Advanced Feminist Political Theory (WMST 477) (3). Examines in greater depth and complexity current issues in feminist political theory. Topics: theories of subjectivity and solidarity,

feminist poststructuralist and post-Marxist thinking, gender in the public sphere.

495 Advanced Undergraduate Seminar (3). A detailed examination of advanced special topics in political science.

691H Honors Seminar in Research Design (3). Required of all students in the honors program in political science.

692H Honors Thesis Research (3). Required of all students in the honors program in political science.

697 Theory and Practice of Representative Government (3). Theories of representative government with special emphasis upon those derived from modern social choice theory.

698 Philosophy, Politics, and Economics II: Capstone Course (ECON 698, PHIL 698) (3). See PHIL 698 for description.

Department of Psychology

psychology.unc.edu

DONALD T. LYSLE, *Chair*
Jon S. Abramowitz, *Associate Chair*

Professors

Jonathan S. Abramowitz, Donald H. Baucom, Regina M. Carelli, Martha J. Cox, Patrick Curran, Linda A. Dykstra, Barbara L. Fredrickson, Karen M. Gil, Peter C. Gordon, Mark Hollins, Andrea M. Hussong, Chester A. Insko, Beth E. Kurtz-Costes, Joseph C. Lowman, Donald T. Lysle, Robert C. MacCallum, Vonnie C. McLoyd, Neil Mulligan, Peter A. Ornstein, Abigail T. Panter, David Penn, Mitchell J. Picker, Mitchell J. Prinstein, J. Steven Reznick, Lawrence J. Sanna, Todd Thiele, David M. Thissen, Eric A. Youngstrom.

Associate Professors

Anna Bardone-Cone, Daniel J. Bauer, Jean Louis Gariepy, Joseph Hopfinger, Deborah J. Jones, Antonio Morgan-Lopez, B. Keith Payne.

Assistant Professors

Jennifer Arnold, Charlotte Boettiger, Carol L. Cheatham, Sy-Min Chow, Kelly Giovanello, Melanie C. Green, Rita Fuchs Lokensgard, Enrique Neblett, Eleanor K. Seaton, Lorraine C. Taylor, Sophie Trawalter.

Clinical Professors

Ann Louise Barrick, Arlane Margolis.

Clinical Associate Professors

Laura Clark, Stephen G. Flanagan, Erica H. Wise, Jennifer K. Youngstrom.

Clinical Assistant Professors

Ernest K. Akpaka, Julia M. Messer, Scott Schwartz, Jennifer A. Snyder, Jason Vogler.

Adjunct Professor

Gordon Pitz.

Adjunct Assistant Professors

Deanna Larus, William Sampson, Gladys Williams.

Lecturers

Elizabeth Jordan, Jeannie Loeb, Viji Sathy, Charles Wiss.

Professors Emeriti

Elliot M. Cramer, David Eckerman, Samuel Fillenbaum, Edward S. Johnson, Lyle V. Jones, Richard King, Eugene R. Long, Barclay Martin, Paul G. Shinkman, Vaida M. Thompson.

Introduction

In the undergraduate study of psychology, the emphasis is on a broad acquaintance with the behavioral sciences, not specialization. The subject matter is preparatory to a career in psychology either in basic research and teaching, or in any number of professional applications to various human problems. A psychology major may prove valuable to those planning other professional careers such as medicine, law, education, or business, as well as to those who seek a broad cultural background in the behavioral sciences. The courses in the department available to undergraduate students are listed on the following pages. No courses numbered 700 or above may be taken by undergraduate students. Consult the current directory of classes for each semester's offerings. PSYC 101 is prerequisite to ALL courses offered in the Department of Psychology except for first-year seminars, which are numbered below 100. Students and their advisors should take careful note of the specified prerequisites for advanced offerings in this listing. The specified courses (or their equivalents from other institutions) provide a necessary background for entry into these advanced courses.

Programs of Study

The degrees offered are the bachelor of arts and the bachelor of science with a major in psychology. A minor in cognitive science is also available.

Majoring in Psychology: Bachelor of Arts

Departmental Requirements

- PSYC 101 with a grade of C or better (gateway course)
- PSYC 210 or 215
- PSYC 270
- One course below 400 from four of the five following psychology program areas: behavioral neuroscience (PSYC 220 or 225), clinical (PSYC 245), cognitive (PSYC 222, 225, or 230), developmental (PSYC 250), social (PSYC 260). PSYC 225 can meet either the behavioral neuroscience or cognitive requirement, but not both.
- Two psychology courses numbered between 400 and 650
- Two additional psychology courses above 101; may include three hours of PSYC 395 and/or up to six hours of PSYC 693H or 694H

Additional Requirements

- BIOL 101 and 101L
- One other physical and life sciences course, which must be from a department other than psychology
- One of COMP 110, 116; MATH 130, 152, 231, 241
- Three social and behavioral science courses from departments other than psychology

A student may submit a maximum of 45 hours of credit in psychology courses (including PSYC 101) toward the completion of the B.A. degree.

Majoring in Psychology: Bachelor of Science

Departmental Requirements

- PSYC 101 with a grade of C or better (gateway course)
- PSYC 215 (with department approval, PSYC 210 plus an advanced course in psychological measurement or research design may substitute for PSYC 215)
- PSYC 270
- One course below 400 each from the behavioral neuroscience (PSYC 220 or 225) and cognitive (PSYC 222, 225, or 230) psychology program areas. PSYC 225 can meet either the behavioral neuroscience or cognitive requirement, but not both.
- One course below 400 from two of the three following psychology program areas: clinical (PSYC 245), developmental (PSYC 250), or social (PSYC 260)
- Two additional psychology courses numbered between 400 and 650
- Two additional psychology courses above 101; may include three hours of PSYC 395 and/or up to six hours of PSYC 693H or 694H

Additional Requirements

- BIOL 101 and 101L
- MATH 231 or 241
- One of COMP 110, 116; MATH 232, 283
- At least four additional physical and life sciences courses (one of which must be physical science and at least one of which must have a laboratory)
- One additional nonhistorical social and behavioral science Approaches course, which must be from a department other than psychology

All majors must complete PSYC 101 and at least six psychology courses above PSYC 101 with a grade of C (not C-) or better. Students planning to enter graduate programs in psychology are urged to include a research-intensive course such as PSYC 395, 470, 530, or 693H–694H in their program and as many courses numbered 400 and above as possible.

Details of the student's program may be worked out in consultation with college and departmental advisors.

Minoring in Cognitive Science

The cognitive science minor consists of five disciplinary areas: behavioral, biological, computational, linguistic, and philosophical. Each course, except the overview, falls into one or more disciplinary areas. Please refer to the appropriate departments for course descriptions.

Students must earn a grade of C or better in at least four of the five courses. Courses used to satisfy psychology major requirements cannot also satisfy requirements in the cognitive science minor. The minor is open to all, including psychology majors, who are still limited to no more than 45 credit hours in the department. Students interested in pursuing the minor should contact the program director for further information.

- PSYC 431 (prerequisite PSYC 101 and 210)
- Four other courses distributed over at least two disciplinary areas, as follows:
  - Behavioral: BIOL 278, 453, 455; INLS 512; PSYC 222, 225, 230, 400, 425, 430, 432, 433, 435, 461
  - Biological: BIOL 278, 453, 455, 469; PSYC 225, 400
  - Computational: COMP 455, 485; INLS 509, 510, 512, 582; MATH 383, 547, 566; STOR 105, 305, 433, 582
  - Linguistic: INLS 512; LING 200, 202, 383, 400, 520, 523, 547; PHIL 145, 445; PSYC 432; SLAV 409
  - Philosophical: INLS 512; PHIL 145, 335, 340, 345, 440, 445, 453

Honors in Psychology

Any major in the program with an overall grade point average of 3.2 or higher is eligible for enrollment in the departmental honors program.

Applications may be submitted to the Psychology Honors Committee, ordinarily in the second semester of the junior year. Please see the department Web site for the application form. Each candidate for honors participates in a two-semester course sequence (PSYC 693H and 694H) and carries out independent research in an area of the student's choice under the guidance of a departmental faculty member.

Special Opportunities in Psychology

Departmental Involvement

Membership in the Psychology Club is open to any interested psychology major. There is no minimum grade point average requirement. The club meets frequently to discuss psychology-related topics and learn about careers in psychology.

Experiential Education

Several opportunities for experiential education are available. These include PSYC 395 Independent Research; PSYC 294 Service Learning in Psychology; APPLES, performed either through the APPLES program or in conjunction with a specific psychology class; and other classes for which service learning is a central focus. See course listings for details.

Undergraduate Awards

The David Bray Peele Award (administered in the Department of Psychology) and the Undergraduate Research Support Award (administered through the UNC Office of Undergraduate Research) are available to students who conduct research in psychology. Each year, the Dashiell-Thurstone Prize is awarded for the best undergraduate research project. An additional honor is election to Psi Chi, the national honor society for psychology undergraduates. Psychology majors who have completed at least three courses in psychology and who have a grade point average of at least 3.2 at UNC–Chapel Hill will be invited to join Psi Chi.

Undergraduate Research

Qualified students interested in doing independent research under the direction of a faculty member may enroll for independent research credit (PSYC 395). Students interested in this option should speak directly with psychology faculty members regarding opportunities in their laboratories. Research opportunities are posted at the Office of Undergraduate Research Web site and in the lobby of the Psychology Department. Contact should be initiated by the student.

Graduate School and Career Opportunities

Both the B.A. and B.S. degree programs prepare students for entry into graduate programs in psychology and a large number of related areas. Both programs, augmented by courses dictated by

various graduate and professional schools, also provide training that has proved beneficial for those applying to business, law, and medical schools.

Undergraduate psychology majors seek and find employment in a wide range of occupations and many continue their education and training in graduate school. It is important for students to understand that many of the occupations traditionally associated with psychology (e.g., clinical psychologist) are licensed specialties that require graduate training.

Contact Information

Director of Undergraduate Studies, Davie Hall, 962-4155, CB# 3270. Web site: psychology.unc.edu.

PSYC

050 First-Year Seminar: Stress Management (3). This course will address basic stress management skills; how to develop emotion-focused coping skills and how to use exercise, time management, and assertive communication skills to reduce stress.

051 First-Year Seminar: The Mind and the Computer (3). This course will examine the nature of human thought in relation to the operations of contemporary computers and will also consider how computers will likely develop in the future.

052 First-Year Seminar: Evolutionary Psychology (3). Students will gain an in-depth understanding of evolutionary psychology, a current amalgam of evolutionary biology, psychology, and anthropology that aims to view complex social and personality features of human behavior.

053 First-Year Seminar: Talking about Numbers: Communicating Research Results to Others (3). This course introduces the many ways that research results are disseminated to the public in our everyday lives—through advertising and mass media, Internet, and research-based policy statements.

054 First-Year Seminar: Families and Children (3). This course will consider family from a life-course perspective and family influences on child development. Research and theory concerning divorced and step families, single parents, gay and lesbian parents, and family processes that shape children's development will be examined.

055 First-Year Seminar: Children's Eyewitness Testimony (3). The course will address relevant literature on children's memory and cognition involving allegations of child sexual abuse.

056 First-Year Seminar: Human Infancy (3). The goals of this course are to describe what we know about the psychological development of human infants, to evaluate the procedures that have given rise to that knowledge, and to explore the implications of the knowledge.

057 First-Year Seminar: Conflict, Deviance, and Disasters (3). The course will focus on how we attempt to understand and deal with events in our lives that appear incomprehensible to us, often those we not only have difficulty understanding but over which we have no control.

058 First-Year Seminar: Mind Reading and Language Use (3). This course examines mind-reading abilities and how they affect the development of language, adult language use, and the language of autistic individuals, who are known to have difficulty reasoning about others' minds. This seminar will follow a discussion format.

059 First-Year Seminar: Integrating Eastern and Western Psychology: A Study of Human Development (3). The course makes use of text, with ample room for class discussion and argumentation, and will address sequentially the seven chakras including their psychological correlates found in Western research.

061 First-Year Seminar: Drug Addiction: Fact and Fiction (3). The course will tackle questions through classroom discussions, lectures, movies, writing assignments, and a visit to a research laboratory and a treatment facility. Cocaine and heroin addiction will be used as primary model systems to introduce fundamental concepts in addiction research.

062 First-Year Seminar: Positive Psychology: The Science of Optimal Human Functioning (3). This course invites students to explore the opportunities presented by the vibrant and emerging field of positive psychology.

063 First-Year Seminar: Persuasion, Passion, and Participation: The Psychology of Politics (3). How do political campaigns work? What kind of influence do the media have on political decisions? What do poll results really mean? We'll be exploring these questions and more in this seminar.

064 First-Year Seminar: Prejudice and Stereotyping (3). This course explores the psychological underpinnings of prejudice and discrimination.

065 First-Year Seminar: Judgment and Decision Making in Everyday Life (3). This course focuses on understanding people's judgment and decision-making processes in everyday life. Students will draw upon other areas of psychology and other interdisciplinary approaches (e.g., economics, decision sciences).

089 First-Year Seminar: Special Topics (3). Content varies by semester.

101 General Psychology (3). A survey of major principles of psychology and an introduction to scientific modes of thought about behavior. Students participate in ongoing psychological research in the department. PSYC 101 is a prerequisite for all psychology courses.

210 Statistical Principles of Psychological Research (3). Prerequisite, PSYC 101. Consideration of the methodological principles underlying psychological research, descriptive and inferential techniques, and the manner by which they may be employed to design psychological experiments and analyze behavioral data. Three lecture hours and one laboratory hour a week.

215 Statistical Principles of Psychological Research (B.S. Majors) (3). Prerequisites, MATH 231 and PSYC 101. Considers the methodological principles underlying psychological research, descriptive, and inferential techniques. This section is for students in the B.S. psychology program or for B.A. students with a calculus background and strong interest in quantitative psychology. Note: PSYC 215 will substitute for PSYC 210 as a prerequisite for other psychology courses.

220 Biopsychology (3). Prerequisite, PSYC 101. Study of the biological basis of behavior. Emphasis will be placed on human findings and applications.

222 Learning (3). Prerequisite, PSYC 101. Topics in conditioning, verbal learning, memory, and problem solving.

225 Sensation and Perception (3). Prerequisite, PSYC 101. Topics in vision, audition, and the lower senses. Receptor mechanisms, psychophysical methods, and selected perceptual phenomena will be discussed.

230 Cognitive Psychology (3). Prerequisite, PSYC 101. Topics in attention; memory; visual, auditory, and other forms of information processing; decision making; and thinking.

240 Personality (3). Prerequisite, PSYC 101. Basic principles of personality structure, dynamics, development, assessment, and theory are discussed. Consideration is given to both environmental and biological determinants of personality.

245 Abnormal Psychology (3). Prerequisite, PSYC 101. Major forms of behavior disorders in children and adults, with an emphasis on description, causation, and treatment.

250 Child Development (3). Prerequisite, PSYC 101. Study of the development of social and intellectual behavior in normal children and the processes that underlie this development. Emphasis is typically on theory and research.

260 Social Psychology (3). Prerequisite, PSYC 101. Introductory survey of experimental social psychology covering attitudes, interpersonal processes, and small groups.

270 Laboratory Research in Psychology (4). Prerequisites, PSYC 101, and 210 or 215. Experiments in biological, behavioral, cognitive, developmental, personality, and social psychology will be discussed, prepared, performed, and reported. One lecture hour and four laboratory hours per week.

294 Service Learning in Psychology: APPLES (1–3). Permission of the instructor. Service learning component for students enrolled in psychology APPLES courses. May not count toward the major.

320 Drugs and Human Behavior (3). Prerequisite, PSYC 101. This course will examine the use of drugs to alter behavior. Social implications of drug use and methods for preventing and treating drug abuse also will be considered.

395 Independent Research (1–3). Prerequisite, PSYC 101. Also required, two additional psychology courses, a minimum of a 2.5 grade point average, and permission of the instructor. Supervised research resulting in a written report. May be repeated for credit up to six hours.

400 Conditioning and Learning (NBIO 400) (3). Prerequisites, PSYC 101 and 222. A comprehensive survey of the methods, findings, and theories of classical and operant conditioning. Skills necessary to evaluate, integrate, and summarize significant original literature will be developed.

401 Animal Behavior (NBIO 401) (3). Prerequisites, PSYC 101, and PSYC 222 or BIOL 101. PSYC 270 recommended. Ethological, genetic, and physiological variables will be studied in relation to their behavioral effects.

402 Advanced Biopsychology (NBIO 402) (3). Prerequisites, PSYC 101 and 220. Elements of neurophysiology, neuroanatomy, and neurochemistry as they apply to the understanding of brain-behavior relationships.

403 Advanced Biopsychology Laboratory (3). Prerequisites, PSYC 101, and 220 or 402. "Hands on" laboratory course designed to introduce students to experimental protocols emphasizing "brain-behavior" relationships. Topics include gross neuroanatomy, stereotaxic surgery, and the effects of drugs on behavior.

404 Clinical Psychopharmacology (3). Prerequisite, PSYC 101. This course will investigate the pharmacological effects and the clinical efficacy of drugs used to treat behavior disorders.

425 Advanced Perceptual Processes (3). Prerequisites, PSYC 101, and one of PSYC 220, 225, or 230. The perception of objects and events; the role of cognitive factors in perception.

430 Human Memory (3). Prerequisites, PSYC 101, and 222 or 230. Theoretical and applied issues in human memory.

431 Introduction to Cognitive Science (3). Prerequisites, PSYC 101, and 210 or 215. An introduction to the interdisciplinary study of the mind, intelligent behavior, information processing, and communication in living organisms and computers.

432 Psychology of Language (3). Prerequisites, PSYC 101 and 230, or LING 101, or 400. After an examination of the possible relations between psychology and linguistics, this course will consider problems in the acquisition of language and particular recent work in experimental psycholinguistics.

433 Behavioral Decision Theory (3). Prerequisite, PSYC 101. Simple mathematical and psychological models of judgment and choice, and related experiments, are treated, as are applications to real world problems in medical, environmental, policy, business, and related domains.

434 Cognitive Neuroscience (3). Prerequisites, PSYC 101, and 210 or 215; and one of PSYC 220, 222, 225, 230, or BIOL 450, 455. Introduction to cognitive neuroscience. Higher mental processes including attention, memory, language, and consciousness will be covered, with an emphasis on the neural mechanisms that form the substrates of human cognition.

436 Cognitive Science and the Novel (3). Prerequisite, PSYC 220, 222, 225, 230, 260, 431, 432, 433, or 469. Introduces topics in cognitive science by reviewing their use in recent novels. Explores their influence on the novel, and how the novelist might offer relevant insights.

461 Cognitive Development (3). Prerequisites, PSYC 101 and 250. An examination of the development of attention, perception, learning, memory, and thinking in normal children.

463 Development of Social Behavior and Personality (3). Prerequisites, PSYC 101 and 250, and 210 or 215. Developmental processes during early childhood as these relate to social behavior and personality.

465 Poverty and Development (3). Prerequisites, PSYC 101 and 250. Poverty is one of the most consistent and influential risk factors for problematic development. This course focuses on the scientific study of how poverty affects development across the human life span.

467 The Development of Black Children (3). Prerequisites, PSYC 101 and 250. PSYC 210 or 215 recommended. A survey of the literature on the development of black children. Topics include peer and social relations, self-esteem, identity development, cognitive development, school achievement, parenting, family management, and neighborhood influences.

468 Family as a Context for Development (3). Prerequisites, PSYC 101 and 250, and 210 or 215. Explores how the family

influences children's development. Topics include genetics, family structure (e.g., single parents, working mothers, divorce, number of siblings), discipline, parental values and beliefs, ethnic diversity.

469 Evolution and Development of Biobehavioral Systems (3). Prerequisites, BIOL 101 and PSYC 101, and 210 or 215. Examines the evolution and development of behavior patterns and their physiological substrates.

470 Developmental Research on the Family (3). Prerequisites, PSYC 101 and 250, and 210 or 215. Child and adolescent development within the context of family is examined. Course topics include family theory, cognitive development, divorce, poverty, and gender. Each student will complete a research project.

471 The Study of Adolescent Issues and Development (3). Prerequisites, PSYC 101, 210, and 250. The developmental period of adolescence is studied from a multidisciplinary perspective. The course will distinguish among early, middle, and late adolescence and will cover several theoretical perspectives.

499 Current Topics in Psychology (3). Permission of the instructor. Various special areas of psychological study, offered as needed. Course may be repeated for credit.

500 Developmental Psychopathology (3). Prerequisites, PSYC 101, 245, and 250. A survey of theories bearing on atypical development and disordered behavior, and an examination of major child and adolescent behavior problems and clinical syndromes.

501 Theoretical, Empirical Perspectives on Personality (3). Prerequisite, PSYC 101. An in-depth coverage of the traditional clinically based personality theories of the early 20th century contrasted with more recent empirically based perspectives.

502 Psychology of Adulthood and Aging (3). Prerequisites, PSYC 101 and 250. A developmental approach to the study of adulthood, from young adulthood through death. Topics include adult issues in personality, family dynamics, work, leisure and retirement, biological and intellectual aspects of aging, dying, and bereavement.

503 African American Psychology (3). Prerequisite, PSYC 101. This course examines race and culture in the psychological processes and behavior of African Americans.

504 Health Psychology (3). Prerequisites, PSYC 101 and 245. An in-depth coverage of the theoretical issues and clinical manifestations of psychological responses characteristic of individuals with chronic physical disorders.

505 Introduction to Clinical Psychology (3). Prerequisites, PSYC 101 and 245, and 210 or 215. Overview of clinical psychology: history, scientific basis, and major activities and concerns including assessment, psychotherapy, and other psychological interventions, community psychology, ethics, and professional practice.

506 Assessment and Treatment of Older Persons (3). Prerequisites, PSYC 101 and 245. Addresses methods to assess, treat, and rehabilitate older person with serious mental health disorders.

507 Autism (3). Prerequisites, PSYC 101, 245, and 250. Intensive service-learning seminar on autism includes a supervised community placement. Topics include historical diagnostic issues, etiological theories, assessing patterns of functioning, developmental/life span issues, family concerns, and intervention approaches.

509 Applied Behavioral Analysis (3). Prerequisites, PSYC 101 and 245. PSYC 222 recommended. A survey of applications of learning theory in solving clinical, educational, and societal problems. Practicum experience included.

512 Popularity, Friendship, and Peer Relations (3). Prerequisite, PSYC 101. This course will review literature regarding peer relations among children and adolescents, including peer acceptance/rejection, popularity, bases of friendship selection, peer crowds, romantic relationships, and theories of peer influence.

513 Advanced Seminar on the Anxiety Disorders (3). Prerequisites, PSYC 101 and 245. This course will explore the nature and treatment of normal and abnormal anxiety. Students will learn about the psychopathology, assessment, and treatment of the various anxiety disorders.

514 Mania and Depression (3). Prerequisites, PSYC 101 and 245. The social, developmental, and biological contributions to mania and depression are examined, as well as the impact of these moods on the brain, creativity, relationships, quality of life, and health.

515 Psychological Approaches to Prevention Science (3). Prerequisite, PSYC 270. Permission of the instructor required. Prevention science is an interdisciplinary field between research and practice, with the goal of developing prevention programs for people's lives. Course will emphasize psychological approaches to preventing substance use as a motivating example. Discussions, lectures, a research project, and an experiential learning component.

530 Design and Interpretation of Psychological Research (3). Prerequisites, PSYC 101 and 270. Emphasis on the methodological principles underlying experimental and correlational research. Interaction of theory and practice in the design and interpretation of psychological studies.

531 Tests and Measurement (3). Prerequisites, PSYC 101, and 210 or 215. Basic psychometric theory underlying test construction and utilization. Detailed study of issues and instruments used in assessing intellectual functioning, educational progress, personality, and personnel selection.

532 Quantitative Psychology (3). Prerequisite, PSYC 210 or 215 or SOCI 252 or STOR 155. This course examines the science of quantitative psychology. Topics include the analysis of data, the design of questionnaires, and the assessment of psychological attributes, among others.

533 The General Linear Model in Psychology (3). Prerequisite, ECON 400 or PSYC 210 or 215 or SOCI 252 or STOR 155. Consideration of multiple regression and the general linear model in psychological research, including hypothesis testing, model formulation, and the analysis of observational and experimental data.

560 Self and Society (3). Prerequisites, PSYC 101 and 260, and 210 or 215. PSYC 270 recommended. Content, structure, and functions of the self-concept. How the self-concept is shaped by society and developmental processes; ways in which the self-concept affects perception of others; self-esteem. Class participation and presentations required.

561 Social Cognition (3). Prerequisites, PSYC 101 and 260, and 210 or 215. Theory and research in social psychology, which explores the cognitive processes underlying social phenomena. Specific topics covered include attributions, emotions, automaticity, heuristics, self, goals, stereotyping, expectancies, social motives, and others.

563 Small Groups (3). Prerequisites, PSYC 101 and 260, and 210 or 215. Intensive survey of research and theory on behavior in small

groups combined with appropriate experience in studying various structured groups.

564 Interpersonal Processes (3). Prerequisites, PSYC 101 and 260, and 210 or 215. Intensive coverage of normal interpersonal processes, focusing on the dyad.

565 Stereotyping, Prejudice, and Discrimination (3). Prerequisites, PSYC 101 and 260, and 210 or 215. PSYC 270 recommended. Examines the determinants, functions, processes, and consequences of stereotyping, prejudice, and discrimination. Prospects for change are considered. Class presentations and participation required.

566 Attitude Change (3). Prerequisites, PSYC 101 and 260, and 210 or 215. A detailed consideration of the theoretical issues in attitude and belief change.

567 Research in Positive Psychology (3). Prerequisites, PSYC 101 and 270, and 210 or 215. Majors only. This advanced course in positive psychology is research intensive and intended as a capstone for majors in psychology.

600 Historical Trends in Psychology (3). Prerequisite, PSYC 101. Limited to senior majors or to graduate students in psychology; others by permission of the instructor. Overview of the origins of psychological concepts, movements, and fields of study.

601 Psychology and Law (3). Prerequisites, PSYC 101 and 270. Examines the legal system from the perspective of psychology methods and research, with a focus on criminal law. Discusses dilemmas within the law and between the legal system and psychology.

602 Evolutionary Psychology (3). Prerequisite, PSYC 101. Major topics of general psychology are examined from an evolutionary perspective with an emphasis on empirical studies asking why much current human behavior and experience would have been adaptive for our early ancestors.

693H Honors in Psychology I (3). By application to the psychology honors committee and enrollment in the honors program. To be taken as the first course in the two-semester honors sequence. Students conduct research under the direction of a faculty advisor and receive classroom instruction in research-related topics.

694H Honors in Psychology II (3). Prerequisite, PSYC 693H. Admission to the psychology honors program required. To be taken as the second course in the two-semester honors sequence. Students conduct research under the direction of a faculty advisor and receive classroom instruction in research-related topics.

Department of Public Policy

publicpolicy.unc.edu

RICHARD N.L. ANDREWS, *Chair*

Professors

Richard N.L. Andrews, Maryann P. Feldman, Gary T. Henry.

Associate Professors

Daniel P. Gitterman, Sudhanshu (Ashu) Handa, Krista M. Perreira.

Assistant Professors

Christine P. Durrance, Pamela Jagger, Douglas L. Lauen, Benjamin Mason Meier, John C. Scott.

Professors of the Practice

Anthony Brown, W. Hodding Carter III, Pope (Mac) McCorkle.

Social Entrepreneur in Residence

Micah Gilmer.

Adjunct Faculty

Douglas Crawford-Brown, J. Ferrel Guillory, John W. Hardin, Kathleen Harris, Margaret A. Jablonski, James H. Johnson, Arne Kalleberg, John D. Kasarda, Michael I. Luger, Douglas E. MacLean, Michael C. Munger, Dennis K. Orthner, Roberto Quercia, David H. Schanzer, Catherine F. Smith, Joel J. Schwartz, John Stewart, Charles Thompson.

Lecturer

Gail A. Corrado.

Professors Emeriti

Michael A. Stegman, David D. Dill.

Introduction

The Department of Public Policy offers instruction leading to a bachelor of arts (B.A.) degree. Public policy is an interdisciplinary social science major designed to provide students with the theoretical perspective, analytical skill, and substantive knowledge needed to respond to major domestic and international policy problems. The core coursework includes exposure to multiple disciplinary fields, including economics, statistics, political science, history, and policy analysis. The core curriculum is designed to fulfill three objectives: 1) provide students with a command of the tools of policy analysis; 2) offer students an understanding of the politics of public policy; and 3) allow students to develop knowledge in a core domestic or international policy field.

The undergraduate major does not aim to train a student in the particulars of a given career. Instead its goal is to develop conceptual and analytical skills that our students can bring to bear in whatever work or professions they eventually choose and for informed citizenship. The combination of a general liberal arts education, the development of conceptual, writing and analytical abilities, and the acquisition of knowledge in a domestic or international policy area forms an excellent foundation for graduate work in the professions (law, business, social work, public health, city and regional planning) or public policy as well as for a career in domestic or international public affairs.

Programs of Study

The degree offered is the bachelor of arts with a major in public policy. The department also offers a minor in public policy and sponsors the social entrepreneurship course (Social Venture Creation) of the entrepreneurship minor.

Majoring in Public Policy: Bachelor of Arts

Departmental Requirements

- Seven core courses are required (21 total hours). The core curriculum includes courses in policy analysis, ethics, economic and political analysis, and quantitative approaches to public policy:
  - ECON 310 or ECON 410 (prerequisite, MATH 152) or PLCY 410 Microeconomic Foundations for Policy Analysis
  - PLCY 210 Policy Innovation and Analysis
  - PLCY 220 The Politics of Public Policy

  - PLCY 340 Justice in Public Policy
  - PLCY 460 Quantitative Analysis for Public Policy
  - PLCY 691 Research Design: Asking and Answering Policy Questions
  - PLCY 692H Senior honors thesis or PLCY 698 (Capstone)
- At least six credit hours of policy field electives at the 300 level or above. However, PLCY 101 may be used to contribute three hours toward this requirement.

Students who take at least nine credit hours in a specific policy field area may elect for a concentration. The degree granted would be a B.A. with a major in public policy with a concentration in advanced methods, city and regional planning, economic and community development, economics and business, economics in public policy, education and child policy, environment and sustainability, food and agriculture, global policy, global health, health policy, immigration and population studies, law and politics, poverty analytics, social innovation and entrepreneurship, or social policy. Students may create their own concentration from a coherent selection of courses with the approval of their faculty advisor.

Students also must complete all College General Education requirements, including STOR 151 or 155 (quantitative reasoning) and ECON 101 (social and behavior sciences), or their equivalent, which are prerequisites for the major. STOR 151 or 155 is a prerequisite for PLCY 460, and ECON 101 is a prerequisite for ECON 310 and 410. MATH 152 or 231 is only a prerequisite for ECON 410. In fulfilling General Education requirements, majors should consider PLCY 101 as helpful preparation for the major. PLCY 101 can satisfy a General Education (social science) requirement and can be counted as an elective to fulfill the elective requirement for the major. Note: Only 24 hours total can be taken outside the College of Arts and Sciences toward the B.A. degree.

Minoring in Public Policy

The undergraduate minor in public policy consists of five courses: ECON 310 or ECON 410 (prerequisite, MATH 152) or PLCY 410; PLCY 210, 220, 340, and 460

The regulations governing a minor in an interdisciplinary department, as set forth in this bulletin, apply to the minor in public policy.

Honors in Public Policy

Students who have achieved at least a 3.2 grade point average by the end of their fifth semester should consult with the director of undergraduate studies early in their junior year. Upon successful completion of the thesis (an independent policy research project is required), and after satisfactory performance in an oral examination, the student may graduate with honors or highest honors. The first honors seminar, PLCY 691H, is taken in the spring of the junior year or fall of the senior year, and the second course, PLCY 692H, is taken in the spring of the senior year. The honors thesis provides a total of six credit hours toward the major.

Special Opportunities in Public Policy

Undergraduate Research

The honors thesis process enables students to undertake a major independent policy research project. In addition, students who identify a topic of interest can work with a faculty member on a research project through independent study.

Experiential Education

Students are encouraged to gain experience through their senior capstone course, through internship placements, and through other experiential education opportunities. PLCY 295, 320, 325, 691, 692, and 698 are all approved as experiential education courses.

Capstone Course

The senior capstone course (PLCY 698) is required of all majors except those writing an honors thesis. It provides students with the experience of working together to produce a policy analysis for a community organization. The projects provide students with a unique opportunity to apply their academic training in client-centered policy environment.

Internships

Public policy majors have the option to complete an internship. Students may receive academic credit for an approved internship if it provides an academically relevant experience in policy analysis or research. PLCY 320 is a Pass/Fail course and is used for internship placement. PLCY 325 is graded and can be used for other internship placements that must be graded.

To receive credit for an external internship, the student must provide in advance a one-page letter of intent to complete an internship to the instructor of record. Upon formal approval and within two weeks of starting the internship, students should prepare a contract, to be agreed upon in writing by the instructor, the internship supervisor, and the student, specifying the name of the organization and direct supervisor, the types of activities to be performed, the duration of the placement (number of hours over what period), the terms of the employment, and the expected work products. The work products can consist of a policy research paper or memo or a series of shorter memos on different topics. For more details on internships, see publicpolicy.unc.edu/?q=node/169.

Student Leadership

Students created a Majors Union in 1988 to serve as a link to the faculty and to sponsor extracurricular events and programs of interest to public policy majors, minors, and other students. Among other activities, the Majors Union sponsors student opportunities to interact with policy leaders and scholars, policy writing workshops, and career fairs. For more information, see http://publicpolicy.unc.edu/node/39.

Interested students also are encouraged to participate in UNC–Chapel Hill's chapter of the Roosevelt Institution, a nonpartisan national network of campus-based student think tanks. Its members conduct policy research on pressing domestic and international issues. For more information, see unc.rooseveltinstitution.org/.

Opportunities for Study Outside the University

Public policy students are encouraged to study in Washington, DC, or abroad. The director of undergraduate studies works with students to bring relevant credits into the department, depending on the program of study.

Public policy students are encouraged to consider enrolling in the Washington Domestic or Foreign Policy Semester, offered as a Burch Field Research Seminar through the Honors Program. The program offers students the opportunity to spend a semester participating in public policy education and research in Washington, DC. Students participate in separate daylong colloquia led by faculty instructors, complete internships for course credit, and live together in a home

located in a historic Capitol Hill neighborhood. For further information, see http://studyabroad.unc.edu/programs.cfm?pk=1838.

Visiting Speakers

The department sponsors the Thomas Willis Lambeth Distinguished Lecture on Public Policy and other visiting speakers during the academic year. These events typically are centered on public policy themes and often are cosponsored with other units on campus.

Graduate School and Career Opportunities

The major forms an excellent foundation for graduate work in the professions (law, business, social work, public health, city and regional planning) or public policy as well as for a career in domestic or international public affairs. An excellent guide to education and graduate study opportunities in public policy can be found on the website of the Association for Public Policy Analysis and Management at www.appam.org/education/students.asp.

For examples of alumni careers after graduation, see publicpolicy.unc.edu/node/30.

Contact Information

The following faculty and staff may be contacted for further information: Jennifer O'Neill, Student Services Manager, oneillj@email.unc.edu; Professor Maryann Feldman, Director of Undergraduate Studies, feldmanm@email.unc.edu; Professor Richard Andrews, Chair, pete_andrews@unc.edu.

Department office: 214 Abernethy Hall, CB# 3435, (919) 962-1600. Web site: publicpolicy.unc.edu.

PLCY

050 First-Year Seminar: Environment and Labor in the Global Economy (3). Rapid recent globalization raises important public policy issues concerning impacts on the environment, labor, and communities. The seminar provides an opportunity to explore the implications of living in an increasingly global economy and the ethical and policy issues that these trends pose.

055H First-Year Seminar: The Crisis of the University: Academic Values and Policy Choice (3). Introduces students to core values of a research university through analysis of university history, case discussions of university policy issues, computer simulation of university decision making, and an original case study.

057 First-Year Seminar: American Foreign Policy, American Media: Who Sets the Agenda? (3). This course will examine the relationship between government and the media, and the effects of that relationship on American foreign policy.

061 First-Year Seminar: Policy Entrepreneurship and Public/Private Partnerships (3). This seminar will define a policy entrepreneur and examine strategies used by policy entrepreneurs to achieve policy change or innovation in the policy making process. We will also explore models of innovative public-private partnerships in the delivery of public goods.

065 First-Year Seminar: The Politics of Numbers: How Do We Know How Many People Are Poor? (3). Explores what lies behind official government measures: racial diversity, global warming, how we know how many people are poor, welfare reform, Social Security reform, costs and benefits of immigration.

070 First-Year Seminar: National Policy: Who Sets the Agenda? (3). Who and what actually set our nation's policy agenda? The President? Congress? The media? Special interests? This seminar will address these questions, looking closely at current events and case histories drawn from the past three decades.

075 First-Year Seminar: Two Nations: The Growing Divide in American Society (3). Examines the public policies leading to the growing disparities in American society during the past 25 years. Addresses the political and nonpolitical factors that have led to these inequalities.

080 First-Year Seminar: Innovation, Entrepreneurship, and Economic Growth (3). This seminar provides an introduction to entrepreneurship and innovation and considers their relationship to economic growth.

085 First-Year Seminar: Reforming America's High Schools (3). In this course we will examine the main problems that are occurring in America's high schools and three popular reform strategies: increasing resources; improving leadership and teacher working conditions; and structural reforms.

101 Making Public Policy (PWAD 101) (3). Overview of the study and making of American public policy. Study of the political and policy challenges in substantive areas such as health and social policy, environment, national security, education, regulation, and law and public policy.

150 Robertson Scholars Colloquium (1). Robertson Scholars Colloquium will explore current policy issues and academic facets of motivation, personal development, ethics, and leadership.

190 Selected Topics in Public Policy (3). Selected topics in public policy.

195 Research in Public Policy (1–6). Permission of the instructor. Undergraduate research in public policy.

196 Independent Study/Reading in Public Policy (1–6). Supervised study for students interested in public policy.

201 Introduction to Public Policy (PWAD 201) (3). Introduction to the elements of policy analysis by citizens, including definition of problems, criteria, alternatives, models, decision procedures, and political feasibility. Illustrated by case studies.

205 Public Policy Communication (3). Students choose a societal problem and communicate the problem as demanded by governmental process. Simulated public hearings; write/revise documents (problem definition memo, witness testimony); write/revise organization's public comment on proposed legislation/regulation.

210 Policy Innovation and Analysis (3). Students will develop a working knowledge of the foundational theories of the public policy discipline and the integral institutions of public policy. Incorporates current substantive issues in the United States and international policy. Students will explore, summarize, and evaluate alternative policy solutions.

220 The Politics of Public Policy (PWAD 220) (3). Examines approaches to American politics and public policy and analyzes why government responds to problems in predictable ways.

290 Special Topics in Public Policy (3). Special topics in public policy for undergraduates.

295 Seminar in Domestic Policy (POLI 295) (3). Taught as part of the UNC–Chapel Hill Washington Policy Seminar, the course

introduces students to domestic policy making from the federal perspective using readings and lectures from the Washington policy making community.

296 Independent Study/Reading in Public Policy (1–6). Permission of the instructor. Independent reading/study in public policy.

299 Selected Topics in Public Policy (3). Selected topics in public policy.

320 Internship in Public Policy (1–6). Permission of the instructor. Approved internship experience with reports and other material required.

325 Internship (1–6). Permission of the instructor. Supervised internship with written reports required. This course is offered for graded credit.

326 Social Ventures (PLAN 326) (3). See PLAN 326 for description.

327 Introduction to Entrepreneurship (3). A historical overview of the role and importance of entrepreneurship in the economy and society, and a survey of the critical competencies all entrepreneurs (social, commercial, or artistic) must possess.

340 Justice in Public Policy (3). This seminar explores arguments about moral issues in public policy. Students examine both the means used to implement policies and policy ends through discussions of case studies of policy choice.

349 New Immigration and the South: Immigration Policy in the 21st Century (INTS 249) (3). The objective of this course is to enhance students' understanding of the causes and consequences of United States immigration within a social, historical, political, and economic context.

360 State and Local Politics (3). A range of public policy topics at the state and local level.

361 Health Policy and Politics (3). An analysis of the evolution of American medical care with special emphasis on current health care policy issues and debates about future directions. Compares other national models to those of the United States.

364 Ethics and Economics (PHIL 364) (3). See PHIL 364 for description.

370 Global Environment: Policy Analysis and Solutions (ENST 270, INTS 270) (3). Explores linkages among actors, institutions, and the environmental problems they cause and seek to rectify. Introduces pressing challenges of the global environment and perspectives of actors involved in crafting policy solutions.

390 Special Topics in Public Policy (Undergraduate) (3). Special topics in public policy for undergraduate students.

395 Research in Public Policy (1–6). Permission of the instructor. Research in public policy for undergraduates.

396 Independent Study/Reading in Public Policy (1–6). By special arrangement and permission of the instructor. Independent reading in public policy.

399 Selected Topics in Public Policy (3). Selected topics in public policy.

420 Taxation and Public Policy (3). This course examines United States tax policy in terms of the historical and institutional development of tax systems; theories of consent; the use of tax-based instruments such as tax credits and subsidies for social policy; and outcomes associated with taxation, particularly from racial and gendered perspectives.

450 Microeconomic Foundations of Public Policy (3). This course allows students to enhance their working knowledge of microeconomic theory, explore microeconomic theory as a methodology to solve policy problems, understand market failures and the role of collective action in markets, apply economic models to a variety of policy situations, and evaluate and critique economic analyses.

455 9/11 and Its Aftermath (PWAD 455) (3). Examines the nature of Islamic fundamentalist terrorism and strategies for addressing it, including analysis of post-9/11 changes to United States national security strategy, law enforcement and intelligence, and homeland security.

460 Quantitative Analysis for Public Policy (3). Prerequisite, STOR 155. Application of statistical techniques, including regression analysis, in public policy program evaluation; research design; and data collection and management.

470 Business, Competition, and Public Policy (3). This course focuses on competition policy in the United States using relevant Supreme Court decisions as well as economic and policy-related motivation for specific business behavior.

475 Political Economy of Food (3). This course examines the political and economic dimensions of the food we eat, how it's produced, who eats what, and the related social and environmental issues, both domestic and international, affecting the production, pricing, trade, distribution, and consumption of food.

480 Environmental Decision Making (ENST 480) (3). Introduces factors shaping environmental decision making by individuals, businesses, governments, advocacy groups, and international institutions. Explores public policy incentives and action strategies for influencing them.

485 Poverty, Health, and Human Development in Low Income Countries (3). Prerequisite, ECON 101. This course provides an understanding of how poverty is defined, the consequences of poverty, and policies to reduce poverty. It explores the determinants of human development outcomes from an interdisciplinary perspective (with a heavy economics focus).

490 Special Topics in Public Policy (3). Special topics in public policy for undergraduate and graduate students.

496 Independent Study/Reading in Public Policy (1–6). Permission of the instructor. Independent reading in public policy.

499 Selected Topics in Public Policy (3). Selected topics in public policy.

510 Policy Analysis of Global Climate Change (ENST 510) (3). Provides a real-world and relevant case study in which to apply material from multiple disciplines including public policy, economics, environmental science, and international studies. Teaches techniques for building policy models not covered elsewhere.

520 Environment and Development (ENST 520, INTS 520) (3). Reviews environmental problems in developing countries. Analyzes proposed solutions, such as legal remedies, market instruments, corporate voluntary approaches, international agree-

ments, and development policies. Discusses the link between trade and environment, environmental cases from the WTO, and sustainable development.

526 Principles of Public Finance for Public Policy and Planning (1.5). Provides the foundation of state and local government finance necessary to understand new developments in the provision of infrastructure for economic development.

527 Applied Public Finance for Infrastructure and Economic Development (1.5). Explores the role of infrastructure in economic development, including innovations in finance, management, and technology. Covers traditional and knowledge infrastructure. Addresses trade-off between environmental protection and economic growth.

530 Educational Problems and Policy Solutions (3). Reviews current debates and policy solutions in education. Topics analyzed through three of the most commonly used evaluative criteria: equity, efficiency, and effectiveness. Topics: equality of educational opportunity, racial segregation, the black-white test score gap, school choice, and the use of incentives to promote increased performance. Lecture, case studies, discussion.

565 Global Health Policy (3). Coursework will focus on public policy approaches to global health, employing interdisciplinary methodologies to understand selected public health policies, programs, and interventions. For students who have a basic understanding of public health.

570 Health and Human Rights (3). Course focuses on rights-based approaches to health, applying a human rights perspective to selected public health policies, programs, and interventions. Students will apply a formalistic human rights framework to critical public health issues, exploring human rights as both a safeguard against harm and a catalyst for health promotion.

575 Science and Public Policy: The Social, Economic, and Political Context of Science (3). Introduction to analysis of science policy. Course explores how events transformed science's role in American life and how science relates to industry and economic development. Topics include the mechanisms of allocating scientific resources, the commercialization of academic discoveries, regulating emerging technology, and achieving consensus on controversial scientific issues.

580 Implementing Change: Barriers and Opportunities in Policy, Government, and the Nonprofit Sector (3). An introduction to some of the sectors social change work occurs within: education, healthcare, local policy, philanthropy and nonprofit direct-service. Students will learn the fundamental systems of governance and accountability that guide them, and the opportunities or barriers that motivate and de-motivate people working within them.

585 American Environmental Policy (ENST 585, ENVR 585, PLAN 585) (3). See ENVR 585 for description.

590 Special Topics in Public Policy (3). Special topics for undergraduate and graduate students.

596 Independent Study/Reading in Public Policy (1–6). Permission of the instructor. Independent reading in public policy.

599 Selected Topics in Public Policy (3). Selected topics in public policy.

650 Robertson Scholars Capstone (1). The central focus of the capstone course will be that the scholars will learn from and about each other.

686 Policy Instruments for Environmental Management (ENST 686, ENVR 686, PLAN 686) (3). Prerequisite, ECON 410 or PLAN 710. Design of public policy instruments as incentives for sustainable management of environmental resources and ecosystems, and comparison of the effects and effectiveness of alternative policies.

690 Special Topics in Public Policy (3). Special topics for graduate or undergraduate students.

691 Research Design for Policy (3). Students will explore the scientific method as applied to policy research, formulate relevant and testable policy questions, become familiar with a variety of methods for conducting policy research, think critically about causal inferences and the generalizability of results, and understand the process of conducting research.

691H Honors in Public Policy (3). Directed research for honors theses.

692H Honors in Public Policy (3). Directed research for honors theses.

696 Independent Study/Reading in Public Policy (1–6). Permission of the instructor. Independent reading in public policy.

698 Practicum in Public Policy (3). Prerequisite, PLCY 460. For senior public policy majors and other seniors having a strong background and/or interest in analysis of public policy. The course involves an in-depth analysis of a public policy problem by each member of the class.

699 Selected Topics in Public Policy (3). Selected topics in public policy.

Department of Religious Studies

religion.unc.edu

LAURIE F. MAFFLY-KIPP, *Chair*

Professors

Yaakov S. Ariel, Jonathan Boyarin, Bart D. Ehrman, Carl W. Ernst, Jodi Magness, Omid Safi, Ruel W. Tyson Jr.

Associate Professors

Laurie F. Maffly-Kipp, Zlatko Plese, Randall Styers.

Assistant Professors

Barbara Ambros, Lauren Leve, Evyatar Marienberg, Todd Ochoa.

Lecturer

Bennie H. Reynolds.

Adjunct Professors

Philip F. Gura, Jonathan M. Hess, Charles Kurzman, Bruce B. Lawrence (Duke University), Paul W. Meyer, Albert Rabil Jr., James B. Rives, Tony K. Stewart (NCSU).

Adjunct Associate Professors

Jason Bivins (NCSU), Fred S. Naiden, Barry Saunders, Margaret J. Wiener.

Professors Emeriti

David J. Halperin, Peter I. Kaufman, William J. Peck, James H. Sanford, Jack Sasson, John H. Schutz, John Van Seters.

Introduction

The Department of Religious Studies is dedicated to the study of the world's religions as historical and cultural phenomena. It examines the history, texts, artifacts, beliefs, values, and rituals of a variety of religious traditions, including Buddhism, Christianity, Islam, and Judaism. Inherently interdisciplinary in its approach, religious studies explores these traditions in light of related fields in the humanities and social sciences such as anthropology, classics, archeology, sociology, philosophy, and history. The department offers a wide variety of courses ranging from large lecture classes to advanced seminars, as well as independent studies, an honors thesis program, and a capstone course for all majors (RELI 697). Introductory courses, which are numbered below 200, orient students to the field of religious studies or to major approaches, topics, or issues within that broader field. Intermediate courses are numbered between 200 and 400, and they provide a somewhat more in-depth analysis. Advanced courses, which are numbered above 400, often build on knowledge or skills derived from lower level courses, and they provide opportunities for research-intensive study in particular areas of concentration in the study of religion.

Programs of Study

The degree offered is the bachelor of arts with a major in religious studies. Minors are offered in religious studies, Jewish studies, Christianity and culture, and Islamic and Middle Eastern studies.

Majoring in Religious Studies: Bachelor of Arts

Departmental Requirements

- RELI 697
- Two RELI courses numbered 400 or above, including courses cross-listed with other units
- Six RELI courses, including courses cross-listed with other units

At least six of these courses must be completed with a grade of C or better. Majors must take at least one course in each of three of the department's subfields: religion in the Americas, religion and culture, Asian religions–Islamic studies, ancient Mediterranean religions, and medieval and early modern studies. Introductory and intermediate language courses (RELI 401, 402, 403, 404, 409, 410) are recommended for their usefulness, but do not count towards the major in religious studies.

Minoring in Religious Studies

Minimum requirements for the minor in religious studies: five courses, four of which must be completed with a grade of C or better, and two of which must be numbered above 400. Minors must take at least one course in two of the department's subfields: religion in the Americas, religion and culture, Asian religions–Islamic studies, ancient Mediterranean religions, and medieval and early modern studies. Introductory and intermediate language courses (RELI 401, 402, 403, 404, 409, 410) are recommended for their usefulness, but do not count towards the minor in religious studies.

Minoring in Jewish Studies

The undergraduate minor in Jewish studies is intended to provide students with an overview of the beliefs, culture, history, and religion of Judaism and the Jewish peoples in interaction with surrounding cultures, from ancient times to the present. It also offers an opportunity to become more knowledgeable about selected areas of the Jewish experience.

The minor consists of five courses, which must be taken in at least two different departments. The minor requires the core course (JWST 100/RELI 123) and four other courses selected from the list below. Of these four courses, one must be a course numbered 400 or higher, and at least one must fulfill the world before 1750 General Education requirement (WB).

AMST 360; AMST/JWST 486; AMST/JWST/WMST 253; ASIA/HEBR 305, 306; ASIA/HIST/PWAD 277; CLAR/JWST/RELI 110, 512; CMPL 270/GERM 270/JWST 239/RELI 239; ENGL/JWST 289; GERM 056 (may be taken for minor credit or for General Education credit, but not for both); HIST/JWST/PWAD 262; JWST/SLAV 469; JWST/PLSH 412; JWST/PWAD/SLAV 465; JWST/RELI 103, 106, 107, 143, 205, 206, 243, 343, 444, 503, 602; JWST/SLAV 464; RELI 109, 605, 608

Additions to this list must be approved by a faculty member who serves on the Planning Board of the Carolina Center for Jewish Studies. Only courses in Modern Hebrew at the fifth-semester level or higher can count as courses toward the minor. Students minoring in both Jewish studies and religious studies must use at least three JWST courses that are not cross-listed with RELI to complete the requirements for the minor in Jewish studies.

Minoring in the Study of Christianity and Culture

The undergraduate minor in the study of Christianity and culture is an interdisciplinary curriculum in the humanities, arts, and social sciences that aims to refine students' understanding of the cultural, social, and political influence of Christianity.

The minor requires the completion of five courses, including at least one course from each of the following categories:

- Core: RELI 161, 209 or 225
- Ancient, medieval, or early modern Christianity
- Christianity in the modern world

For a list of all approved courses in each of these three categories, see the Christianity and culture Web site: www.christianityculture.unc.edu/minor_000.htm.

Minoring in Islamic and Middle Eastern Studies

The undergraduate minor in Islamic and Middle Eastern studies (ISME) is intended to offer students access to two complementary perspectives, the transregional study of Islam and Muslim societies in interaction with surrounding cultures, and the Middle East as a complex region seen through multiple disciplinary approaches.

The minor consists of five courses, which must be taken in at least two different departments; at least one course must be from the Department of Religious Studies, and at least one course must be at an advanced level (400 and above). The two required core courses for the minor are the following:

- Introduction to Islamic Civilization: HIST 183 or RELI 180, both of which cover material from the seventh century to 1500
- One of the following three courses: RELI 181, HIST 139 or 276

Three of the five required courses in the minor (including the core courses) must be selected from one of two subject categories—either Islamic studies or Middle Eastern studies—as indicated by the two lists of approved courses below. The other two courses must come from the other category.

A single language course at level 5 or higher in Arabic, Hebrew, Persian, or Turkish can count as a course toward the minor. Up to two courses in Islamic and Middle East studies at Duke University may count toward the minor if approved by the director of the Carolina Center for the Study of the Middle East and Muslim Civilizations.

Islamic Studies

- ARAB/ASIA/RELI 681; ART 450, 458; ART/ASIA 154, 561; ASIA/FREN/INTS 451; ASIA/HIST 135, 136, 138, 139; ASIA/INTS 452; ASIA/RELI 180, 181, 582, 584; GEOG/INTS 448; GERM/RELI 218; PWAD/RELI 481; RELI 064, 480; SOCI 419

Middle East Courses

- ARAB 150, 151, 350, 433, 434, 452, 453; ASIA 050, 051; ASIA/GEOG/INTS 447; ASIA/HIST 276, 277, 536, 538; ASIA/HIST/PWAD 275; ASIA/HIST/WMST 537; ASIA/INTS 455; ASIA/RELI 583; GEOG 059; JWST/RELI 343

Honors in Religious Studies

Students majoring in religious studies (including double majors) with a grade point average of 3.3 or above in department courses and 3.2 grade point average overall may choose to do an honors thesis. Candidates for graduation with honors in religious studies are to be enrolled in RELI 691H in the fall and 692H in the spring semester of their senior year. Consult the department's director of undergraduate studies for details.

Special Opportunities in Religious Studies

Departmental Involvement

The Carolina Association for Religious Studies (CARS) is a club for religious studies majors.

Study Abroad

Professor Jodi Magness directs archaeological excavations in Israel during the summer. Students are welcome to participate.

Professor Omid Safi leads the summer study abroad program in Turkey. All students are welcome to participate. No knowledge of Turkish is necessary.

Undergraduate Awards

The department presents two awards at the end of each academic year: the Bernard Boyd Fellowship and the Bernard Boyd Memorial Prize.

Graduate School and Career Opportunities

Those wishing to proceed to graduate study in religion should consult with the director of undergraduate studies about studying two or more languages in which the sacred literatures of the world have been written, as well as the modern languages of scholarship. In addition to the language courses offered by this department, UNC–Chapel Hill offers courses in Greek, Modern Hebrew, Chinese, Japanese, Hindi-Urdu, Latin, Arabic, Sanskrit, Persian, Bengali, and Tamil.

Students majoring in religious studies often choose to pursue an M.A. or Ph.D. in religious studies or other related fields in the humanities and social sciences. Some of the graduates of the program go on to professional schools in law, medicine, divinity, or journalism. Each year the department awards a fellowship to a graduating religious studies major who is planning to do graduate study in religion at another institution.

Contact Information

Undergraduate Studies Program Assistant, Department of Religious Studies, CB# 3225, 125 Saunders Hall, (919) 962-5666. Web site: religion.unc.edu.

RELI

060 First-Year Seminar: Religion and Racism (3). How does religion become a source of ethnic or racial prejudice among religious practitioners? When does prejudice against religious persons constitute a form of racism? This class explores answers to these questions by examining the connections between religion and racism in modern societies like the United States and South Africa.

061 First-Year Seminar: Religion, Magic, and Science (3). This course explores the ways in which religion, magic, and science are defined in the modern world and the different forms in which supernaturalism circulates within contemporary culture.

063 First-Year Seminar: The Archaeology of Qumran and the Dead Sea Scrolls (3). In this seminar students learn about the Dead Sea Scrolls, ancient manuscripts dating to the time of Jesus from caves around the site of Qumran by the Dead Sea. They include early copies of the Hebrew Bible (Old Testament) and sectarian works of the Jewish community that lived in Qumran.

064 First-Year Seminar: Reintroducing Islam (3). An introduction to the Islamic religious tradition, focusing on major themes of Islamic religious thought and bringing out both traditional spirituality and the critical issues confronting Muslims today.

065 First-Year Seminar: Myth, Philosophy, and Science in the Ancient World (3). This course examines the conflicting ways in which ancient myth, science, and philosophy explained creation of the universe, origins of mankind, nature of dreams, and foundations of culture.

066 First-Year Seminar: Buddhism in America: From the Buddha to the Beastie Boys (3). Introduces students to Buddhism and traces its history in the United States, highlighting the period since 1965. It focuses on immigrants, converts, and the cultural influence of Buddhism in America.

067 First-Year Seminar: Nature, Culture, and Self-Identity: Religion in the Construction of Social Life (3). This course explores how different religious traditions conceive of human nature and cultural personhood, and the ways that these understandings are reflected in diverse forms of personal identity and public life.

068 First-Year Seminar: Charisma in Religion, Science, Poetry Studies in the Entrepreneurial Imagination (3). A comparative examination of prophet, scientist, and poet as critics and creators of the entrepreneurial outlook and sensibility in individuals and organizations with special attention to innovator's dilemmas.

069 First-Year Seminar: Gender and Sexuality in Contemporary Judaism (3). Taking a global perspective, the course compares the manners in which Jewish communities in

America, Israel, Europe, Asia, and Africa have accommodated themselves to the changing norms in gender and sexuality in the last generation.

070 First-Year Seminar: Jesus in Scholarship and Film (3). This seminar explores the ways the historical Jesus has been portrayed in the writings of modern scholars and films of the 20th and 21st centuries.

071 First-Year Seminar: Ethics and the Spirit of the New Capitalism (3). What does it mean to be ethically literate in the age of information technology? Philosophical and historical inquiries into organizational practices and styles of life.

072 First-Year Seminar: Apocalypse Now? Messianic Movements in America (3). This course explores the messianic idea in America as well as the messianic movements that have been active in the nation's history and their interaction with American society and culture.

073 First-Year Seminar: From Dragons to Pokemon: Animals in Japanese Myth, Folklore, and Religion (3). This course examines the cultural construction of animals in Japanese myth, folklore, and religion.

074 First-Year Seminar: Person, Time, and Religious Conduct (3). Within the vast field of activity called "religion," this course examines how people and societies give meaning to the relation between human organisms and the universe in time and space.

075 First-Year Seminar: Sacrifice and Surrender (3). This course will consider the questions of debt, loss, and surrender as we explore the problem of sacrifice. Readings will address the associated problems of violence, transgression, and animality.

101 Introduction to Religious Studies (3). An introduction to the academic study of religion that considers approaches to the interpretation of religion and includes study of several religious traditions.

103 Introduction to the Hebrew Bible/Old Testament Literature (JWST 103) (3). By providing guidance in the historical, geographical, and faith contexts, as well as the literary art involved in the production and crafting of this great literature, the course helps students understand the Hebrew scriptures which have been a source of enjoyment, inspiration, and spiritual direction for centuries.

104 Introduction to New Testament Literature (3). This course introduces students to New Testament literature and to the faith of the early Christian communities, focusing on Jewish and Greco-Roman background, the development of the gospel traditions, the life and ministry of Jesus, the ministry of Paul, the post-Pauline era, and the literature of the Johannine circle.

105 Religions of the Greco-Roman World (3). An introduction to religions and the religious life of the ancient world (1000 BCE–300 CE) in various cultural settings: Greek cities, cosmopolitan Hellenistic kingdoms in Egypt and Syria, and the Roman Empire.

106 Introduction to Early Judaism (JWST 106) (3). This course surveys Jewish history and religion during the Second Temple and Rabbinic periods, from the destruction of the First Jewish Temple (Solomon's Temple) in 586 BCE to the Muslim conquest of Palestine (640 CE).

107 Introduction to Modern Judaism (JWST 107) (3). The course offers a comprehensive understanding of the development of Judaism from the late Middle Ages to contemporary times.

108 Jewish Writing through History (3). Course will explore the many ways in which Jews have expressed in writing their beliefs, world views, and ways of seeing their community and others, despair, hopes, and wishes.

109 History and Culture of Ancient Israel (3). An examination extending from Hebrew origins to the Babylonian exile and including political history as well as social and religious institutions.

110 The Archaeology of Palestine in the New Testament Period (CLAR 110, JWST 110) (3). This course surveys the archaeology of Palestine (modern Israel and Jordan) from the Persian period (ca. 586 BCE) to the Muslim conquest (640 CE).

117 Culture of the Ancient Near East. (3). A consideration of the cultural and religious milieu of the second millennium BCE as it sheds light on biblical origins.

121 Introduction to Religion and Culture (3). An introductory course that explores relations between religion and culture through the examination of social theory and the analysis of case studies. The case studies focus on such issues as visual culture, ritual, media, gender, and politics.

122 Introduction to Philosophical Approaches to Religion (3). An introduction to philosophical approaches to the study of religion, exploring such topics as religious language and experience, the problem of evil, the relation between religious belief and practice, and issues of religious diversity.

123 Introduction to Jewish Studies (JWST 100) (3). See JWST 100 for description.

125 Heaven and Hell (3). This course will explore cultural development and significance of religious notions of an afterlife. Are they coherent? What alternative notions of life after death can we imagine?

126 Philosophy of Western Religion (PHIL 134) (3). See PHIL 134 for description.

127 The Claims of Science and Religion (3). The proposition that God exists is treated as a scientific hypothesis. Evidence for and against the hypothesis. The status of other minds and free will in science and religion. Conflicting views about creation, revelation, miracles, and prayers.

134 Introduction to Religious Ethics (3). A study of the nature, methods, and aims of ethics as seen in exemplary persons and actions with emphasis on religious and social context and contemporary problems.

135 Technology, the Self, and Ethical Problems (3). Problems in the study of ethics in the new worlds of information technology.

138 Religious Freedom (3). This course explores the development of religious liberty and freedom of conscience in Western culture by examining both the historical emergence of these concepts and important contemporary controversies.

140 Religion in America (3). An introduction to the history, themes, and issues in American religion from the precolonial period to the present.

141 African American Religions (3). Survey of the historical development of various African American religious traditions, with emphasis on folk spirituality, gender issues, black nationalism, and the role of the church in the black community.

142 Catholicism in America (3). An introduction to Roman Catholicism in the United States.

143 Judaism in Our Time (JWST 143) (3). An examination of Judaism in its two major centers, demonstrating how different social and cultural environments shape very different interpretations and practices of the Jewish tradition.

161 Introduction to the History of Christian Traditions (3). Analysis of continuities and innovations in the history of Western Christian traditions.

162 Introduction to Catholicism (3). This course provides students with a first glimpse and, hopefully, a bit more insight into the Catholic tradition: its beliefs, structure, aims, successes, and failures: past, present, and future.

163 Critical Issues in Western Religious Thought (3). A consideration of major questions within and about religious thought.

165 Mysticism (3). Comparative study of mysticism in several religious traditions, Eastern and Western.

166 Ideals, Cultures, and Rituals of the University (3). Permission of the instructor. A religious studies approach to the rituals, cultures, and disciplines of the university, assessing the ways in which explanatory ideals are embedded, changed, and promoted.

180 Introduction to Islamic Civilization (ASIA 180) (3). A broad, comprehensive, and interdisciplinary introduction to the traditional civilization of the Muslim world.

181 Later Islamic Civilization and Modern Muslim Cultures (ASIA 181) (3). A broad interdisciplinary survey of the later Islamic empires since the 15th century and their successor societies in the modern Muslim world.

183 Asian Religions (ASIA 183) (3). An introduction to major religions of south Asia and east Asia, such as Hinduism, Buddhism, Confucianism, Taoism, and Shintoism.

199 Topics in the Study of Religion (3). Permission of the instructor. Subject matter will vary with instructor but will always be focused on a particular problem or issue.

205 Legends of Genesis (JWST 205) (3). A study of the patriarchal narratives preserved in the book of Genesis as it is illuminated by recent discoveries in the cultures of the ancient Near East.

206 Prophecy and Divination in Ancient Israel and Judah (JWST 206) (3). An examination of prophecy and divination in the Israelite-Jewish traditions and in their environments, including an analysis of the major biblical prophets.

207 Jesus in Myth, Tradition, and History, 30–200 CE (3). An analysis of the variety of traditions used in the first two centuries to portray Jesus, focusing on the reasons for this variety and the historical and literary problems it presents.

208 The Birth of Christianity (3). An analysis of the origin of the Christian church and its early expansion, with particular emphasis on the problems evident in the shift from a Jewish to a Gentile framework. Paul's role in defining and resolving the issues is considered in detail and evaluated in the light of subsequent events.

209 Varieties of Early Christianity (3). A study of various forms of Christianity in the second and third centuries (e.g., Gnosticism, Marcionism, Montanism), focusing on their polemical relationship to orthodox Christianity.

217 Gnosticism (3). A comprehensive survey of ancient Christian Gnosticism, one of the earliest and most long-lived branches of early Christianity, with principal readings drawn from the famous "Nag Hammadi Library."

218 Christianity and Islam in the Middle Ages (GERM 218) (3). See GERM 218 for description.

222 Modern Western Religious Thought (3). Prerequisite, PHIL 134 or RELI 122, 126, 140, 161, or 163. Representative themes and approaches in the work of modern Western religious thinkers.

225 Christian Cultures (3). This course explores the range of cultural manifestation of Christianity in the modern world, focusing particularly on differences of race, ethnicity, gender, geography, and class.

232 Shrines and Pilgrimages (3). An introduction to the study of shrines and pilgrimage in multiple cultural contexts.

234 Historical Sociology of Christianity (SOCI 140) (3). See SOCI 140 for description.

235 Place, Space, and Religion (3). A consideration of the attitudes toward place and space as they are expressed in religious ritual and artifact.

236 Religious Things (3). An introduction to religion and visual culture in the United States. The course focuses on painting, ritual objects, and architecture.

239 German Culture and the Jewish Question (CMPL 270, GERM 270, JWST 239) (3). See GERM 270 for description.

240 Religion, Literature, and the Arts in America (3). A study of religious ideas and cultural forms in America through an examination of a variety of genres including novels, poetry, essays, and sermons.

241 Messianic Movements in American History (3). The course examines messianic movements in American history raising the questions, What has been the impact of such movements on the nation? What makes America particularly conducive to such movements?

242 New Religious Movements in America (3). An introduction to new religious movements in the United States, with emphasis on the nature of conversion and the role of founders.

243 Introduction to American Judaism (JWST 243) (3). Course provides a comprehensive introduction to American Judaism, its various movements, institutions, theological, and liturgical characteristics, as well as its standing within the larger framework of religious life in America.

244 Gender and Sexuality in Western Christianity (WMST 244) (3). An examination of the development of teachings on issues of gender and sexuality through the history of Western Christianity, with particular focus on contemporary controversies.

245 Creolization and Latina/o Religious Transformation in the United States (3). The goal of this course is to orient students in the great diversity of Latina and Latino religious formations in the United States today. Focusing on Indigenous, African, and Catholic

Creole 'inspirations,' this course will focus students to the emergence of a distinctly United States Latina/o religious experience.

283 The Buddhist Tradition: India, Nepal, and Tibet (ASIA 300) (3). Historical inquiry into the development of Buddhism.

284 The Buddhist Tradition: East Asia (ASIA 284) (3). An examination of the development of Buddhism after its importation to East Asia.

285 The Buddhist Tradition: Southeast Asia and Sri Lanka (ASIA 285) (3). This course explores the Theravada school of Buddhism and themes in the social, cultural, and political lives of the Theravada Buddhist countries of Southeast Asia and Sri Lanka.

286 Premodern Japanese Religions (ASIA 301) (3). Historical survey of the major premodern religious traditions in Japan: Shinto, Buddhism, Shugendo, and Christianity.

287 Japanese Religions after 1868 (ASIA 302) (3). Survey of the major religious traditions in modern and contemporary Japan: Shinto, Buddhism, and the New Religions.

288 Chinese Religions (ASIA 303) (3). Historical introduction to Chinese religions: Confucianism, Daoism, Buddhism, and folk religion.

321 Topics in Religion and Culture (3). Permission of the instructor. Advanced undergraduate seminar in religion and culture. Topics vary.

322 Theories of Religion (3). This course addresses terms such as "the sacred," "the dead," "divinity," and "possession" to explore the limitations and new potentials of religious studies for describing human experience.

323 Social Theory and Cultural Diversity (3). Introduction to basic thinking about cultural difference (race, gender, nationality, religion, etc.). The course encourages students to examine the ways paradigms shape how we act, think, and imagine as members of diverse cultures in the United States.

325 Religion, Magic, and Science (3). Critical exploration of the ways in which religion, magic, and science have been constructed as distinct domains of knowledge in the West since the late 19th century.

328 Topics in Comparative Religion (3). Cross-cultural investigation of specific issues in the history of religions (e.g., pilgrimage, religious biography, new religions).

332 The Protestant Tradition (3). The course comes to provide students with historical and theological knowledge and conceptual tools that will enable them to understand the very rich and diverse Protestant tradition.

338 Religion in American Law (3). An exploration of the position of religion in American legal and social theory, with particular focus on jurisprudence under the First Amendment.

340 Liberal Tradition in American Religion (3). An examination of the growth of liberal theological expressions, such as rationalism, romanticism, and modernism, from the early 18th century to the present.

341 Evangelical Tradition in America (3). An attempt to define the historical, sociological, and constitutional dimensions of Protestant evangelicalism in Britain and America.

342 African American Religious Experience (AFAM 342, ANTH 342, FOLK 342) (3). Permission of the instructor. An introduction to the diversity of African American beliefs, experiences, and expressions from the colonial era to the present. Exploration will be both historical and thematic.

343 Religion in Modern Israel (JWST 343) (3). Examines the major religious groups that operate in the state of Israel and influence its social and cultural development; analyzes the relationship among religion, state, and society in Israel.

345 Black Atlantic Religions (3). This course is an introduction to Black Atlantic discourses from ethnographic and religious studies perspectives. Readings will privilege African-inspired performance and aesthetic forms as these are produced in religious practice.

365 Studies in Christian Theologies and Theologians (3). Permission of the instructor. An investigation of one writer or school in the history of Christian theology as an example of typical methods, positions, and problems within the tradition.

366 Medieval Religious Texts (3). Permission of the instructor. Restricted to students with a reading knowledge of Latin. Readings in one or two major texts in Latin that permit close study of several issues in the development of Christian life and thought during the Middle Ages.

367 The Art of Devotion in Medieval and Early Modern Europe (3). Prerequisites, RELI 161 and 163. Permission of the instructor for students lacking the prerequisites. This course examines creative expression at the service of religious belief from 1000 to 1700. Poetry, drama, art, architecture, and music will be the texts to understand the religious culture of this rich period.

371 Women Mystics (WMST 371) (3). An investigation of the forms, characteristics, and variety of the mystical experiences of women.

375 The Archaeology of Cult: The Material Culture of Greek Religion (CLAR 375) (3). This course examines the archaeological context of Greek religion, cults, and associated rituals from the Bronze Age until the Hellenistic period with emphasis on urban, rural, and panhellenic sanctuaries, and methods of approaching ancient religion and analyzing cult practices.

401 Biblical Hebrew (3). Introduction to the grammar and exegesis of biblical Hebrew.

402 Biblical Hebrew (3). Prerequisite, RELI 401. Permission of the instructor for students lacking the prerequisite. Continuation of RELI 401.

403 Intermediate Classical Hebrew (3). Readings in biblical, Mishnaic, and medieval poetry and prose.

404 Intermediate Classical Hebrew (3). Continuation of RELI 403.

409 Greek New Testament (GREK 409) (3). Prerequisite, GREK 222. Permission of the instructor for students lacking the prerequisite.

410 Aramaic/Rabbinic Hebrew (3). Prerequisites, RELI 403 and 404. Permission of the instructor for students lacking the prerequisites. Reading texts in rabbinic Hebrew or in Biblical and/or Talmudic Aramaic, with appropriate grammatical instruction.

411 Advanced Akkadian (3). Prerequisites, RELI 403 and 404. Readings in literary, epistolary, and juridical texts.

412 Ugaritic (3). Prerequisites, RELI 403 and 404. Readings in the alphabetic texts of Ras Shamra and a study of the elements of Ugaritic grammar.

413 Biblical Coptic and Early Egyptian Monasticism (3). Coptic, the last stage of Egyptian, a living language in the Roman and Byzantine period. Thorough grounding in the grammar of the Sahidic dialect as a basis for reading biblical monastic and Gnostic texts.

421 Religion and Science (3). This course explores the complex relation between religion and science in the modern world. Public disputes over teaching evolution in American schools serve as a central case study of this.

422 Topics in Philosophical Problems in Religion (3). Permission of the instructor. Seniors or graduate students only. Topic varies.

423 Ethnicity, Race, and Religion in America (3). Prerequisite, RELI 140. Permission of the instructor for students lacking the prerequisite. A theoretical inquiry into ethnicity, race, and religion as constituents of personal and communal identity. Emphasis on global migrations, colonial and postcolonial relations, diasporic communities, and issues of religious pluralism.

424 Genders and Theories in the Study of Religion (WMST 424) (3). An examination of contemporary gender theory, with particular focus on its application to the study of religion.

425 Psychology of Religion (3). A critical exploration of the concept of religious experience as defined by such authors as William James and Sigmund Freud.

428 Religion and Anthropology (ANTH 428, FOLK 428) (3). See ANTH 428 for description.

429 Religion and Society (SOCI 429) (3). See SOCI 429 for description.

438 Religion, Nature, and Environment (ANTH 438) (3). See ANTH 438 for description.

440 Studies in American Religion (3). Permission of the instructor. A consideration of varying topics from intellectual, literary, social, and cultural dimensions of American religion.

441 History of Religion in America to 1865 (3). An examination of primary sources in the history of American religion from the precolonial era to the Civil War.

442 History of Religion in America since 1865 (3). An examination of primary sources in the history of American religion since the Civil War.

443 Evangelicalism in Contemporary America (3). Juniors or seniors only. Examination of evangelicalism and its role in American society, politics, and culture. Exploration of its various subdivisions and its relation to such movements as fundamentalism, pentecostalism, revivalism, and premillennialism.

444 Gender and Sexuality in Contemporary Judaism (JWST 444) (3). The seminar examines the developments in gender roles and in sexuality in contemporary Judaism.

445 Asian Religions in America (ASIA 445) (3). A study of intercultural interaction and interreligious encounter focusing on Asian religions in America, 1784 to the present.

446 Christian-Jewish Relations throughout the Ages (3). An exploration of the varied and complex relationships which have developed between Christianity and Judaism, from the first century to the 21st century.

450 Sexuality and Marriage in Jewish Tradition and History (3). This course deals with various topics related to sexuality and marriage in Jewish tradition and history: sex outside of marriage, wedding ceremonies, regulation of marital sex, menstruation, homosexuality and more.

454 The Reformation (HIST 454) (3). See HIST 454 for description.

463 Medieval Slavic Culture (SLAV 463) (3). See SLAV 463 for description.

480 Modern Muslim Literatures (3). Stresses the diversity of modern Islamic experience by examining the works of various Muslim authors. Genres may include travelogues, memoirs, novels, sermons, and treatises, among others.

481 Religion, Fundamentalism, and Nationalism (PWAD 481) (3). An exploration of explosive combinations of religion and politics in the Iranian revolution, the Palestinian movement, Hindu nationalism in India, and Christian fundamentalism in America.

487 Mountains, Pilgrimage, and Sacred Places in Japan (ASIA 487) (3). This course explores the role that mountains and pilgrimage have played in Japanese cosmology and how they relate to methodology of studying place and space.

488 Shinto in Japanese History (ASIA 488) (3). This course discusses the development of Shinto in Japanese history and covers themes such as myths, syncretism, sacred sites, iconography, nativism, religion and the state, and historiography.

489 Animals in Japanese Religion (3). Permission of the instructor. This course examines the cultural construction of animals in Japanese myth, folklore, and religion.

490 Selected Topics in the Study of Asian Religions (3). Permission of the instructor. A close examination of a selected topic in Asian religions.

502 Myths and Epics of the Ancient Near East (FOLK 502) (3). Permission of the instructor. An examination of Babylonian, Canaanite, Egyptian, Hittite, and Sumerian texts from the prebiblical era, focusing on representative myths, epics, sagas, songs, proverbs, prophecies, and hymns.

503 Exploring the Dead Sea Scrolls (JWST 503) (3). A comprehensive introduction to the Dead Sea Scrolls and the different Jewish groups connected with them.

512 Ancient Synagogues (CLAR 512, JWST 512) (3). Prerequisite, RELI 110. Permission of the instructor for students lacking the prerequisite. This is a course on ancient synagogues in Palestine and the Diaspora from the Second Temple period to the seventh century CE.

522 19th-Century Critiques of Religion (3). Permission of the instructor. An exploration of influential 19th-century critiques of religion, including texts by such thinkers as Feuerbach, Marx, Kierkegaard, Nietzsche, Stanton, Douglass, and Freud.

524 Ethnographic Approaches to Contemporary Religion (3). Considers key ethical, epistemological, and methodological problems in the ethnographic study of contemporary religion(s).

Explores innovations in project design, research, and textual strategies through the lens of exemplary new works.

525 Seminar in Religion and Literature (3). Seminar topic varies.

528 Rituals and Rhetorics of Religion (3). An examination of ritual, allegory, and symbol as modes of religious expression in cultic and literary contexts.

530 Genealogies of Religion (3). This seminar explores the historical development of "religion" as a concept and object of academic scholarship through the critical study of key texts and foundational debates about religion in Western thought.

534 Religious Ethics and Issues in Contemporary Medicine (3). Seniors or graduate students only. Examination of religious-ethical dimensions of such issues as the dying patient, organ transplants, abortion, prolongation of life, and experimentation on human beings, drawing on theory from the traditional Western religions and the social sciences.

540 Mormonism and the American Experience (3). Prerequisite, RELI 140. Permission of the instructor for students lacking the prerequisite. Exploration of the history, beliefs, and practices of Mormons. Will include visits to Latter-Day Saints services, guest speakers, and discussion of race and gender in the contemporary church.

541 Global Evangelicalism (3). The course will examine the evangelical tradition from a global perspective, exploring the tradition from its early rise in Europe to its impact on the Americas, Africa, and Asia.

565 Medieval Jews and the Bible (3). This course explores the Jewish interpretation of the Bible, focusing on important commentaries from influential medieval Ashkenazi and Sephardic thinkers.

574 Chinese World Views (ANTH 574, ASIA 574) (3). See ANTH 574 for description.

580 African American Islam (AFAM 580) (3). An historical examination of African American Islam in the United States. Explores the intellectual, cultural, social, and political roots of black Islam in addition to its diverse doctrinal, ritual, and institutional manifestations.

581 Sufism (ASIA 581) (3). Permission of the instructor. A survey of Islamic mysticism, its sources in the Qur'an and the Prophet Muhammad, and its literary, cultural, and social deployment in Arab, Persian, Indic, and Turkish regions.

582 Islam and Islamic Art in South Asia (ASIA 582) (3). A survey of the formation of Islamic traditions in the subcontinent from the eighth century to the present, with emphasis on religion and politics, the role of Sufism, types of popular religion, and questions of Islamic identity.

583 Religion and Culture in Iran, 1500–Present (ASIA 583) (3). Iran from the rise of the Safavid empire to the Islamic Republic. Topics include Shi'ism, politics, intellectual and sectarian movements, encounters with colonialism, art and architecture, music, literature.

584 The Qur'an as Literature (ASIA 584) (3). A nontheological approach to the Qur'an as a literary text, emphasizing its history, form, style, and interpretation.

585 Religion and Culture of Turkey (3). This course will cover the history of Turkey from the Byzantine period until contemporary times. Key aspects of Turkish culture (architecture, music, poetry to arts) will be covered.

592 Religious Conflict and Narrative in India (HNUR 592) (3). See HNUR 592 for description.

602 What Are the Holy Scriptures? The Formation of the Hebrew Canon (JWST 602) (3). The course traces the canonical process that led to the Hebrew Bible and the Greek Old Testament.

605 Joseph–King of Dreams: Joseph in Bible and Tradition (3). A study of the Joseph story as preserved in Genesis 37–50 and its interpretative history in early Judaism.

607 Problems in Early Christian Literature and History (3). Prerequisite, RELI 104, 207, or 208. Permission of the instructor for students lacking the prerequisite.

608 The Messiah and the Apocalypse (3). Ideas concerning the Messiah and the end of the world held by Jews, Christians, and Muslims. Emphasis on the beginning of the Christian era.

617 Death and Afterlife in the Ancient World (3). Examinations of practices and discourses pertaining to death and the afterlife in the ancient civilizations of Near East, Greece, and Rome.

662 Vatican II: History and Story (3). This course explores the history of the Second Council of the Vatican (Vatican II, 1962–1965), and is crucial for the understanding of contemporary Catholicism.

681 Readings in Islamicate Literatures (ARAB 681, ASIA 681) (3). Permission of the instructor. Study of selected religious, literary, and historical texts in Arabic, Persian, or Urdu.

688 Observation and Interpretation of Religious Action (ANTH 688, FOLK 688) (3). Permission of the instructor. Exercises (including field work) in learning to read the primary modes of public action in religious traditions, e.g., sermons, testimonies, rituals, and prayers.

691H Honors in Religious Studies (3). Permission of the director of undergraduate studies. Required of all students reading for honors in religious studies.

692H Honors in Religious Studies (3). Permission of the director of undergraduate studies. Required of all students reading for honors in religious studies.

696 Independent Study (3). Advanced undergraduate or graduate standing and permission of the instructor. Subject matter should be arranged with a specific instructor.

697 Capstone: Undergraduate Seminar (3). Majors only. Concentrating on a different theme each year, this departmental seminar introduces the different areas and approaches in religious studies.

JWST

100 Introduction to Jewish Studies (RELI 123) (3). An introduction to the broad scope of Jewish history, culture, and identity, from Biblical times to the 21st century and from the Middle East to the New World.

101 Elementary Modern Hebrew I (HEBR 101) (3). See HEBR 101 for description.

102 Elementary Modern Hebrew II (HEBR 102) (3). See HEBR 102 for description.

103 Introduction to the Hebrew Bible/Old Testament Literature (RELI 103) (3). See RELI 103 for description.

106 Introduction to Early Judaism (RELI 106) (3). See RELI 106 for description.

107 Introduction to Modern Judaism (RELI 107) (3). See RELI 107 for description.

110 The Archaeology of Palestine in the New Testament Period (CLAR 110, RELI 110) (3). See RELI 110 for description.

143 Judaism in Our Time (RELI 143) (3). See RELI 143 for description.

203 Intermediate Modern Hebrew I (HEBR 203) (3). See HEBR 203 for description.

204 Intermediate Modern Hebrew II (HEBR 204) (3). See HEBR 204 for description.

205 Legends of Genesis (RELI 205) (3). See RELI 205 for description.

206 Prophecy and Divination in Ancient Israel and Judah (RELI 206) (3). See RELI 206 for description.

239 German Culture and the Jewish Question (CMPL 270, GERM 270, RELI 239) (3). See GERM 239 for description.

243 Introduction to American Judaism (RELI 243) (3). See RELI 243 for description.

253 A Social History of Jewish Women in America (AMST 253, WMST 253) (3). See AMST 253 for description.

262 History of the Holocaust: The Destruction of the European Jews (HIST 262, PWAD 262) (3). See HIST 262 for description.

289 Jewish American Literature and Culture of the 20th Century (ENGL 289) (3). See ENGL 289 for description.

305 Advanced Modern Hebrew I (HEBR 305) (3). See HEBR 305 for description.

306 Advanced Hebrew II (HEBR 306) (3). See HEBR 306 for description.

343 Religion in Modern Israel (RELI 343) (3). See RELI 343 for description.

360 The Jewish Writer in American Life (3). This course will investigate, through literature, film, and song, the encounter of Eastern European Jews and their descendants with Anglo-Protestant America over four generations.

412 20th-Century Polish Literature and Culture (PLSH 412) (3). See PLSH 412 for description.

444 Gender and Sexuality in Contemporary Judaism (RELI 444) (3). See RELI 444 for description.

464 Imagined Jews: Jewish Themes in Polish and Russian Literature (SLAV 464) (3). See SLAV 464 for description.

465 Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (PWAD 465, SLAV 465) (3). See SLAV 465 for description.

469 Coming to America: The Slavic Immigrant Experience in Literature (SLAV 469) (3). See SLAV 469 for description.

486 Shalom Y'all: The Jewish Experience in the American South (AMST 486) (3). See AMST 486 for description.

503 Exploring the Dead Sea Scrolls (RELI 503) (3). See RELI 503 for description.

512 Ancient Synagogues (CLAR 512, RELI 512) (3). See RELI 512 for description.

602 What Are the Holy Scriptures? The Formation of the Hebrew Canon (RELI 602) (3). See RELI 602 for description.

Department of Romance Languages and Literatures

roml.unc.edu

LARRY D. KING, *Chair*

Professors

Martine Antle, Dino S. Cervigni, Fred M. Clark, Frank A. Domínguez, Dominique D. Fisher, Larry D. King, James S. Noblitt, Rosa Perelmuter, Ennio Rao, Monica P. Rector.

Associate Professors

Samuel Amago, Lucia Binotti, Juan Carlos González-Espitia, Federico Luisetti, Hassan Melehy, Alicia Rivero.

Assistant Professors

Philippe Barr, Emilio del Valle Escalante, Oswaldo Estrada, Irene Gómez-Castellano, Carmen Hsu, Alfredo Sosa-Velasco, Ellen Welch.

Senior Lecturers

Glynis S. Cowell, Nina M. Furry, Hannelore L. Jarausch, Julia C. Mack, William C. Maisch.

Lecturers

N. Grace Aaron, Iluminada Amat, Michael Brown, Elizabeth Bruno, Ruy Burgos-Lovèce, Frederico Castelloes, Amy Chambless, Hélène M. de Fays, Corina Dueñas, Patricia Fuentes, Luis M. Gómez, Michelle Gravatt, Dorothea Heitsch, Kyung Huer, Pedro Huesa, Alicia Ingram, Hosun Kim, Sangsuk Kim, Anastacia Kohl, Darcy Lear, Malgorzata Lee, Josefa Lindquist, Beatriz Lomas-Lozano, Victoria Martin, Anita Melo, Abel Muñoz-Hermosa, Harriet Nittoli, Valérie Pruvost, Alan Redick, Martha Ruiz-Garcia, Kristine Taylor, Richard Vernon, Paul Wilkinson.

Professors Emeriti

Cesáreo Bandera, Pablo Gil Casado, Angel L. Cilveti, Yves de la Quérière, I.R. Stirling Haig, Antonio Illiano, Anthony G. Lo Ré, Catherine A. Maley, Edward D. Montgomery, José Manuel Polo de Bernabé, Maria A. Salgado, Carol L. Sherman, Frederick W. Vogler.

Introduction

The Department of Romance Languages and Literatures provides opportunities for studying French, Italian, Portuguese, and Spanish. Students acquire competence in the language together with a knowledge and appreciation of the civilization, cultures, and literatures of the peoples who speak these languages today in Europe, the Americas, Africa, and Asia. The study of the Romance languages has become increasingly important because of the economic and political significance of these languages abroad and in our multicultural society in the United States. Language study also offers important support to other majors at UNC–Chapel Hill, especially history, political science, global studies, European studies, communications, and business. Students have the opportunity

to live in special-interest housing; participate in language tables, meetings, and clubs; and study abroad through programs that are coordinated with the Study Abroad Office. Undergraduates with proficiency in foreign languages find jobs in teaching, translating, foreign diplomacy, foreign correspondence, travel agencies, international airlines, import-export work, international corporations, and agencies of the federal government. Foreign language competence is also an asset to those employed in social work, public health, medicine, nursing, and law enforcement.

Programs of Study

The degree offered is the bachelor of arts with a major in Romance languages and literatures. Specializations are offered in French, Italian, Portuguese, or Spanish. The Department of Romance Languages and Literatures also offers minors in French, Italian, Portuguese, and Spanish.

Majoring in Romance Languages: Bachelor of Arts

B.A. Major in Romance Languages: Emphasis in French

Departmental Requirements

- FREN 300
- Three survey courses: FREN 370, 371, and 372. Note: One literature course above the survey level and one course in francophone studies may be chosen from list A (below) in lieu of up to two of the survey courses.
- Four additional courses, two chosen from among those in list A and two from among those in list B
  - A. FREN, 280, 285, 373, 375, 376, 377, 378, 380, 381, 382, 383, 398, 451
  - B. FREN 310 (Note: Does not count towards the major if taken after the student has spent an academic year in France), 320, 330, 331, 332H, 350, 396, 403, 504, 564, 565, 566
- FREN 691H as a ninth course for those who read for honors

Students interested in French and francophone studies should consult the undergraduate advisor for French and francophone studies. Students who plan to teach in public high schools should also see the School of Education for information on teacher certification.

We offer a strong emphasis on European and francophone studies as well as the language across the curriculum program (LAC), which allows students to participate in one-hour, one-credit discussion sections in French on a wide array of courses across the College of Arts and Sciences.

B.A. Major in Romance Languages: Emphasis in Italian

Departmental Requirements

- ITAL 300
- Seven courses chosen from among the following: ITAL 310, 330, 331, 333, 335, 340, 343, 345, 370, 382, 390, 398, 511, 512, or 526

A prerequisite for entering the program is knowledge of the Italian language demonstrated by successfully completing ITAL 204 Intermediate Italian II, or ITAL 402 Intermediate Accelerated Italian, or the equivalent. With the approval of the undergraduate advisor for Italian, students majoring in Romance languages with an emphasis in Italian may count up to nine hours in related areas in such departments, programs, and curricula as classics, art, music, cultural studies, and women's studies.

B.A. Major in Romance Languages: Emphasis in Portuguese

Departmental Requirements

- Eight courses chosen from among the following: PORT 310, 323, 382, 385, 388, 390, 398, 501, 502, 503, 504, 526, or 535

With the approval of the undergraduate advisor for Portuguese, students majoring in Romance languages with an emphasis in Portuguese may count up to nine hours in related areas in such departments, programs, and curricula as history, art, music, cultural studies, and women's studies.

The program in Portuguese combines the study of the language, culture, and literatures of Brazil and Portugal. Emphasis is placed on the language as it is currently spoken and its historical development. Students study the literatures of Brazil and Portugal in terms of their historical development and analyze specific texts from different genres and literary periods. Students interested in Portuguese should consult the Portuguese language advisor.

Because few entering students have completed course work in Portuguese prior to enrollment in the University, it is essential that interested students start the language as early as the first year. Completion of PORT 204 satisfies the Foundations foreign language requirement and is considered a prerequisite for the major in Romance languages with an emphasis in Portuguese.

B.A. Major in Romance Languages: Emphasis in Spanish

Departmental Requirements

- SPAN 300 or 326
- Two courses chosen from SPAN 371, 372, and 373
- One course chosen from SPAN 330, 340, 344, or 345
- One course chosen from SPAN 350, 369, 375, 376, 377, 378, or 390
- One additional literature course, which can be either the survey course not chosen from the list above (SPAN 371, 372, and 373) or any literature course from the list below (preferably but not necessarily in the area of the survey courses not chosen)
- Two courses chosen from the following courses or from any of the previous lists: SPAN 361, 362, 380, 381, 382, 383, 384, 385, 387, 389, 396, 397, 398, 399, 414, 415, 610, 613, 614, 617, 620, 625, 635, and 650

The major in Romance languages with an emphasis in Spanish provides opportunities to study the language, literature, and culture of Spain and Spanish America. Prospective majors should complete the foreign language requirement with SPAN 204 Intermediate Spanish II or the equivalent by the end of their sophomore year. Note that SPAN 260 is a prerequisite for all upper-level literature classes and should be taken before entering the major. Students who plan to teach in public schools should see the School of Education for information on teacher certification.

Minoring in French

- FREN 300
- Four additional courses numbered above 275

Students unable to undertake a full eight-course French program may register for a French minor. This option also is available to students in some professional schools.

Minoring in Italian

- ITAL 300
- Four additional ITAL courses numbered between 300 and 699, excluding 401, 402, and 691H

Minoring in Portuguese

- PORT 310
- Four additional PORT courses numbered between 300 and 699, excluding 691H

Minoring in Hispanic Studies

The minor in Hispanic studies is designed for those who wish to continue their study of Spanish language and acquire a more in-depth knowledge of Spanish and/or Spanish American literature, culture, or linguistics. Through the selection of courses students may choose to concentrate on a single region of the Hispanic world (Spain or Spanish America), a specific content area (literature, culture, or linguistics), or elect a combination of regions and/or content areas.

- SPAN 300 or 326
- Three courses numbered SPAN 330 or above
- One allied course on the Hispanic world (see section below)

Minoring in Spanish for the Professions (approval required)

The minor in Spanish for the professions is designed for students who anticipate careers in which they will need to interact with Hispanic communities in the United States or abroad and who wish to continue the study of Spanish language and culture for specific professional purposes: business, medical and other health professions, journalism and mass communication, or law and other legal professions. The profession-specific course for this option for the minor includes experiential learning through fieldwork and/or public service.

- SPAN 265
- SPAN 320, 321, 322, or 323 (one profession-specific course)
- SPAN 335
- One allied course on the Hispanic world (see section below)

Allied Courses on the Hispanic World

Students will complement their courses in Spanish with one Hispanic world course from the list of allied courses for the minors in Hispanic studies and Spanish for the professions. The allied course should be taken in a department other than Romance Languages and Literatures, although a Spanish course cross-listed with another department would be acceptable. It could also be a course offered for the Languages across the Curriculum program or a course taken abroad in a University department other than Spanish language and literature. For the minor in Spanish for the professions students who plan to use Spanish professionally in the United States are strongly encouraged to choose a course related to the Hispanic community in the United States.

AFAM 254, 278, 293; ANTH 142* (LAC recitation in Spanish will carry one additional credit for SPAN 308); ANTH/FOLK 130; ART 157; DRAM 486, 488; ENGL 666; GEOG 259, 457, 458; HIST 142, 143* (LAC recitation in Spanish will carry one additional credit for SPAN 308), 278, 532; HIST/WMST 280; INTS/PLCY 249; JOMC 443; MUSC 147; POLI 238* (LAC recitation in Spanish will carry one additional credit for SPAN 308), 435; POLI/PWAD 231; SOCI 453

Other courses with Hispanic content may also count with the approval of the undergraduate advisor for Spanish.

* = LAC (Languages across the Curriculum) Course

Honors

The departmental honors program is open to any qualified major with an emphasis in French, Italian, Portuguese, or Spanish with a cumulative grade point average of 3.3 or higher and a 3.5 or higher in their major courses. The student pursuing a degree with honors must take the 396 and 691H course sequence in the language (for Portuguese and Italian, the first course in the sequence is 390). The student, in consultation with the director of honors for the language, will formulate a topic and select an appropriate faculty member to supervise the thesis. In 390 or 396 the mechanics of researching and writing the senior thesis will be discussed, and a start made on the thesis itself. In the 691H course the thesis will be completed and the student examined by the supervisor and two additional faculty members to be agreed upon by the student and supervisor. The director of honors, in consultation with the examiners, will recommend that the student who has defended the thesis graduate with honors, highest honors, or merely with course credit.

Those interested in the honors program should contact the undergraduate advisor for their language.

Special Opportunities in Romance Languages

Out-of-Class Language Experience

Students may enrich their cultural and language experience by applying to the French or Spanish House, sections of the Carmichael Dorm residential hall. Equipped with a lounge and a kitchen, each house has space for eight male and 16 female students. Students make an effort to speak only French or Spanish while in their residence.

Departmental Involvement

Students also find opportunities to speak Spanish and meet native Hispanics in an informal weekly Tertulia. Additional activities such as lectures, receptions, and films are organized by the department and student organizations such as CHispA (Carolina Hispanic Association). Numerous volunteer opportunities using Spanish are available in the local community through CHispA, Campus Y, UNC Hospitals, and other organizations.

For further opportunities to speak French, students are encouraged to participate in the weekly meeting of the Table Française and become members of the French club, les Francophiles. Departmental lectures and film series are also offered.

Students wishing to speak Italian may participate in a weekly conversation table, La Tavola Italiana. Departmental lectures and film series are also offered.

Students who wish to practice Portuguese can meet weekly for the "bate-papo" (chat).

Study Abroad

The Study Abroad Office sponsors several year, semester, and summer programs appropriate for students of the Romance languages and has special arrangements with the Department of Romance Languages and Literatures for the UNC in Montpellier, UNC in Seville, and Florence programs. Students from UNC–Chapel Hill and from other institutions may earn up to 30 semester hours of undergraduate credit in these programs, which are open to qualified undergraduates regardless of academic major.

Inquiries concerning any of these programs should be addressed to the Study Abroad Office, CB# 3130, FedEx Global Education Center, UNC–Chapel Hill, Chapel Hill, NC 27599.

Undergraduate Awards

French: Students have the opportunity to be inducted into Pi Delta Phi, the national French honor society. Seniors with an overall grade point average of 3.5 and a 3.5 in the major courses (at least four must have been completed) will receive the Dana B. Drake Certificate for Excellence in French. Those with outstanding records in French are recommended as candidates for the Jacques Hardré Award, which is given to the best graduating senior in French; it includes a cash award.

Italian: Students are nominated for membership in Gamma Kappa Alpha, the Italian honor society, by undergraduate instructors. The society recognizes "outstanding scholastic performance in the fields of Italian language and literature" and encourages students "to acquire a greater interest in, and a deeper understanding of, Italian culture."

Portuguese: Each year the Department of Romance Languages and Literatures awards the Camões Prize to the outstanding student in Portuguese during that year. The prize carries a monetary award made possible by a donation from the Gulbenkian Foundation.

Spanish: Students have the opportunity to be inducted into Sigma Delta Pi, the national Spanish honor society. Seniors with an overall grade point average of 3.5 and a 3.5 in the major courses (at least four must have been completed) will receive the Sterling Stoudemire Medal for Excellence in Spanish; a certificate accompanies the medal. Those with outstanding records in Spanish are recommended as candidates for the Stoudemire Award, which is given to the best graduating senior in Spanish and includes a cash prize.

Facilities

Students taking courses in the Department of Romance Languages and Literatures have outstanding support for their work through the Foreign Language Resource Center (FLRC), housed on the ground floor of Dey Hall. The FLRC provides resources and services for language teaching and learning, including audio and video materials; smart classrooms with PCs and projection equipment; listening, viewing, and recording facilities; and online databases for language learning.

Graduate School and Career Opportunities

The master of arts in teaching degree is intended for students who wish to teach at the secondary level. M.A. and Ph.D. Romance language programs are almost exclusively oriented toward literary studies, and the undergraduate student should prepare accordingly. A reading knowledge of Latin is sometimes required, as is at least one other Romance language (generally Italian or Spanish). Useful allied disciplines are English, history, classics, philosophy, linguistics, and art history. A double major with one of these fields is often desirable. Faculty members can advise students on choices of graduate schools. Ratings of programs are published from time to time and are available through the department.

For students seeking careers in international business and law, journalism, publishing, social work, and the health professions, a second major or minor in a language is desirable. This also applies for students who wish to work in a field that makes knowledge of French, Italian, Portuguese, or Spanish desirable, such as history, art, Latin American studies, or global studies.

Contact Information

The undergraduate advisors for French, Italian, Portuguese, and Spanish may be contacted at CB# 3170, 238 Dey Hall, (919) 962-2062. Information is also available on the Web at roml.unc.edu.

FREN

101 Elementary French I (4). Introduces the essential elements of French structure and vocabulary and aspects of French and francophone culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

102 Elementary French II (4). Prerequisite, FREN 101. Continues study of essential elements of French structure, vocabulary, and aspects of French and francophone culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

105 French for High Beginners (4). Covers FREN 101 and 102 for students with previous study of French. An accelerated course that starts at the beginning. Aural comprehension, speaking, reading, and writing are stressed in that order.

111 Intensive Elementary French (6). Permission of the instructor. Covers the material of the FREN 101 and 102 sequence in a single semester.

203 Intermediate French I (3). Prerequisite, FREN 102, 105, 111, or 401. Develops language skills for communication. Review of elementary French with increasing emphasis on reading and writing in the context of contemporary French and francophone culture.

204 Intermediate French II (3). Prerequisite, FREN 203. Continued development of language skills for communication through reading and discussion of literary and cultural texts. Emphasis on accurate grammar in written and oral expression.

212 Intensive Intermediate French (6). Prerequisite, FREN 102, 105, or 401. A continuation of FREN 111; covers the material of FREN 203 and 204 in one semester.

250 Language through Culture and Literature (3). Prerequisite, FREN 204, 212, or 402. Emphasis on further development and refinement of speaking, listening, reading, and writing, including a review of grammar. Study of literary and cultural texts.

255 Conversation I (3). Prerequisite, FREN 204, 212, or 402. Introductory conversation for building oral proficiency while increasing awareness of French culture. Emphasis on vocabulary and grammatical accuracy; writing activities support speaking.

260 Introduction to French Literature (3). Prerequisite, FREN 204, 212, or 402. Skills for further literary studies through French poetry, theater, and prose from Renaissance to the present. Lectures, discussions, and written assignments.

275 French Theater in English Translation (3). Representative dramatic masterpieces from the 17th to the 20th century. Since these works are read in English translation, emphasis is placed on theme and character rather than language and style.

277 French Novel in English Translation (3). Representative works of fiction from the 18th to the 20th century. Since all reading is in English translation, emphasis is placed on theme and character rather than language and style.

280 French and Francophone Literature in Translation: Representations of the Americas (3). Texts in translation and sub-titled films from the Renaissance through the present day

that involve representations of the Americas from French and Francophone perspectives.

285 Sex, Philosophy, and Politics: Revolutions in French Literature, 1721-1834 (3). Exploration of questions related to sex and gender during the French Revolution and their reflection in literature, philosophy, and art.

300 French Composition and Grammar Review (3). Prerequisite, FREN 204, 212, or 402. Recommended preparation, FREN 250, 255, or 260. Intensive grammar review and composition to improve accuracy and develop writing skills, using process and task-oriented approaches.

308 LAC Recitation (1). Prerequisite, FREN 204 or 402. Coregistration in a specified LAC course required. Permission of the instructor for students lacking the prerequisite. Promotes foreign language proficiency across the curriculum. May not count toward the major or minor in French.

310 Conversation and Composition II (3). Prerequisite, FREN 250, 255, or 260. Intermediate conversation to expand speaking skills through vocabulary building, discussion of selected texts, and activities that produce conversation. Ongoing development of writing skills.

320 Business French (3). Prerequisite, FREN 250, 255, or 260. Practice of vocabulary and discourse strategies pertinent to business-related activity in French. Readings and discussions emphasize cultural awareness for interaction in cross-cultural settings.

330 French Civilization I (3). Prerequisite, FREN 300. A study of important aspects of French civilization (descriptive geography and cultural, social, political, and art history highlights) from its beginning to Louis XIV.

331 French Civilization II (3). Prerequisite, FREN 300. A study of important aspects of French civilization (cultural, social, political, and art history highlights) from the eve of the French Revolution to the present time.

332H Cultural Identities in European Cinema (CMPL 332H, EURO 332H) (3). Prerequisite, FREN 260. Focuses on the construction of cultural identities in French films within a European context from the 1980s until today.

350 Advanced Oral and Written French (3). Prerequisite, FREN 300. Oral communication and composition on contemporary topics in French and francophone cultures. Study of cultural texts, articles from the French press, and video documents.

370 Survey of French Literature I (3). Prerequisite, FREN 260; pre- or corequisite, FREN 300. A survey of major authors and the genres they represent in French literature of the Middle Ages and Renaissance.

371 Survey of French Literature II (3). Prerequisite, FREN 260; pre- or corequisite, FREN 300. A survey of major authors and the genres they represent in French literature of the 17th and 18th centuries.

372 Survey of French Literature III (3). Prerequisite, FREN 260; pre- or corequisite, FREN 300. A survey of major authors and the genres they represent in French literature of the 19th and 20th centuries.

373 French New Wave Cinema: Its Sources and Its Legacies (3). The challenge the New Wave presented to postwar cinema by pointing to Hollywood and other European films; the New Wave's influence on United States and European cinema beginning in the 1970s.

375 Francophone Studies (3). Prerequisites, FREN 260 and 300. Readings in francophone literatures from literary and cultural perspectives. Areas of study may vary (African, Canadian, European, etc.).

376 Identity and Nationhood in Québécois Literature (3). The evolution of identity and nationhood in Québécois literature from the 1960s to the present. Includes the study of francophone literature of immigration in Québec.

377 The Evolution of Frenchness since WWII (3). Prerequisite, FREN 300. How wars, women's movements, immigration, and globalization have influenced the notion of Frenchness.

378 The Role of France in Europe Today (3). Prerequisite, FREN 300. Interdisciplinary studies of France's role in the construction of European identity.

380 French and Francophone Drama (3). Prerequisites, FREN 300 and 370, 371, or 372. French-language theater. Specific topics to be announced in advance by the instructor.

381 French and Francophone Poetry (3). Prerequisites, FREN 300 and 370, 371, or 372. Specific topics to be announced in advance by the instructor.

382 French and Francophone Prose (3). Prerequisites, FREN 300 and 370, 371, or 372. Specific selections announced in advance by the instructor.

383 Franco-Asian Encounters (3). Examines the cultural encounters between France and Vietnam and China, the socio-historical context of French colonialism in Vietnam, and the literary and cultural production to which it gave rise.

387 Paris/Versailles: The Court and the City in the 17th Century (3). Prerequisites, FREN 300 and 370, 371, or 372. Seventeenth-century Paris and Versailles serve as the basis for considering the construction of cultural centers and peripheries; the role of style, taste, and etiquette in the fabrication of social identities; the theatricality of life at court and in the city; and the relationship between political power and aesthetics.

396 Research for Advanced French Students (3). Prerequisite, FREN 300. Required preparation, two major-level courses or permission of the instructor. Research project on topic agreed upon by the student and faculty member. Includes bibliographic work and research approaches.

398 Undergraduate Seminar in French (3). Prerequisite, FREN 300. Required preparation, two major-level courses. Topic to be announced at registration (consult with French undergraduate advisor).

401 Beginning Accelerated French (3). For students with proven competence in another foreign language. Covers first-year material in one semester; emphasis on speaking and grammar.

402 Intermediate Accelerated French (3). Prerequisite, FREN 102, 105, 111, or 401. Covers second-year material in one semester. Develops skills, with increasing emphasis on reading and writing. Prepares for more advanced courses.

403 Advanced Composition (3). Prerequisite, FREN 300. Review of advanced grammar. Exercises in translation from English into

French of literary and critical materials. Free composition and training in the use of stylistic devices.

451 Orientalist Fantasies and Discourses on the Other (ASIA 451, INTS 451) (3). See ASIA 451 for description.

500 Research Methods in French and European Studies (3). Provides training in research methodology either for a B.A. honors or M.A. thesis a topic related to contemporary European studies. Students will learn to conceptualize an original research project and to identify and assess the current intellectual debates in their chosen areas of research.

504 Cultural Wars: French/United States Perspectives (3). This course examines the limits of universalism in today's "multicultural" France and how the European Union will affect French universalism and French resistance to identity politics.

564 History of the French Language (LING 564) (3). Prerequisite, FREN 300. Permission of the instructor for students lacking the prerequisite. The phonology, morphology, and syntax of French are traced from the Latin foundation to the present. Lectures, readings, discussions, and textual analysis.

565 French Phonetics and Phonology (LING 565) (3). Prerequisite, FREN 300. Permission of the instructor for students lacking the prerequisite. The study of sounds as system in modern standard French. Lecture, discussion, laboratory practice in practical phonetics according to individual needs.

566 Structure of Modern French (LING 566) (3). Prerequisite, FREN 300. Permission of the instructor for students lacking the prerequisite. Introduction to phonology, morphology, and syntax of modern standard French. Application of modern linguistic theory to the teaching of French.

601 French for Reading I (3). French language for reading. For students with no background in French or those needing a review of grammatical structures and vocabulary in preparation for FREN 602.

602 French for Reading II (3). Prerequisite, FREN 601. Focus on reading French in preparation for the reading knowledge exam for graduate degrees. Passing FREN 602 satisfies the requirement for most departments.

611 French Novelists of the 20th Century (3). Evolution of the novel in France up to the nineties.

612 French Poets of the 20th Century (3). A study of the poetry of Claudel, Cubist poetry, the major Surrealists, Ponge, and Michaux.

613 Masters of 20th-Century Literature (3). Studies of a single author, a literary movement or an aesthetic movement from the Avant-garde to postmodernism.

614 French Drama of the 20th Century (3). Semiotic readings in French and Francophone theater at the crossroads of cultures from the Avant-garde to postmodernism.

615 Readings in Francophone Literature (3). Evolution of francophone literature from a literary and cultural perspective (Maghreb, Africa, Caribbean Islands and Canada).

616 Readings in Cultural Studies (3). An examination of national and transnational identity within European culture and recent economic and ethnologic changes in Western Europe and France.

661 Studies in French Renaissance (3). Interdisciplinary seminar on a cultural topic or a theme through readings in literary and nonliterary texts.

683 18th-Century Prose (3). Intensive study of a major 18th-century writer.

685 Libertinism (3). In-depth study of the genealogy of the concept of libertinage as a philosophical discourse and aesthetic manifestation.

691H Honors Thesis in French (3). Required of students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topic to be approved by thesis director in consultation with honors advisor.

ITAL

101 Elementary Italian I (3). Introduces the essential elements of Italian structure and vocabulary and aspects of Italian culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

102 Elementary Italian II (3). Prerequisite, ITAL 101. Continues study of essential elements of Italian structures, vocabulary, and aspects of Italian culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

203 Intermediate Italian I (3). Prerequisite, ITAL 102 or 401. Develops language skills for communication. Reviews and expands grammar of elementary Italian with increasing emphasis on reading and writing in the context of Italian culture.

204 Intermediate Italian II (3). Prerequisite, ITAL 203. Continued development of language skills for oral and written communication through reading and discussion of literature and expository texts. Further study of grammar.

220 Advanced Italian (3). Based on the reading of selected works of modern prose and drama. Continued study of grammar and syntax to motivate the student for more advanced work in literature.

221 Introduction to Italian Conversation (3). Prerequisite, ITAL 204 or 402. Permission of the instructor for students lacking the prerequisite. Emphasis on practical, everyday use of the language.

240 Dante in English Translation (3). A reading of Dante's *Divine Comedy*.

241 Italian Renaissance Literature in Translation (3). A study of the major authors of the Italian Renaissance, with special attention to Petrarch, Boccaccio, Machiavelli, Castiglione, Ariosto, and Tasso.

242 Modern Italian Literature in Translation (3). A study of the major prose writers of modern Italian literature, with special attention given to Manzoni, Verga, Pirandello, Svevo, Moravia, Lampedusa, and other contemporary novelists.

300 Italian Composition and Grammar Review (3). Prerequisite, ITAL 204 or 402. Intensive grammar review and composition designed to improve accuracy and develop writing skills, using process and task-oriented approaches.

308 LAC Recitation (1). Prerequisite, ITAL 203. Coregistration in a specified LAC course required. Permission of the instructor for students lacking the prerequisite. A recitation section for selected courses that promote the use of foreign language proficiency across the curriculum (LAC). May not count toward the major or minor in Italian.

310 Italian Conversation (3). Prerequisite, ITAL 204 or 402. Designed to expand speaking skills through vocabulary building, discussion of selected texts, and activities that produce conversation. Ongoing development of writing skills.

330 Italian Civilization I (3). Prerequisite, ITAL 204 or 402. Permission of the instructor for students lacking the prerequisite. Study of the importance of Italian civilization from its beginnings to the present. Areas examined include history, art history, music, and literature.

331 Italian Civilization II (3). Prerequisite, ITAL 204 or 402. A multidisciplinary examination of postunification Italian culture conducted in Italian. The course will trace out recurrent themes by examining texts from various media: film, literature, music, television, journalism, and architecture.

333 Italian Film and Culture (3). Analysis of films from World War II to the present. Lectures and discussion in English. Films in Italian with English subtitles. Readings in Italian for majors, in translation for nonmajors.

335 Special Topics in Italian Film (3). Themes in Italian cinema: literary adaptation, neorealism, a single auteur or period, representations of fascism, the city, the country, industrialization, social space, north/south difference, regionalism, gender, and sexuality.

340 Italian America in Literature and Film (3). Explores the images of Italian Americans in literature and film, from representations of Italian immigrant otherness to attempts at identity construction, differentiation, and assimilation by Italian American authors and filmmakers.

343 Italian Culture Today: Modern Italy as a Nation 1860 to Present (3). This course offers a cultural approach to the study of Italian culture in the 20th century, examining material across disciplines: literature, visual arts, music, history, architecture.

345 Italian Women Writers (3). Introduces students to Italian women writers whose works explore how historical realities such as fascism, resistance, migration, immigration, and changing institutions of work and family have affected women.

357 Dante, Petrarch, and Boccaccio in English (3). Prerequisite, ITAL 300. Introduces students to the world of Dante, Petrarch, and Boccaccio, situated within the context of medieval and early modern Europe.

370 Survey of Italian Literature I (3). Prerequisite, ITAL 204 and 402. Permission of the instructor for students lacking the prerequisite. A survey of Italian literature from its origins through the 16th century.

371 Survey of Italian Literature II (3). Prerequisite, ITAL 204 or 402. Permission of the instructor for students lacking the prerequisite. A survey of Italian literature from the 17th century to the present.

382 The Modern Italian Novel (3). Prerequisite, ITAL 204 or 402. Permission of the instructor for students lacking the prerequisite. A representative sampling of the genre from Pirandello to the present.

390 Special Topics or Readings in Italian Literature (3). A tutorial for advanced students in Italian on a topic agreed upon by the student and a member of the faculty.

398 Undergraduate Seminar in Italian (3). A seminar on a previously announced subject.

401 Beginning Accelerated Italian (3). For students with special aptitude and interest in developing Italian language skills. Covers first-year material in one semester. Emphasis in the first semester is on grammar.

402 Intermediate Accelerated Italian (3). Prerequisite, ITAL 102 or 401. Covers second-year material in one semester. Develops skills, with increasing emphasis on reading and writing. Prepares students for more advanced courses.

503 Advanced Composition for Graduate Students (3). Review of advanced grammar. Composition on a variety of topics designed to enhance writing proficiency in Italian. Training in the use of stylistic devices.

511 Survey of Italian Literature and Culture I (to 1600) (3). Permission of the instructor for undergraduates. The survey is based on anthologies, with particular attention to authors and texts included in the current departmental reading lists.

512 Survey of Italian Literature and Culture II (1600 to present) (3). Permission of the instructor for undergraduates. See ITAL 511 for description.

526 History of the Italian Language (3). Prerequisite, ITAL 204 or 402. Permission of the instructor for students lacking the prerequisite. The evolution of the Italian language from vulgar Latin. Substratum theory and the development of the various dialects. Codification of the literary standard during the Renaissance. "Questione della lingua."

691H Honors Thesis (3). Required of students reading for honors. Preparation of an essay under direction of a member of the faculty. Topics to be approved by thesis director in consultation with honors advisor.

PORT

101 Elementary Portuguese I (3). Introduces the essential elements of Portuguese structure and vocabulary and aspects of Brazilian and Portuguese culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

102 Elementary Portuguese II (3). Prerequisite, PORT 101. Continues study of essential elements of Portuguese structure, vocabulary, and aspects of Brazilian and Portuguese culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

111 Intensive Elementary Portuguese (6). Covers the material of the PORT 101 and 102 sequence in a single semester.

203 Intermediate Portuguese I (3). Prerequisite, PORT 102, 111, or 401. Further development of language with emphasis on speaking, writing, and a review of grammar. Includes advanced Portuguese structures, cultural and literary texts.

204 Intermediate Portuguese II (3). Prerequisite, PORT 203. Continued development of language skills for communication. Further study of grammar.

212 Intensive Intermediate Portuguese (6). Prerequisite, PORT 102, 111, or 401. A continuation of PORT 111; covers the material of PORT 203 and 204 in one semester.

270 Modern Brazilian Literature in English Translation (3). This course is devoted to the study of Brazilian culture through representative works of 19th- and 20th-century literature.

275 Portuguese and Brazilian Fiction in Translation (3). The study of selected literary works by major writers from Portugal, Brazil, and the former Portuguese colonies in Africa.

310 Composition and Conversation (3). Prerequisite, PORT 204 or 402. Designed to expand speaking skills through vocabulary building, discussion of selected texts, and activities that produce conversation. Ongoing development of writing skills.

323 Luso-Brazilian Civilization (3). Prerequisite, PORT 204 or 402. A general introduction to the history and culture of Luso-Brazilian civilization, with basic readings in Portuguese, lectures, slides, etc.

382 Women Writers: Brazil and Beyond (3). Trajectory of women writers of the Portuguese speaking world, with main focus on texts of the 20th and 21st century. Analysis of works within a social-historical and literary context.

385 Lusophone Africa in Literature: Discovery to the Present (3). History of Luso-African literature with special attention to writers such as Mia Couto, Guilherme de Melo, Paula de Chiziane, and José Eduardo. Taught in English, available for credit for major/minor in Portuguese if readings and written work are done in Portuguese.

388 Portuguese, Brazilian, and African Identity in Film (3). Study of the literary and cultural film production of the Portuguese-speaking world on three continents. Films in Portuguese with English subtitles.

390 Special Topics or Readings in Portuguese (3). A tutorial for advanced students in Portuguese on a topic agreed upon by the student and a member of the faculty.

398 Undergraduate Seminar in Portuguese (3). A seminar on a previously announced subject.

401 Accelerated Brazilian Portuguese I (3). For students who have fulfilled their foreign language requirement with another language. Covers first-year material in one semester. Introduction to spoken Portuguese with literary and cultural readings.

402 Accelerated Brazilian Portuguese II (3). Prerequisite, PORT 102, 111, or 401. Covers second-year material in one semester. Further study of spoken Portuguese with literary and cultural readings.

501 Survey of Portuguese Literature I (3). Prerequisite, PORT 204 or 402. An introduction to Portuguese literature from its origins through the 18th century.

502 Survey of Portuguese Literature II (3). Prerequisite, PORT 204 or 402. A survey of Portuguese literature of the 19th and 20th centuries.

503 Survey of Brazilian Literature I (3). Prerequisite, PORT 204 or 402. A survey of Brazilian literature of the colonial period and 19th century.

504 Survey of Brazilian Literature II (3). Prerequisite, PORT 204 or 402. Study of major writers of 20th-century Brazilian literature.

526 History of the Portuguese Language (3). Prerequisite, PORT 402. Permission of the instructor for students lacking the prerequisite. Survey of the history of Portuguese with stress on the characteristics of Brazilian Portuguese and the factors underlying them.

535 Brazilian Drama (3). Prerequisite, PORT 402. Permission of the instructor for students lacking the prerequisite. A study of representative Brazilian plays of the 20th century with a review of the development of the theater in Brazil.

691H Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a faculty member. Topic to be approved by thesis director in consultation with honors advisor.

ROML

050 First-Year Seminar: The Art and Science of Language: Orality and Literacy in the Information Age (3). Students examine the expressive use of language in oral and written texts. Particular emphasis is placed on the contribution of the cognitive sciences to an understanding of how humans communicate.

051 First-Year Seminar: National and Cultural Identities in the Romance Areas (3). Explores the development of national identities in the Romance world, focusing on conscious and unconscious attitudes toward language that helped fashion the four major Romance languages.

052 First-Year Seminar: The Value of Language in Identity: Hispanics in the United States (3). This course explores the cultural challenges for Spanish-speaking immigrants in the United States, particularly the importance of language in culture and identity.

053 First-Year Seminar: Oral Histories of Our Local Hispanic Community (3). Introduces students to procedures for gathering, transcribing, and analyzing oral histories and to issues related to the growing Hispanic population at both the national and local levels.

054 First-Year Seminar: Issues in Francophone Literature (3). Studies such issues as national identities and national memory; the impact of colonization, postcolonialism, and globalization; conflicts between tradition and modernity; and the place of women in history.

055 First-Year Seminar: Writing with an Accent: Latino Literature and Culture (3). A study of the literary production of Hispanics living in the United States. Examines works by Chicano, Puerto Rican, Nuyorican, Dominican, and Cuban American writers.

056 First-Year Seminar: Italians in Search of Harmony (3). This course explores the concept of harmony in selected Italian writers from Dante to contemporary film directors.

057 First-Year Seminar: Nature in Latin American Literature: Ecology, Gender, and Other Issues (3). Using translated masterpieces, the course explores such topics as indigenous ecology and Native Americans' survival, race, development and the destruction of the environment, gender roles, and nature as female.

058 First-Year Seminar: Writing a Woman's Life (3). Explores narratives by which women expect and are expected to live. Participants read stories by women who have lived the usual life and then rewritten it and stories written by women trying to compose their lives in new narratives as they reflect upon ones their culture holds out to them.

059 First-Year Seminar: Courts, Courtiers, and Court Culture in 16th- and 17th-Century Europe (3). Through the study of literature and visual arts, this course provides an opportunity to understand the lives of monarchs and courtiers, and the passion for power, learning, and exploration that played such an important part of 16th- and 17th-century court culture.

060 First-Year Seminar: Spanish and Entrepreneurship: Language, Cultures, and North Carolina Communities (3). Students study Spanish language and Latino cultures through the lens of social entrepreneurship, a process of opportunity recognition, resource gathering, and value creation that brings sustainability to a social mission.

229 Literature in the Romance Languages (3). An introduction to literature in the Romance languages. All readings in English translation. Focus and readings will vary.

280 Social Theory and Cultural Diversity (3). Introduction to basic paradigms of thinking about cultural difference (race, gender, nationality, religion, etc.), shaping how we act, think, and imagine as members of diverse cultures.

600 Masters Workshop on Theory (3). This graduate seminar consists of a series of in-depth studies of several major contemporary approaches to literary theory. Designed primarily as an elective for masters candidates in Romance Languages, this course aims to prepare students for advanced literature and literary theory course.

695 Intersections of Film and Culture in Brazil and Spanish America (3). Critically examines through film different aspects of Latin American cultural history during the 20th century, specifically in Brazil and various Spanish-speaking countries, including Mexico, Cuba, El Salvador, Peru, Colombia, and Argentina. Course is framed between the period of late 19th-century modernization and the contemporary discussion on globalization.

698 Seminar in Romance Languages: Capstone Course (3).

SPAN

101 Elementary Spanish I (4). Introduces the essential elements of Spanish structure and vocabulary and cultural aspects of the Spanish-speaking world. Aural comprehension, speaking, reading, and writing are stressed in that order.

102 Elementary Spanish II (4). Continues the study of the essential elements of Spanish structure, vocabulary, and the cultural aspects of the Spanish-speaking world. Aural comprehension, speaking, reading, and writing are stressed in that order.

105 Spanish for High Beginners (4). For students with previous study of Spanish. Accelerated course that covers SPAN 101–102 in one semester. Aural comprehension, speaking, reading, and writing are stressed in that order.

111 Intensive Elementary Spanish (6). Permission of the instructor. Covers the material of the SPAN 101 and 102 sequence in a single semester.

203 Intermediate Spanish I (3). Prerequisite, SPAN 102, 104, 105, 111, or 401. Develops language skills for communication. Review of elementary Spanish. Expands awareness of the Spanish-speaking world through readings and discussion of representative texts.

204 Intermediate Spanish II (3). Prerequisite, SPAN 203. Continued development of language skills for communication. Considers finer points of linguistic structure. Expands awareness of Spanish culture through reading, inquiry, and class discussion.

212 Intensive Intermediate Spanish (6). Prerequisite, SPAN 102, 104, 105, or 401. A continuation of SPAN 111; covers the material of SPAN 203-204 in one semester.

250 Language through Culture and Literature (3). Prerequisite, SPAN 204, 212, or 402. Emphasis on further development and refinement of speaking, listening, reading, and writing skills, including review of grammar. Study of cultural and literary texts.

255 Conversation I (3). Prerequisite, SPAN 204, 212, or 402. Introductory conversation. Builds oral proficiency and awareness of Hispanic culture. Emphasizes vocabulary and grammatical accuracy; writing activities support speaking. Not open to native speakers.

260 Introduction to Spanish and Spanish American Literature (3). Prerequisite, SPAN 204, 212, or 402. Develops skills for further literary studies while increasing Spanish language proficiency and providing different world views through literature. Native speakers need permission of the instructor.

265 Spanish Language and Culture for the Professions (3). Prerequisite, SPAN 204. All-skills course geared toward the language of various professions including business, journalism/mass communications, medicine, law. Emphasizes cultural knowledge to enhance professional work in the United States Hispanic community. Open only to students in the minor in Spanish for the professions.

266 Spanish Conversation for Heritage Learners (3). Prerequisite, SPAN 204. Spanish conversation for native speakers. Develops vocabulary and standard grammar skills, supports research in the history and lives of Hispanics in the United States. First in two-course sequence with SPAN 326.

270 Contemporary Spanish American Prose Fiction in Translation (3). Narrative works of Borges, Cortízar, García Márquez, and other contemporary Spanish American writers.

275 Masterpieces of Spanish Literature in Translation (3). Representative Spanish authors from the Middle Ages to the present.

280 Cervantes in English Translation (3). Study and discussion of *Don Quijote* with consideration of the *Exemplary Novels* and the background of Renaissance prose.

293 Spanish Service Learning (1). Permission of the instructor. Service-learning component for students enrolled in Spanish language courses. May not count toward the major or minor in Spanish.

300 Spanish Composition and Grammar Review (3). Prerequisite, SPAN 250, 255, or 260. Intensive grammar review and composition designed to improve accuracy and develop writing skills, using process and task-oriented approaches.

308 LAC Recitation (1). Prerequisite, SPAN 204. Coregistration in a specified LAC course required. Permission of the instructor for students lacking the prerequisite. A recitation section for LAC courses. May not count toward the major or minor in Spanish.

310 Conversation II (3). Prerequisite, SPAN 250, 255, or 260. Expands speaking skills through vocabulary building, discussion of texts, and conversation. Ongoing development of writing skills. Not open to native speakers.

320 Spanish for Business (3). Prerequisite, SPAN 265. Development of vocabulary, grammar, discourse strategies, and cultural awareness to help students succeed in the Spanish-speaking globalized business world. Open only to students in the minor in Spanish for the professions.

321 Spanish for the Medical Professions (3). Prerequisite, SPAN 265. All-skills course with review of grammar, extensive writing and speaking practice. Vocabulary, readings, and activities geared toward the language of health care professions in the context of the United States Hispanic community. Open only to students in the minor in Spanish for the professions.

322 Spanish for Journalism and Mass Communications (3). Prerequisite, SPAN 265. All-skills course with review of grammar and extensive writing and speaking. Vocabulary, readings, activities geared toward the language of journalism and mass communications within the context of the Hispanic community. Open only to students in the minor in Spanish for the professions.

323 Spanish for the Legal Professions (3). Prerequisite, SPAN 265. All-skills course with review of grammar and extensive writing and speaking. Vocabulary, readings, and activities geared toward the language of legal professions within the context of the Hispanic community. Open only to students in the minor in Spanish for the professions.

326 Spanish Grammar and Composition for Heritage Speakers (3). Prerequisite, SPAN 255 or 266. Study of language and society from the perspective of Spanish speakers in the United States, focusing on vocabulary building through situational practice, review of basic grammar, and practice in reading and writing.

327 Venture Creation in the Spanish Speaking World (3). Prerequisites, ECON 325 and SPAN 204. Venture creation (commercial and social) throughout the Spanish-speaking world. Second course in sequence for the Entrepreneurship minor in the College of Arts and Sciences (Spanish track).

330 Cultural History of the Hispanic World (3). Prerequisite, SPAN 300. Studies multicultural traditions of the Hispanic world: Romans, Moslems, Jews, and Christians in Spain; Africans, Europeans during the colonial period; revolutions, dictatorships, and the formation of modern societies.

335 United States Hispanic Community (3). Prerequisite, SPAN 320, 321, 322, or 323. The immigration experience of the United States Hispanic community. Increases students' cultural sensitivity through cultural simulations and other activities. Open only to students in the minor in Spanish for the professions.

340 Cultures of Contemporary Spain (3). Prerequisite, SPAN 300. Recent trends in thought, art, film, music, and social practices. Highlights regions such as Galicia, the Basque country, Catalonia, and Andalusia. Topics include nationalism, ethnicity, gender, migration, and popular culture.

344 Contemporary Latin America: Mexico, Central America, and the Andean Region (3). Prerequisite, SPAN 300, 320, 321, 322, or 323. Recent trends in thought, art, film, music, social practices, etc. Topics may include colonialism, race, ethnicity, modernization, ecology, religion, gender, and popular culture.

345 Contemporary Latin America: The Caribbean and the Southern Cone (3). Prerequisite, SPAN 300. Recent trends in thought, art, film, music, social practices, etc. Topics include colonialism, race, ethnicity, modernization, ecology, religion, gender, and popular culture.

348 Mesoamerica through Its Literature (3). Literature of the Mayas, Aztecs, and their neighbors from the Pre-Columbian period to the present. Historical, cultural, and religious information with discussions of the complexity and variation of intercultural ways of life. A comparative approach includes the aesthetic similarities, differences, and rhetorical strategies employed by indigenous writers.

350 Advanced Conversation and Composition (3). Prerequisite, SPAN 300. Refines speaking skills through discussion of contemporary topics of the Spanish-speaking world using current periodicals, literature, etc. Includes significant writing component, review of grammar.

361 Hispanic Film and Culture (3). Prerequisite, SPAN 300, 340, or 345. Permission of the instructor for students lacking the prerequisite. Study of contemporary Hispanic cultural and aesthetic issues through films, documentaries, soap operas, other media, and literature.

362 The Quest for Identity in Contemporary Spain (EURO 386) (3). Prerequisite, SPAN 330 or 340. This course studies the multifaceted identity of contemporary Spain through the analysis of representative films and literary works

369 Introduction to Translation (3). Prerequisite, SPAN 300. Theory and practice of translation through a dual approach of conceptual readings and classroom discussion and workshops in interdisciplinary fields. Emphasizes cultural role of the translator as mediator.

371 Survey of Spanish Literature to 1700 (3). Prerequisites, SPAN 260 and 300. The literature of Spain through 1700. Representative authors of Spanish literature from the medieval, Renaissance, and Golden Age.

372 Survey of Spanish Literature since 1700 (3). Prerequisites, SPAN 260 and 300. Main trends and movements in Spanish literature. Designed to familiarize students with literary terminology. Readings and classes are in Spanish.

373 Survey of Spanish American Literature (3). Prerequisites, SPAN 260 and 300. The literature of Spanish America from pre-Colombian times to the present. Representative authors and texts from various literary movements will be studied in their sociohistorical contexts.

375 Spanish of the United States (3). Prerequisite, SPAN 300. Study of the Spanish found today in the United States, its history and characteristics, and the socioeconomic repercussions of its presence in contact with English.

376 Phonetics and Phonology (LING 307) (3). Prerequisite, SPAN 300. An introduction to the languages of Spain and Latin America focusing on the four major dialect regions of the Spanish-speaking world. Includes discussion of sociolinguistic variation and dialectical differences.

377 Grammatical Structure of Spanish (LING 308) (3). Prerequisite, SPAN 300. Introduction to theories of grammar, with an analysis of contemporary Spanish. Includes the study of meaning, grammatical form, and language diversity in dialectal and sociolinguistic variation.

378 Cultural and Linguistic History of the Spanish Language (LING 309) (3). Prerequisite, SPAN 300. The formation of the Spanish language and its cultures from Latin origins. Special attention to expansion of the Spanish Americas and the situation of Spanish today.

380 Masterpieces of Spanish Drama (3). Prerequisite, SPAN 371, 372, or 373. Spanish-language theater. Specific topics to be announced in advance by the instructor.

381 Masterpieces of Spanish and Spanish American Poetry (3). Prerequisite, SPAN 371, 372, or 373. Specific topics to be announced in advance by the instructor.

382 Masterpieces of Spanish Prose (3). Prerequisite, SPAN 371, 372, or 373. Selected works of prose from the Spanish canon organized by topic or theme.

383 Medieval Spanish Literature (3). Prerequisite, SPAN 371. A survey of lyric poetry, drama, prose, and genres peculiar to the literature before 1500.

384 Spanish Literature of the Renaissance (3). Prerequisite, SPAN 371. A survey of poetry, drama, and prose of the 16th century.

385 Contemporary Spanish American Prose Fiction (3). Prerequisite, SPAN 371, 372, or 373. A study of the cultural, political, and aesthetic dimensions of the novels and short stories of selected contemporary Spanish American writers such as Borges, Cortázar, García Márquez, Puig, etc.

387 Eroticism and Its Metaphors in Contemporary Latin American Literature (3). Prerequisite, SPAN 371. Literary manifestations of love, sexuality, and eroticism as social and political metaphors of contemporary Latin America. Selections from Sor Juana, Agustini, Darío, López Velarde, and Neruda with more emphasis on 20th-century works by writers like Donoso, Vargas Llosa, García Márquez, Poniatowska, Rivera Garza, and Montero.

389 Outside Cuba: Diasporic Literature and Culture (3). Prerequisite, SPAN 373. An overview of the literary and cultural production (essays, novels, short stories, plays, music, film) of Cubans living in the diaspora after the Cuban revolution.

390 Spanish Sociolinguistics (3). Prerequisite, SPAN 376, 377, or 378. Interdisciplinary approach to studying the Spanish language as a social and cultural phenomenon. Explores the relationship between language and culture, communicative competence and pragmatics, social and linguistic factors in language variation and change, attitudes toward language and language choice, linguistic prejudice and language myths, and language and identity.

396 Research for Advanced Students (3). Prerequisite, SPAN 300. Required preparation, two major-level courses or permission of the instructor. Research project for advanced students on a topic agreed upon by the student and faculty member.

397 Undergraduate Seminar in Culture (3). Prerequisite, SPAN 330 and 340, 344, or 345. Seminar on a previously announced topic.

398 Undergraduate Seminar in Spanish or Spanish American Literature (3). Prerequisites, SPAN 371, 372, or 373. Two of the prerequisite courses, or equivalent, are required. A seminar on a previously announced subject.

399 Undergraduate Seminar in Linguistics (3). Prerequisite, SPAN 375, 376, 377, or 378. Seminar on a previously announced topic in Spanish linguistics.

401 Beginning Accelerated Spanish (3). Required preparation, proven competence in another foreign language. Covers first-year material in one semester. Emphasis on speaking and grammar.

402 Intermediate Accelerated Spanish (3). Prerequisite, SPAN 102, 104, 105, 111, or 401. Covers second-year material in one semester. Continued development of all skills. Spanish 402 prepares students for more advanced courses.

403 Advanced Composition (3). Prerequisite, SPAN 300. Review of advanced grammar. Compositions on a variety of topics designed to enhance writing proficiency in Spanish. Training in the use of stylistic devices.

404 Elementary Spanish for Health Professionals (3). Distance course requiring access to computer with DVD drive. Focuses on communication within the context of Lantino/a immigrant culture in health care settings.

405 Intermediate Spanish for Health Care Professionals (3). Prerequisite, SPAN 102. Distance course requiring access to computer with DVD drive. Focuses on improving communication within the context of Latino/a immigrant culture in health care settings.

414 Languages of Spain I (3). Study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera (Basque), Galician.

415 Languages of Spain II (3). Continuation of the study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera, Galician.

601 Spanish for Reading I (3). For students with no back ground in Spanish or those needing a review of grammatical structures and vocabulary in preparation for SPAN 602. Not for graduate credit for students in the Department of Romance Languages and Literatures.

602 Spanish for Reading II (3). Prerequisite, SPAN 601. Focus on Spanish for the reading exam for graduate degrees. SPAN 602 satisfies the requirement for most departments. Not for graduate credit for students in the Department of Romance Languages and Literatures.

610 The Generation of 1898 (3). Prerequisites, SPAN 371 or 372, and 373. Study of innovative literary forms and techniques of the Generation of 1898 as seen through representative authors such as Azorín, Baroja, Machado, and Valle-Inclán.

613 Colonial and 19th-Century Spanish American Literature (3). Prerequisites, SPAN 371 or 372, and 373. Advanced survey of literary works from 16th- through 19th-century Spanish America, with emphasis on their rhetorical foundations and historical, political, and aesthetic connections.

614 Modernist and Contemporary Spanish American Literature (3). Prerequisites, SPAN 371, and 372 or 373. Advanced survey of Spanish American works from the 1880s through the present, with emphasis on their rhetorical foundations and historical, cultural, political, and aesthetic connections.

617 Cervantes and the Quijote (3). Prerequisites, SPAN 371, and 372 or 373. Close reading of Cervantes' *Quijote* and selected *Novelas ejemplares*, with consideration of the background of Renaissance prose (romance of chivalry, pastoral, and sentimental novel) in relation to 16th-century historiography.

620 Women in Hispanic Literature (WMST 620) (3). Prerequisites, SPAN 371 or 372, and 373. The image of woman in 16th- and 17th-century Hispanic literature. A study of texts by Spanish and Spanish American authors. Readings in Spanish or in English translation. Lectures in English.

625 Indigenous Literatures and Cultures of the Américas (3). Panoramic view of indigenous literatures in the Américas through a study of a variety of indigenous textual production including chronicles, manifestos, novels, testimonial narratives, short stories, poetry, artistic production, and film.

635 Modern Spanish Drama (3). Prerequisite, SPAN 370, 371, or 373. A study of plays by principal Spanish dramatists of the 20th century.

650 The Spanish Comedia of the Golden Age (3). A comprehensive study of the Golden Age Spanish theater from its Renaissance beginnings through the 17th century.

691H Honors Thesis (3). Required of students reading for honors. Preparation of an essay under the direction of a faculty member. Topic to be approved by thesis director in consultation with honors advisor.

Curriculum in Russian and East European Area Studies

The Curriculum in Russian and East European Area Studies no longer offers a bachelor of arts degree with a major in Russian and East European area studies. For a discussion of the Slavic languages and literatures major and descriptions of Russian (RUSS) courses, please see the Department of Slavic Languages and Literatures. For a discussion of the major in global studies and descriptions of INTS courses, please see the Curriculum in Global Studies.

Department of Slavic Languages and Literatures

www.unc.edu/depts/slavdept

CHRISTOPHER R. PUTNEY, *Chair*

Professors

Madeline G. Levine, Peter Sherwood.

Associate Professors

Lawrence Feinberg, Hana Pichova, Christopher R. Putney, Ivana Vuletic.

Assistant Professor

Radislav Lapushin.

Lecturer

Eleonora Magomedova.

Professor Emeritus

Vasa Mihailovich.

Introduction

The Department of Slavic Languages and Literatures offers courses leading to the degrees of bachelor of arts, master of arts, and doctor of philosophy. The undergraduate programs leading to the B.A. with a major in Slavic languages and literatures are made up of a series of courses in languages and literatures that give the student a good knowledge of the Slavic/East European language of their specialization and a grounding in the most representative works of the Slavic/East European culture of their specialization. The courses that comprise the major provide coverage of the languages and cultures of Russia/Soviet Union, the Czech Republic, Poland, Croatia, Serbia, Bosnia and Herzegovina, and (non-Slavic) Hungary—that is, a vast grouping of territories and peoples of great cultural diversity and political importance.

The department offers two undergraduate tracks leading to the B.A. with a major in Slavic languages and literatures: a concentration in Russian language and culture, and a concentration in Slavic and East European languages and cultures. Both tracks provide preparatory training that will be useful in government employment, internationally oriented business, journalism, law, and teaching, among others, as well as for graduate study in a range of humanistic and social science disciplines.

Programs of Study

The degree offered is the bachelor of arts with a major in Slavic languages and literatures, with concentrations in Russian language and culture or in Slavic and East European languages and cultures. Minors are offered in Slavic and East European cultures and in Russian culture.

Majoring in Slavic Languages and Literatures: Bachelor of Arts

B.A. Major in Slavic Languages and Literatures: Russian Language and Culture Concentration

Departmental Requirements

- RUSS 101, 102, 203, 204, 250, 321, 322, 406, and 407
- Four additional courses selected from the Russian language and literature/culture courses offered by the department

Students who participate in the study abroad program in Russia can earn some of the credit for the major during their Russian stay and should consult beforehand with the director of undergraduate studies about their program.

B.A. Major in Slavic Languages and Literatures: Slavic and East European Languages and Cultures Concentration

Departmental Requirements

- Five courses focusing on a single target language from the following list: RUSS 101, 102, 103, 104, and 321; or CZCH 401, 402, 403, 404, and 405; or HUNG 401, 402, 403, 404, and 405; or PLSH 401, 402, 403, 404, and 405; or SECR 401, 402, 403, 404, and 405
- Two courses of any other single Slavic/East European language
- SLAV 250
- Four additional courses selected from the Slavic/East European and Russian language and literature/culture courses offered by the department

Students who participate in study abroad programs in Eastern Europe can earn some of the credit for the major during their stay and should consult beforehand with the director of undergraduate studies about their program.

Minoring in Russian Culture

The minor in Russian culture consists of a minimum of five courses in any aspect of Russian language, literature, or culture. The first two semesters of Russian (i.e., RUSS 101/102) may not be counted toward this minor.

Minoring in Slavic and East European Cultures

The minor in Slavic and East European cultures consists of a minimum of five courses in any aspect of Slavic/East European language, literature, or culture. The first two semesters of any language may not be counted toward this minor (for example, CZCH 401/402, PLSH 401/402, HUNG 401/402, RUSS 101/102, SECR 401/402). Students who participate in an approved study abroad program in Russia or another East European country can earn some of the credit for this minor during their overseas stay.

Honors in Slavic Languages and Literatures

All majors with the appropriate grade point average are eligible to graduate with honors. They should ask the undergraduate advisor to enroll them in RUSS 691H and 692H or SLAV 691H and 692H to provide information about writing an honors thesis.

Special Opportunities in Slavic Languages and Literatures

Departmental Involvement

The department hosts a wide array of events designed for student cultural enrichment: lectures, roundtables, films, and small conferences. It sponsors a variety of student clubs and activities, including weekly conversation hours in the languages we teach. The department hosts a fall open house for all students interested in pursuing internship, study abroad, graduate study, and employment opportunities in Russia and East/Central Europe. Every spring the department presents a Slavic talent night or Spektakl', in which students give a wide variety of individual and group performances—skits, songs, puppet shows, plays, poetry readings—in the Slavic and East European languages they are learning in the program.

Study Abroad

Students are strongly encouraged to participate in a study abroad program, particularly once they have acquired sufficient language skills to benefit most from this immersion experience. Students can study on semester- or yearlong programs in Russia, including in Moscow and St. Petersburg, while earning credit towards their Carolina degree. Students also have the possibility of participating in a summer program in Russia, such as the UNC in Moscow program at the Russian State University of the Humanities.

UNC–Chapel Hill also has two programs in the Czech Republic (the Honors in Prague Program and the SIT Program in Arts and Social Change, also in Prague); and programs at the Jagiellonian University in Krakow, Poland. For more information about these and other programs in East/Central Europe, go to studyabroad.unc.edu.

Undergraduate Awards

Established in 1999, the Paul Debreczeny Prize is awarded each spring to a graduating senior whose work in Russian language and literature or Slavic linguistics has been judged outstanding. This prize honors one of the founding faculty members of the Department of Slavic Languages and Literatures, the late Paul Debreczeny. Membership in the UNC–Chapel Hill chapter of Dobro Slovo, the National Slavic Honor Society, is available to majors and minors who have completed two years (or equivalent) of study of Slavic languages, literature, culture, or related subjects, with a minimum average grade of B+.

Undergraduate Research

Students are encouraged to work on course-complementary or independent research projects with department faculty. Students eligible for honors study are encouraged to write a senior honors thesis in consultation with a faculty advisor.

Facilities

Students in Slavic and East European languages make use of a variety of online resources as well as the materials and labs available in the Foreign Language Resource Center on the first floor of Dey Hall.

Graduate School and Career Opportunities

A major in the department provides preparation for a number of advanced study programs, including Slavic and East European languages and literatures, comparative literature, linguistics, history, law, international business and management, international relations, and professional translation.

Courses about Central and Eastern Europe make up an important part of a liberal education, and a major in the department can provide excellent preparation for many career opportunities, particularly when the major is combined with courses in business, economics, political science, journalism, and other fields. The Department of Slavic Languages and Literatures is one among a very few academic departments in the United States that offer a wide range of critical and/or less commonly taught languages of Eastern Europe and the former USSR. People who know these languages are in particularly high demand in business and government careers.

Contact Information

Radislav Lapushin, Director of Undergraduate Studies, CB# 3165, 425 Dey Hall, (919) 962-1178. Web site: www.unc.edu/depts/slavdept.

BULG

401 Elementary Bulgarian (3). Pronunciation, structure of language, and reading in modern Bulgarian.

402 Elementary Bulgarian (3). Pronunciation, structure of language, and reading in modern Bulgarian, continued.

403 Intermediate Bulgarian (3). Continuation of the proficiency-based instruction begun in Elementary Bulgarian.

404 Intermediate Bulgarian (3). Continuation of the proficiency-based instruction begun in Elementary Bulgarian, continued.

405 Advanced Bulgarian (3). Advanced readings and discussion in Bulgarian in humanities and social science topics.

406 Advanced Bulgarian (3). Advanced readings and discussion in Bulgarian in humanities and social science topics, continued.

411 Bulgarian Literature (3). Introduction to Bulgarian literature in English translation. Taught in English. Some readings in Bulgarian for qualified students.

CZCH

280 Closely Watched Trains: Czech Film and Literature (3). This course examines Czech film and literature against the backdrop of key historical, political, and cultural events of the 20th century. Taught in English; films subtitled in English.

401 Elementary Czech (3). Pronunciation, structure of language, and reading in modern Czech.

402 Elementary Czech (3). Pronunciation, structure of language, and reading in modern Czech, continued.

403 Intermediate Czech (3). Continuation of proficiency-based instruction begun in Elementary Czech.

404 Intermediate Czech (3). Continuation of proficiency-based instruction begun in Elementary Czech, continued.

405 Advanced Czech (3). Advanced readings and discussion in Czech in humanities and social science topics.

406 Advanced Czech (3). Advanced readings and discussion in Czech in humanities and social science topics, continued.

411 Czech Literature (3). Introduction to Czech literature in English translation. Some readings in Czech for qualified students.

425 Topics in Czech and/or Slovak Literature (3). Study of topics in Czech and/or Slovak literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in Czech for qualified students.

426 Topics in Czech Cinema (3). Study of topics in Czech cinema not currently covered in any other course. The analysis of Czech films will be complemented by discussions of their cultural and historical contexts. Specific topics will be announced in advance. Taught in English. Films with English subtitles. Some readings in Czech for qualified students.

470 Milan Kundera and World Literature (3). This course traces Milan Kundera's literary path from his communist poetic youth to his present postmodern Francophilia. His work will be compared with those authors he considers his predecessors and influences in European literature. Taught in English. Some readings in Czech for qualified students.

HUNG

280 Hungarian Cinema since World War II (3). An introduction to Hungarian society and culture since the end of World War II through a selection of film classics with English subtitles, with supporting background materials. Taught in English.

401 Elementary Hungarian (3). Pronunciation, structure of language, and reading in modern Hungarian.

402 Elementary Hungarian (3). Pronunciation, structure of language, and reading in modern Hungarian, continued.

403 Intermediate Hungarian Language (3). Continuation of the proficiency-based instruction begun in Elementary Hungarian.

404 Intermediate Hungarian Language (3). Continuation of the proficiency-based instruction begun in Elementary Hungarian, continued.

405 Advanced Hungarian (3). Prerequisite, HUNG 404. Permission of the instructor for students lacking the prerequisite. Advanced readings and discussion in Hungarian in humanities and social science topics.

406 Advanced Hungarian (3). Advanced readings and discussion in Hungarian in humanities and social science topics, continued.

407 The Structure of Modern Hungarian (3). Prerequisite, HUNG 401 or LING 101. Introduction to the phonology, morphology, and syntax of modern standard Hungarian, with emphasis on some of its distinctive typological features.

411 Introduction to Hungarian Literature (3). An introduction to Hungarian literature of the last five centuries through a selection of works in English translation, with supporting background materials including films (with English subtitles). Taught in English; some readings in Hungarian for qualified students.

425 Topics in Hungarian Literature and Culture (3). Study of topics in Hungarian literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English; some readings in Hungarian for qualified students.

426 Topics in Hungarian Visual Arts (3). Study of topics in Hungarian cinema or other visual arts not currently covered in other courses. Specific topics will be announced in advance. Taught in English. Films with English subtitles.

MACD

401 Elementary Macedonian (3). Pronunciation, structure of language, and reading in modern Macedonian.

402 Elementary Macedonian (3). Pronunciation, structure of language, and reading in modern Macedonian, continued.

403 Intermediate Macedonian (3). Continuation of the proficiency-based instruction begun in Elementary Macedonian.

404 Intermediate Macedonian (3). Continuation of the proficiency-based instruction begun in Elementary Macedonian, continued.

405 Advanced Macedonian (3). Advanced reading and discussion in Macedonian in humanities and social science topics.

406 Advanced Macedonian (3). Advanced reading and discussion in Macedonian in humanities and social science topics, continued.

PLSH

280 The Modern Cinema of Poland (3). An overview of postwar Polish cinema from the Polish school of the 1950s to the so-called Generation 2000. Includes films of Wajda, Munk, Kieslowski, Polanski, and others.

401 Elementary Polish (3). Pronunciation, structure of language, and reading in modern Polish.

402 Elementary Polish (3). Pronunciation, structure of language, and reading in modern Polish, continued.

403 Intermediate Polish (3). Continuation of the proficiency-based instruction begun in Elementary Polish.

404 Intermediate Polish (3). Continuation of the proficiency-based instruction begun in Elementary Polish, continued.

405 Advanced Polish (3). Advanced readings and discussion in Polish on humanities and social science topics.

406 Advanced Polish (3). Advanced readings and discussion in Polish on humanities and social science topics, continued.

411 19th-Century Polish Literature and Culture (3). A survey of the major works of 19th-century Polish literature and culture in English translation. Some readings in Polish for qualified students.

412 20th-Century Polish Literature and Culture (JWST 412) (3). A survey of the major works of 20th-century Polish literature and culture in English translation. Some readings in Polish for qualified students.

425 Topics in Polish Literature (3). Study of topics in Polish literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in Polish for qualified students.

426 Topics in Polish Cinema (3). Study of topics in Polish cinema not currently covered in any other course. The analysis of Polish films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English; films with English subtitles.

RUSS

101 Elementary Russian (4). Introductory course designed to lay the foundation of grammar and to convey basic reading and pronunciation skills.

102 Elementary Russian (4). Continuation of the introductory course designed to lay the foundation of grammar and to convey basic reading and pronunciation skills.

203 Intermediate Russian (3). Grammar-translation work with increasing proportions of free reading and oral work.

204 Intermediate Russian (3). Grammar-translation work with increasing proportions of free reading and oral work, continued.

213 Intermediate Russian Conversation (2). Corequisite, RUSS 203. Supplements the grammar presentations in RUSS 203. Basic conversational practice on topics relevant to Russia today.

214 Intermediate Russian Conversation (2). Corequisite, RUSS 204. Continuation of RUSS 213.

244 Selected Readings in Russian (1–12). Permission of the instructor. Readings in Russian literature or linguistics on topics not usually covered in course work.

250 Introduction to Russian Literature (3). Prerequisite, RUSS 204. Permission of the instructor for students lacking the prerequisite. Reading and discussion of selected authors in Russian aimed at improving reading skill and preparing the student for higher level work in Russian literature.

270 Russian Literature of the 19th Century (3). Introduction to Russian prose fiction of the 19th century with particular consideration of selected writings of Pushkin, Gogol, Turgenev, Dostoevsky, and Tolstoy. Lectures and readings in English.

272 Russian Literature from Chekhov to the Revolution (3). Literary situations and authors of 1880 to 1917, with emphasis on Chekhov and the Symbolists. Lectures and readings in English.

273 Russian Culture and Society: 1890–1917 (3). Examines the extraordinary diversity of turn-of-the-century Russian culture (1890s to 1917); the proliferation of visual and performance arts; the rise of popular culture; new artistic explorations of gender and sexuality. Lectures and readings in English.

274 Russian Literature after 1917 (3). Russian writers and literary problems from the Revolution to the present. Lectures and readings in English.

275 Russian Fairy Tale (3). An introduction to the Russian fairy tale with attention to its roots in Russian folklore, its influence on Russian culture, and its connections with American folk and popular culture. Lectures and readings in English.

281 Russian Literature in World Cinema (3). Survey of masterpieces of Russian literature in the context of their cinematic adaptations. Lectures and readings in English.

321 Russian Conversation (3). Prerequisite, RUSS 204. Permission of the instructor for students lacking the prerequisite. Designed to develop conversational skills in a variety of situations and subjects. Russian used, except for a minimum of linguistic explanations or comment.

322 Russian Conversation (3). Prerequisite, RUSS 321. Permission of the instructor for students lacking the prerequisite. Designed to develop conversational skills in a variety of situations and subjects. Russian used, except for a minimum of linguistic explanations or comment.

394 Russians View America (3). Exploration of Russian responses to the United States from the American Revolutionary War through the end of the Cold War. Course materials include fiction and nonfiction readings as well as films. Lectures and readings in English.

400 The Evolution of Russian (3). This course traces the development of Russian from late common Slavic to contemporary Russian. Consideration is given to linguistic developments as well as cultural, social, and historical circumstances shaping contemporary Russian.

405 The Structure of Modern Russian (3). Prerequisite, RUSS 400. Permission of the instructor for students lacking the prerequisite. For students who want a systematic understanding of the language. Synchronic analysis of contemporary standard Russian phonology, morphology, morphophonemics, semantics, and syntax.

406 Advanced Russian Grammar (3). Prerequisite, RUSS 204. Permission of the instructor for students lacking the prerequisite. A comprehensive review of Russian grammar on an advanced level, emphasizing reading and writing skills.

407 Advanced Russian Grammar (3). Prerequisite, RUSS 406. Permission of the instructor for students lacking the prerequisite. A comprehensive review of Russian grammar on an advanced level, emphasizing reading and writing skills.

411 Advanced Russian Conversation and Composition (3). Prerequisite, RUSS 322 or 407. Permission of the instructor for students lacking the prerequisite. Designed to develop conversational and writing skills in a variety of situations and subjects.

412 Advanced Russian Conversation and Composition (3). Prerequisite, RUSS 411. Permission of the instructor for students lacking the prerequisite. Designed to develop conversational and writing skills in a variety of situations and subjects.

413 Russian Stylistics (3). Prerequisite, RUSS 412. Permission of the instructor for students lacking the prerequisite. Advanced Russian conversation and composition, with appropriate grammatical and stylistic explanations. Can be taken repeatedly for credit, but only counts once toward degree requirements.

414 Russian Stylistics (3). Prerequisite, RUSS 413. Permission of the instructor for students lacking the prerequisite. Continuation of Russian Stylistics at a more advanced level.

425 Topics in Russian Literature (3). Study of topics in Russian literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in Russian for qualified students.

426 Topics in Russian Cinema (3). Study of topics in Russian cinema not currently covered in any other course. The analysis of Russian films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English; films with English subtitles.

431 Dandies and Dead Souls: Russian Literature and Culture, 1800–1850 (3). A survey of major works of Russian literature and culture in the first half of the 19th century. Readings in English translation. Some readings in Russian for qualified students.

432 Great Novels and Cursed Questions: Russian Literature and Culture, 1850–1881 (3). A survey of major works of Russian literature and culture in the Golden Age, an era of sociopolitical reform. Readings in English translation. Some readings in Russian for qualified students.

435 Literature and Music in Russia (3). Exploring the uses Russian composers have made of literary works and motifs, as well as the response of Russian writers to musical compositions and composers, and to music as an art form. Readings in English translation. Some readings in Russian for qualified students.

441 From Decadence to Revolution: Russian Literature and Culture, 1881–1945 (3). A survey of major works of fin-de-siècle Russian and early Soviet literature and culture. Readings in English translation. Some readings in Russian for qualified students.

442 From Cold War to Capitalism: Russian Literature and Culture, 1945–Present (3). A survey of major works of Russian literature and culture from 1945 to the present. Readings in English translation. Some readings in Russian for qualified students.

462 Russian Poetry of the 19th Century (3). Readings and lecture on 19th-century Russian poetry. Readings in Russian.

463 Russian Drama: From Classicism to Modernism (3). Survey of Russian drama as a literary and theatrical phenomenon from the end of the 18th to the beginning of the 20th centuries. Readings in English translation. Some readings in Russian for qualified students.

464 Dostoevsky (3). Study of major works of Dostoevsky and a survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors.

465 Chekhov (3). Study of major works of Chekhov and survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors.

469 Bulgakov (3). Study of major works of Mikhail Bulgakov, including *The Master and Margarita*, and a survey of contemporary Russian history and culture relevant to his creative career. Readings in English, in Russian for majors.

471 Gogol (3). Study of major works of N. V. Gogol and a survey of contemporary authors and literary trends relevant to his creative career. Lectures and seminar discussions. Readings in Russian for majors, in English for nonmajors.

473 Vladimir Nabokov (3). Exploration of Vladimir Nabokov's prose fiction written in Germany and America. Emphasis placed on the primary texts, but some secondary readings included. Movies based on Nabokov's novels will be viewed as well. Readings in Russian for majors, in English for nonmajors.

475 Literature of Russian Terrorism: Arson, Bombs, Mayhem (PWAD 475) (3). Literary representations of Russian revolutionaries and terrorists in the 19th and early 20th centuries. Readings by Dostoevsky, Chernyshevsky, Bely, Joseph Conrad, and by some of the terrorists themselves. Readings in English translation. Some readings in Russian for qualified students.

479 Tolstoy (3). Study of the major works of Tolstoy and a survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors.

486 Contemporary Russian Women's Writing (WMST 486) (3). A study of Russian women's writing after World War II, including both fictional and propagandistic works analyzed in their sociopolitical context. Serves as an introduction to Russian women's studies. Readings in Russian for majors, in English for nonmajors.

493 Russian Short Story (3). An introduction to the Russian short story. The readings, in English for nonmajors and in Russian for majors, include works from the 17th century to the present. Readings in Russian for majors, in English for nonmajors.

511 Russian Mass Media (3). Prerequisite, RUSS 412. Permission of the instructor for students lacking the prerequisite. Module 1: Fifth-year Russian, to expand and master the knowledge of the language necessary for understanding deep ongoing changes in different spheres of Russian society—political, social, economic, cultural, etc.

512 Russian Mass Media (3). Prerequisite, RUSS 511. Permission of the instructor for students lacking the prerequisite. Module 2: Fifth-year Russian, to expand and master the knowledge of the language necessary for understanding deep ongoing changes in different spheres of Russian society—political, social, economic, cultural, etc.

513 Russian Culture in Transition I (3). Prerequisite, RUSS 411. Permission of the instructor for students lacking the prerequisite. Fifth-year Russian—to expand knowledge of the language necessary for understanding social changes that are taking place in Russian society—in literature, art, culture, and everyday human mentality.

514 Russian Culture in Transition II (3). Prerequisite, RUSS 412. Permission of the instructor for students lacking the prerequisite. RUSS 513 is not a prerequisite. Fifth-year Russian—continuing with the theme of RUSS 513 offered in the fall semester.

560 Russian Sentimentalism and Romanticism (3). Prerequisite, RUSS 407. Permission of the instructor for students lacking the prerequisite. Survey of Russian sentimentalism and romanticism, with special attention to the intellectual currents of the period (ca. 1770 to 1850). Consideration of Western precursors (Rousseau, Sterne, Byron, et al.). Readings in Russian.

691H Honors Reading Course (3). Russian language and culture majors only. Researching and writing of an honors thesis on

an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

692H Honors Reading Course (3). Russian language and culture majors only. Researching and writing of an honors thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

SECR

401 Elementary Serbian and Croatian Language (3). Pronunciation, structure of the language, and readings in modern Serbian and Croatian language.

402 Elementary Serbian and Croatian Language (3). Pronunciation, structure of the language, and readings in modern Serbian and Croatian language, continued.

403 Intermediate Serbian and Croatian Language (3). Continuation of the proficiency-based instruction begun in Elementary Serbian and Croatian language.

404 Intermediate Serbian and Croatian Language (3). Continuation of the proficiency-based instruction begun in Elementary Serbian and Croatian language, continued.

405 Advanced Serbian and Croatian Language (3). Advanced readings and discussion in Serbian and Croatian language on humanities and social science topics.

406 Advanced Serbian and Croatian Language (3). Advanced readings and discussion in Serbian and Croatian language on humanities and social science topics, continued.

411 Introduction to Serbian and Croatian Literature (3). Introduction to Serbian and Croatian literature with an emphasis on 19th- and 20th-century prose. Taught in English. Some readings in Serbian and Croatian for qualified students.

425 Topics in South Slavic Literatures (3). Study of topics in Serbian, Croatian, and other South Slavic literatures and cultures not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in the target language for qualified students.

426 Topics in South Slavic Cinema (3). Study of topics in Serbian, Croatian, and other South Slavic cinema not currently covered in any other course. The analysis of South Slavic films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English; films with English subtitles.

SLAV

080 First-Year Seminar: The Devil and the Problem of Evil in Russian Literature (3). See PWAD 080 for description.

081 First-Year Seminar: Metaphor and the Body (3). All human beings inhabit a physical body, with inherent oppositions of inside/outside, up/down, and left/right. This course examines bodily experience as the wellspring of meaning.

082 First-Year Seminar: Doctor Stories (3). Explores and reflects on the experience and significance of being a doctor in Russia and the United States, analyzing "doctors' stories" presented in fiction, nonfiction, film, and other media.

083 First-Year Seminar: The Actress: Celebrity and the Woman (3). Reflects on the experience, significance, and influence of the stage and motion picture actress in the modern era, analyzing her representation and reception in memoirs, biographies, fiction, and film.

084 First-Year Seminar: Terror for the People: Terrorism in Russian Literature and History (PWAD 084) (3). Terror was used as a political weapon in 19th-century Russia. This seminar introduces the terrorists through their own writings and fictional representations in novels by Fyodor Dostoevsky and Joseph Conrad.

085 First-Year Seminar: Children and War (PWAD 085) (3). Readings for this seminar include children's wartime diaries, adult memoirs of child-survivors, and fiction from Eastern Europe and east Asia. Focused on WWII, but with attention to present-day conflicts.

086 First-Year Seminar: Literature and Madness (3). This course examines the ways in which modern European and American fiction, essays, and film construct representations of madness.

101 Introduction to Slavic Civilizations: Peasants, Popes, and Party Hacks (3). Introduction to the essentials of Slavic cultures, including religion, literature, history, art, cinema, folklore, geography, and music. Course materials include films, slides, and recordings. Lectures and readings in English.

196 Peoples and Languages of Eastern Europe (3). The cultural diversity of Eastern Europe is examined through the emergence of competing religions, newly formed literary languages, and political controversies surrounding the birth of new languages and nations. All readings in English.

198H East European Literature (3). An introduction to the literatures of Eastern Europe, including consideration of political and social influences on literary creation within different cultural traditions. All readings in English translation.

244 Directed Readings in a Slavic Language (1–12). Permission of the instructor. Directed readings in a Slavic language other than Russian on topics in literature and linguistics not normally covered in scheduled courses.

248 Childhood and Adolescence in Slavic Literature (3). Childhood and adolescence as portrayed in both fictional and autobiographical form by 19th- and 20th-century Russian, Polish, Czech, and other East European writers, including Tolstoy, Dostoevsky, Nabokov, I. B. Singer, Schulz, Milosz. Lectures and readings in English.

250 Introduction to Non-Russian Slavic/East European Culture (3). Prerequisite, BULG 404, CZCH 404, HUNG 404, MACD 404, PLSH 404, or SECR 404. Permission of the instructor for students lacking the prerequisite. Reading and discussion of selected authors in the target language aimed at improving reading and analytical skills and preparing the student for higher level work.

251 Ideology and Aesthetics: Marxism and Literature (GERM 251) (3). See GERM 251 for description.

273 Ideology and Fiction in Slavic Literatures (3). The course focuses on 20th century Slavic authors whose work was denounced in their countries. It highlights problems of ideology in their works.

306 Language and Nationalism (LING 306) (3). This course focuses on language, identity, and nationalism in contemporary societies, with special emphasis on Europe, Africa, Asia, and the United States.

405 Introduction to Slavic Linguistics (3). The phonological and morphological history of Slavic languages from the late Indo-European to the split of the common Slavic linguistic unity.

409 Cognitive Linguistics (LING 409) (3). Development of and present state of research in cognitive linguistics. Readings discuss various language phenomena and are drawn from linguistics, psychology, philosophy, artificial intelligence, and literary analysis of metaphor.

425 Topics in Slavic Literatures (3). Study of topics in Slavic literatures and cultures not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in the target language(s) for qualified students.

426 Topics in Slavic Cinema (3). Study of topics in Slavic cinema not currently covered in any other course. The analysis of Slavic films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English. Films with English subtitles.

463 Medieval Slavic Culture (RELI 463) (3). Survey of medieval Slavic culture, beginning with Christianization in the ninth and 10th centuries. Themes include Byzantine missions, the replacement of paganism with Christianity, the oral traditions, and Slavic literary relations. Readings in English for non-Slavic concentrators.

464 Imagined Jews: Jewish Themes in Polish and Russian Literature (JWST 464) (3). Explores the fictional representation of Jewish life in Russia and Poland by Russian, Polish, and Jewish authors from the 19th century to the present. Readings in English for non-Slavic concentrators.

465 Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (JWST 465, PWAD 465) (3). Literary representation in fiction, poetry, memoirs, and other genres of the mass annihilation and terror in Eastern Europe and the former Soviet Union under the Nazi and Communist regimes. Readings in English for non-Slavic concentrators.

467 Language and Political Identity (PWAD 467) (3). This course examines the roles of language policy and linguistic controversies in determining national identity and fueling political polarization. It focuses primarily on Western and Eastern Europe and Central Asia.

469 Coming to America: The Slavic Immigrant Experience in Literature (JWST 469) (3). Fictional and autobiographical expressions of the Slavic and East European immigrant experience in the 20th century. Readings include Russian, Polish, Jewish, and Czech authors from early 1900s to present. Readings in English for non-Slavic concentrators.

470 20th-Century Russian and Polish Theater (3). A comparative survey of the major trends in 20th-century Russian and Polish dramaturgy and theatrical production, with attention to aesthetic, professional, and political connections between the two. Readings in English for non-Slavic concentrators.

490 Topics in Slavic Literature (3). Comparative study of topics in non-Russian Slavic literatures and culture not covered in any other course. Specific topics will vary and will be announced in advance. Taught in English. Some readings in the target language(s) for qualified students.

500 Old Church Slavonic (3). An introduction to the language of the oldest Slavic texts. Translation, grammatical analysis, comparison of texts.

560 Reading Other Cultures: Issues in Literary Translation (CMPL 560) (3). Permission of the instructor. Reading knowledge of a language other than English recommended. Starting from the proposition that cultural literacy would be impossible without reliance on translations, this course addresses fundamental issues in the practice, art, and politics of literary translation.

580 East European Literary Criticism (3). Survey of 20th-century Slavic literary criticism. Russian formalists, Bakhtin and his circle, Czech structuralists, Soviet semiotics. Emphasis on influence of Slavic criticism on development of Western literary criticism.

691H Honors Reading Course (3). Slavic and East European languages and cultures majors only. Research and writing of an honors thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

692H Honors Reading Course (3). Slavic and East European languages and cultures majors only. Research and writing of an honors thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

Department of Sociology

www.unc.edu/depts/soc

HOWARD E. ALDRICH, *Chair*

Professors

Howard E. Aldrich, Judith R. Blau, Kenneth A. Bollen, Kyle Crowder, Barbara Entwisle, Larry Griffin, Guang Guo, Jacqueline Hagan, Kathleen M. Harris, Arne L. Kalleberg, John D. Kasarda, Sherryl Kleinman, Charles Kurzman, Victor Marshall, François Nielsen, Michael J. Shanahan, Peter R. Uhlenberg.

Associate Professors

Kenneth (Andy) Andrews, Philip Cohen, Ted Mouw, Lisa Pearce, Andrew J. Perrin, Karolyn D. Tyson.

Assistant Professors

Yong Cai, Neil Caren, Margarita Mooney, Anthony Perez.

Adjunct Professors

Allen Barton, William A. Darity Jr., Gail Henderson, James H. Johnson Jr., Robert F. Miles, Ida Harper Simpson, Christian Smith, John D. Stephens.

Research Professors

Glen H. Elder, Ronald R. Rindfuss, Paul Voss.

Adjunct Associate Professor

Catherine Zimmer.

Adjunct Assistant Professors

Allan M. Parnell, John C. Scott.

Adjunct Instructors

Paul Biemer, Anne S. Hastings, Christopher Krebs.

Professors Emeriti

Henry A. Landsberger, Gerhard Lenski, Anthony R. Oberschall, John Shelton Reed, Richard L. Simpson, J. Richard Udry, James A. Wiggins.

Introduction

The Department of Sociology is the primary home for two majors—sociology and management and society—and a minor in social and economic justice. The major in sociology is a liberal arts major, designed to offer its students a broad education in critical thinking, analytical problem solving, reasoned judgment, and effective communication. Only a few majors go on to become professional sociologists with Ph.D.s in the field. What matters as much about a sociology major as what you can do with it, is what it can do to students: It can help you to become a well-rounded person, equipped with the versatile skills and abilities of a liberal arts education, well prepared to negotiate the complexities of contemporary societies in order to pursue a thoughtful, purposeful life and a variety of vocational callings and careers.

The department's major in sociology is designed to train students in sociological fundamentals, yet it is receptive to diverse perspectives and interdisciplinary approaches. Departmental majors commonly combine their interests in sociology with courses in other disciplines and programs, such as psychology, history, African American studies, anthropology, political science, religious studies, and business. The department encourages its students to study issues from a variety of perspectives, and its curriculum is flexible enough to permit students to tailor their program to fit individual needs and interests. The major requirements allow students substantial flexibility in meeting their individual intellectual interests and goals.

The undergraduate sociology program is structured to provide students with opportunities to put sociological ideas into practice through research by means of independent studies, theses, and internships. The department also urges students to put their training to practical use by serving others. Most broadly, the sociology major offers strong preparation in analytical skills and broad knowledge of human relations and social systems, providing many useful tools for the development of a variety of careers.

Management and society is an interdisciplinary major that focuses on the institutional context and inner workings of organizations. It prepares students for a variety of positions in private or public sector organizations. Additionally, many students find the curriculum to be excellent preparation for a wide variety of business oriented graduate and professional degree programs.

The term "management and society" in its broadest sense encompasses not only direct dealings between management and organized labor but also matters such as governmental policy, industrial psychology, industrial sociology, personnel administration, and worker education. A broad knowledge and understanding of economics, history, sociology, psychology, and political science are essential. Work in this field also requires knowledge of techniques such as statistics, administrative practices, testing and measurement, and guidance and counseling. Majors acquire an understanding of the conceptual foundations and principles of interpersonal and institutional relations and of the ways these principles can be applied in the work place. General areas of study are employer-employee relations, development of human resources, and the institutional context of work.

Some students have combined management and society with course work concentrations in such academic disciplines as economics, sociology, psychology, public policy, history, and political science.

Programs of Study

The degree offered is the bachelor of arts with a major in sociology and a major in management and society. A minor in social and economic justice is also offered.

Majoring in Sociology: Bachelor of Arts

Departmental Requirements

- SOCI 101
- SOCI 250, 251, and 252
- Three SOCI electives numbered above 400. One of these courses may be 691H, 692H, or 396 by permission of the director of undergraduate studies.
- Two other SOCI courses

Majors are required to take SOCI 101 as the introductory course. If possible, it should be taken by the end of the sophomore year. This course, in which a C grade or higher must be earned, can be used to satisfy a General Education social and behavioral sciences requirement.

The major itself consists of eight additional sociology courses, which include the three specific required courses, SOCI 250 and 251–252 (a two-course sequence). These should be taken, if possible, during the junior year. Students also take three 400-level courses and two other sociology courses

Students may use credit for one of SOCI 691H, 692H, or 396 (with the approval of the director of undergraduate studies) as one of the 400-level courses. With special permission, SOCI 290 may be accepted as a substitute for one of the 400-level courses.

First-year seminars in sociology can count toward the major but may be taken only by first-year students.

Any sociology course taken to satisfy General Education Approaches requirements may not be used as one of the eight courses in the major itself (e.g., if SOCI 250 is used for the General Education PH requirement, another sociology course must be taken to complete the eight-course major). Students must earn grades of C or better in at least 18 hours in the major, as well as in the introductory course.

Students pursuing a degree in the School of Education may use SOCI 101 to fulfill the social and behavioral sciences Approaches requirement and should consult with the School of Education about the additional requirements.

Courses in Career Areas

The Department of Sociology does not offer concentrations in specific fields. However, the department does offer courses especially relevant to the following career areas:

- Business and Industry: SOCI 131, 251, 252, 410, 415, 427
- International Affairs and Development: SOCI 380, 420, 439, 450, 453
- Education: SOCI 380, 412, 423
- Law: SOCI 122, 123, 133, 273, 420, 424, 442
- Public Policy: SOCI 133, 251, 252, 273, 412, 414, 415, 420, 422, 424, 429, 431, 468
- Community Service, Organizing, and Advocacy: SOCI 133, 273, 411, 412, 427, 429, 468
- Medicine and Public Health: SOCI 251, 252, 422, 431, 468, 469

Majoring in Management and Society: Bachelor of Arts

Departmental Requirements

The major in management and society consists of 10 core courses grouped into the following four areas:

- Economics: Either ECON/MNGT 310 or ECON 410 by the end of the junior year
- Employer-employee relations: one course from three of the five clusters below:
  - BUSI 405
  - COMM 120; COMM/MNGT 223, 325; PSYC 562 or 563
  - MNGT/SOCI 131
  - PSYC 531
  - PSYC 260 or SOCI 112
- Human resources and labor markets: ECON/MNGT 380 and MNGT/SOCI 427 (both courses required)
- The social context of business: ECON/MNGT 345 and MNGT/SOCI 410 (both courses are required)
- Two additional courses are required, one course from two of the four clusters below:
  - ECON/MNGT 330 or HIST/MNGT 364
  - ECON/MNGT 433 or HIST/MNGT 365
  - MNGT/SOCI 412
  - MNGT/SOCI 415

Additional Requirements

- Foundations: Quantitative reasoning: MATH 152 or 231 (QR) or STOR 112 or 113 (QR)
- Approaches: Physical and life sciences (including laboratory), PSYC 101 (PL)
- Approaches: Social and behavioral sciences, two from the following list: ECON 101 (SS), HIST 128 (HS, NA), or SOCI 101 (SS)
- One of the following applied statistics courses outside the major: ECON 400 (QI), PSYC 210 (QI), or SOCI 252

All General Education requirements must be met. Students must earn at least 21 hours of C or better in the major core. Some of the core courses are cross-listed. For descriptions of the courses, see the listings under the various departments' headings.

Special Note for Economics Double Majors

Double majors in economics and management and society may take ECON 430 instead of 330, ECON 445 instead of 345, and ECON 480 instead of 380.

Minoring in Social and Economic Justice

The minor in social and economic justice is designed for students who want to better understand how to think analytically about issues of justice and how perspectives on justice can be joined with the pursuit of it. An overarching objective is fostering attitudes and knowledge about human rights; racial, ethnic, and gender equality; economic justice; democratic participation; sustainable development; diversity; and peace. It is especially appropriate for students who anticipate working in advocacy roles in nonprofit organizations, in local communities, or in governmental organizations. In these inquiries about justice, students engage scholarship in a variety of disciplines and traditions of practice.

Students are required to meet one service-learning requirement through APPLES, the University's service-learning program. This requirement can be met in one of three ways. First, a student may take a course that includes a service-learning (APPLES) component. Second, a student may take a three-credit (summer or academic term) independent study or special topics course with a faculty member and coordinated with the APPLES office as an internship. (This option counts both as a course and as meeting the service-learning requirement.) Third, a student may take the one-credit spring-break course, Special Studies (SPCL) 391, offered through the APPLES office. It meets the service-learning requirement but as a one-credit course is not included in the four-course requirement. Minors who wish to pursue other community and social action programs (without course credit) are encouraged to contact the Campus Y.

Four courses are required:

- AFRI 416, PHIL 273, or SOCI 273
- Two additional courses, each from a different area listed below.
- The fourth course can be selected from any of the three areas listed below. Thus, the minor is fulfilled with 12 to 13 credits, depending on whether the service-learning requirement is part of a three-credit course or is fulfilled in another way (as SPCL 391 or as a component of a course not listed below).

Courses marked with an asterisk (*) in the lists below have departmental requirements that may or may not be waived. Students should consult course descriptions and discuss requirements with the instructor.

Understanding Justice

- AFAM 428; AFAM/AFRI/WMST 430; ANTH 248, 422, 686; ECON 267*, 385; PHIL 170, 280, 476*, 480; PHIL/WMST 275; POLI 206/206H, 276/276H, 411, 472; POLI/WMST 265; SOCI 122, 469; SOCI/WMST 444; SOWO 491

Justice in Action

- AFAM/AFRI 396; AFAM/AFRI/WMST 430*; ANTH 142; COMM/ENST 375; ECON 465*; GEOG 458*; GEOG/WMST 225; HIST/INTS 210; HIST/MNGT 365; INTS/WMST 290; JOMC 141, 340, 344, 448; PLCY 325; PLCY 361/POLI 407; POLI 414; SOCI 411; SOWO 490; WMST 293*

The Context of Justice

- AMST 293; AMST/HIST 110; ANTH 103; ANTH/PWAD 280; ECON 480*, 586*; ECON/PWAD 460*; ENGL 265; ENST/INTS/PLCY 520; GEOG 123; HIST 490 (with approval, based on topic), 589; HIST/WMST 362; JOMC 441; JOMC 442/WMST 415; LING/SLAV 306; POLI/WMST 217, 218; RECR 470; SOCI/MNGT 412; SOCI/WMST 124

A student may major in sociology and minor in social and economic justice; however, a student cannot have more than 45 hours in one department. All college requirements about minors apply. In addition, courses that a student is using to meet a General Education Approaches requirement cannot also be used to meet a minor requirement.

Honors in Sociology

The department attempts to identify and invite all qualified students to participate in the senior honors program. Students who are not contacted, especially double majors, transfer students, and students who declare their major in sociology relatively late in their college careers, are encouraged to consult with their major advisor or the department's honors advisor no later than the preregistration period during the second semester of their junior year.

To graduate with honors in sociology, a major must meet the following requirements:

- At least a 3.2 cumulative grade point average in major courses and all courses taken at the University
- Completion of an honors thesis based on independent study, which may involve collection of data by the student, under the supervision of a faculty thesis advisor
- Participation in an honors seminar program during the fall and spring semesters of the senior year for May graduates and during the final fall semester for December graduates

Students may receive credit for one or both senior honors research and seminar courses (SOCI 691H and 692H) depending on the extent of their thesis work.

For more information on honors, contact: Professor Kenneth (Andy) Andrews, CB# 3210, 155 Hamilton Hall, (919) 843-5104, kta@unc.edu. Web site: www.unc.edu/depts/soc.

Honors in Management and Society

A student may, as a result of distinguished work (3.2 grade point average or higher), be awarded a degree with honors or highest honors. This requires completion of a senior honors thesis. Interested students should contact the management and society office for more information. Honors students should enroll in MNGT 691H and 692H. MNGT 692H will fulfill one of the course requirements from the social context of business group, listed above.

Special Opportunities in Sociology

Departmental Involvement

The Sociology Club is a student-run, student-driven organization that may provide relevant presentations, discussions, guidance, and/or service opportunities.

Independent Study and Reading

SOCI 396 Independent Study and Reading may be taken for one to three hours of course credit depending on the amount of academic work planned by the student. It is usually taken by juniors and seniors who have completed at least two or three courses in sociology. Students may use independent study to

- Do reading and research in an area in which no course is offered
- Take advanced or more specialized course work in a specific area of sociology
- Combine employment and study in the form of an internship program for which they receive academic credit; if an internship is planned, the student must assume responsibility for employment arrangements

After an area of study has been selected, the student contacts a faculty member in the department whose interests are in or related to the topic area. If the faculty member agrees to direct the student's independent study, the student needs final approval by the department's director of undergraduate studies. It is the student's and faculty supervisor's responsibility to determine the amount of reading and/or outside work to be done by the student, the frequency with which the student's progress will be assessed, and the papers or examinations that will comprise the course requirements. Some written work involving sociological analysis is required to receive credit for SOCI 396.

Study Abroad

Students interested in pursuing research and experiences abroad are encouraged to look into the many opportunities afforded through UNC–Chapel Hill's Study Abroad Office; the Web site is at studyabroad.unc.edu/studyabroad.cfm.

Undergraduate Award

The Undergraduate Howard W. Odum Award is presented yearly to a graduating senior who has displayed excellence in undergraduate sociological achievement.

Undergraduate Research

Students interested in working with faculty on their research projects should contact the Office of Undergraduate Research for more information and also speak with the director of undergraduate studies.

Graduate School and Career Opportunities

Sociologists are employed by research institutes, public health and welfare organizations, social work agencies, private businesses, law firms, international agencies, medical centers, educational institutions, advertising firms, survey and polling organizations, and the criminal justice system. Others work in politics and government and in community and social justice organizing.

A major in sociology also provides preparation for going on to law, medical, or business school and for graduate degree programs in social work, education, public policy, religious ministry, mass communications, public health, nonprofit administration, and international affairs. Of course the sociology major prepares interested undergraduates for graduate studies in sociology, should they choose to continue in the field to become researchers or teachers in high schools, two-year colleges, four-year colleges, or research universities. Students interested in pursuing graduate studies in sociology after college may, with the instructor's permission, enroll in graduate-level courses at UNC–Chapel Hill.

Few college graduates obtain advanced jobs as their initial employment in industrial relations, human resource management, or personnel administration. Beyond the entry-level, most positions in these areas require graduate school training, which is available at many academic institutions across the country.

A major in management and society prepares students for virtually any aspect of a business career that does not involve highly specialized training (such as finance and accounting). Employers are interested in students who can think on their feet, communicate effectively, write well, and make sense of the social and economic changes occurring in their industry. Management and society majors are educated in each of these skills.

Graduates with B.A. degrees with majors in management and society are especially suited for entry-level positions in any aspect of human resource management, industry, or public sector organizations. Among recent graduates who responded to a Placement Office survey, the largest number were employed in sales; management or management training positions with at least some supervisory or personnel-related responsibilities ranked second. Other graduates are working in customer service, purchasing, and marketing research, and several hold positions in the public sector.

Contact Information

Kenneth (Andy) Andrews, Director of Undergraduate Studies, CB #3210, Department of Sociology, 209 Hamilton Hall, (919) 843-5104, kta@unc.edu; or Amy Lucas, Assistant to the Director of Undergraduate Studies, CB #3210, 214 Hamilton Hall, (919) 843-5969, aelucas@email.unc.edu.

For general information, contact the Department of Sociology main office, 155 Hamilton Hall, CB# 3210, (919) 962-1007, fax (919) 962-7568. Web site: sociology.unc.edu.

For information on the major in management and society, contact Stefanie Knauer, Department of Sociology, 155 Hamilton Hall, CB# 3210, knauer@email.unc.edu, (919) 962-1007. Web site: sociology.unc.edu/programs/undergrad/mngt.

For information on the minor in social and economic justice, contact Dr. Judith Blau, Department of Sociology, 266 Hamilton Hall, (919) 962-5603, jrblau@email.unc.edu. Web site: sociology.unc.edu/programs/undergrad/sej.

MNGT

120 Introduction to Interpersonal and Organizational Communication (COMM 120) (3). See COMM 120 for description.

131 Social Relations in the Workplace (SOCI 131) (3). See SOCI 131 for description.

223 Small Group Communication (COMM 223) (3). See COMM 223 for description.

310 Microeconomics: Theory and Applications (ECON 310) (3). See ECON 310 for description.

325 Organizational Communication (COMM 325) (3). See COMM 325 for description.

330 Economic History of the United States (ECON 330) (3). See ECON 330 for description.

345 Public Policy toward Business (ECON 345) (3). See ECON 345 for description.

364 History of American Business (HIST 364) (3). See HIST 364 for description.

365 The Worker and American Life (HIST 365) (3). See HIST 365 for description.

380 The Economics of Labor Relations (ECON 380) (3). See ECON 380 for description.

410 Formal Organizations and Bureaucracy (SOCI 410) (3). See SOCI 410 for description.

412 Social Stratification (SOCI 412) (3). See SOCI 412 for description.

415 Economy and Society (SOCI 415) (3). See SOCI 415 for description.

427 The Labor Force (SOCI 427) (3). See SOCI 427 for description.

433 History of the Labor Movement (ECON 433) (3). See ECON 433 for description.

691H Honors Fall Course (3). Directed independent research under the supervision of a faculty advisor.

692H Honors Spring Course (3). Prerequisite, MNGT 691H. Preparation of an honors thesis and an oral examination on the thesis.

SOCI

050 First-Year Seminar: Religion in American Public Life (3). This course will engage philosophical and sociological questions in order to explore the key issues involved in the contentious question of the actual and proper role of religion in American public life.

051 First-Year Seminar: Emotion and Social Life (3). The course will examine these social aspects of emotional experience including current debates among sociologists and psychologists about the social functions of emotions.

052 First-Year Seminar: Social Inequality across Space and Time (3). This course focuses on social inequality in human societies by looking at social inequalities in different historical periods and geographical locations.

053 First-Year Seminar: The Consequences of Welfare Reform and Prospects for the Future (3). This first-year seminar is designed to 1) research and document the consequences of welfare reform and 2) participate in the political debate over reauthorization of the welfare law.

054 First-Year Seminar: Good Jobs, Bad Jobs, No Jobs: Work and Workers in 21st-Century America (3). The course examines the nature and meaning of work in America at the beginning of the 21st century.

055 First-Year Seminar: Self, Society, and the Making of Reality (3). What does it mean to say that reality is "socially constructed?" How do people in different social groups develop shared perspectives? In exploring answers to these questions (and others) the course will also examine the self from a sociological perspective.

056 First-Year Seminar: Citizenship (3). Citizenship takes on new meaning in a global context. This course examines current debates, examples of human rights charters, and students apply what they learn to sociological topics.

057 First-Year Seminar: Rationalization and the Changing Nature of Social Life in 21st-Century America (3). Fast food restaurants have become a model for everyday life. Some scholars even talk about the "McDonaldization" of the world. By that scholars mean a drive toward greater efficiency, predictability, calculability, and control by technologies in modern organizations. Sociologists call this process "rationalization," which will be examined in this course.

058 First-Year Seminar: Globalization, Work, and Inequality (3). This course will present a comparative and multidisciplinary perspective on how globalization affects labor markets and inequality.

059 First-Year Seminar: The Advocacy Explosion: Social Movements in the Contemporary United States (3). This course investigates the origins, dynamics, and influence of social movements in American society. It examines why people join movements, how movements work, and the way that movements are able to affect broader changes in our society.

060 First-Year Seminar: Sociology of the Islamic World (3). This course exposes students to the social, economic, political, and religious currents that have made the Islamic world one of the most important regions for global affairs, as well as one of the regions least understood in the United States.

061 First-Year Seminar: Innovative, Information Technology, and the Sociology of Business (3). This course investigates how innovations in information technology are transforming the nature of business and society in the United States. It also examines the history of work relationships in the United States to discover

how information technology will change the role and meaning of employees and customers.

062 First-Year Seminar: Social Change and Changing Lives (3). Society shapes our lives, and yet we seek to influence the direction of our biographies through personal effort (also called "agency"). This course examines the dynamic between society and agency which becomes especially interesting in times of social change, when societies redefine the paths that lives can take.

063 First-Year Seminar: Cooperation and Conflict (3). The course examines cooperation and conflict in settings where there is no state and legal system that enforces rules of conduct: early encounters of Europeans and non-Europeans; migrants and colonists in a wilderness, such as New England Puritans and Mormons in Utah; good Samaritans who rescue strangers despite risks.

064 First-Year Seminar: Equality of Educational Opportunity Then and Now (3). Brown v. Board of Education centers on one of the most significant and controversial issues in American public education: equality of educational opportunity. This course examines race in America and its affect on public education before and after Brown. Topics include school segregation, curriculum tracking, and the black-white achievement gap.

065 First-Year Seminar: Environment, Health, and Justice (3). This course will use the environmental justice movement as a window to explore the dynamics of social movements, health disparities, and social policy.

066 First-Year Seminar: Citizenship and Society in the United States (3). Americans are taught that democracy and citizenship go hand in hand: being a good citizen may mean voting, writing letters, and taking other actions to "make one's voice heard." This course examines what citizenship has meant during the course of American history.

067 First-Year Seminar: America in the 1960s (3). This seminar examines the conflicts, wars, and social upheavals of the 1960s and how that decade transformed United States culture, from race and gender, through the expression of new identities and moral understandings in music, art, literature, and film, to the creation and practice of a new kind of politics.

068 First-Year Seminar: Immigration in Contemporary America (3). This seminar compares and contrasts historical and contemporary immigration to the United States and then explores the development a migrant community in North Carolina. We will study why people migrate, how citizens respond to migration, how the federal government regulates migration, how local communities manage the settlement of its newcomers.

101 Sociological Perspectives (3). Introduction to sociology as a discipline that includes study of differences and equality, social structure and institutions, culture, social change, individuals and populations, and social psychology.

111 Human Societies (3). Introduction to comparative sociology. The major types of society that have existed or now exist are analyzed, together with major patterns of social change.

112 Social Interaction (3). The individual in society. An examination of how people conduct their interactions with others in different kinds of social relationships. Emphasis on the social psychological causes and consequences of such conduct.

115 Regional Sociology of the South (3). Description and analysis of social aspects of the American South. Emphasis is on recent development and its effects on institutions and culture.

121 Population Problems (3). Social and economic causes of population structure and change. Illustrations drawn from developing countries and the less developed regions and sections of the United States.

122 Race and Ethnic Relations (3). Examination of domination and subordination in general and in specific institutional areas (e.g., economy, polity) along racial and ethnic lines. Causes of changes in the levels of inequality and stratification are also studied.

123 Crime and Delinquency (3). The nature and extent of crime and delinquency; emphasis upon contemporary theories of their causation; examination of correctional programs.

124 Sex and Gender in Society (WMST 124) (3). Examination of the social differentiation between men and women. Attention to the extent, causes, and consequences of sexual inequality and to changes in sex roles and their impact on interpersonal relations.

130 Family and Society (3). Comparative analysis of kinship systems and family relations. Courtship, marriage, and parent-child relations viewed within a life-cycle framework. Students may not receive credit for both this course and SOCI 425.

131 Social Relations in the Workplace (MNGT 131) (3). Meaning and content of work in modern industrial society. Preparation for work; autonomy and control; inequality; consequences for health, safety, and family life.

133 Sociology of Politics (3). Patterns of participation in political institutions, public policy, conflict within and between communities and other interest groups, the nature of citizenship in modern society, politics and social change.

140 Historical Sociology of Christianity (RELI 234) (3). Takes an historical sociology approach to the study of Christianity. Examines the social conditions that helped give rise to the early Christian movement, follows Christianity as it influences and is influenced by social forces at key points in its historical development, and considers important contemporary developments around the globe.

165 Introduction to Aging (1). This course sensitizes students to the diversity of the aging population and the aging experience, recognizes the capacity of older adults for their contributions to society, and fosters intergenerational communication.

250 Sociological Theory (3). Required of sociology majors. A study of theoretical perspectives in sociology, their relation to contemporary social issues, and their roots in classical social thought.

251 Measurement and Data Collection (3). Required of sociology majors. Methods of data collection, with attention to problem selection, sources of information, choice of methods, and research design. Operationalization and measurement; sampling, construction of questionnaires, and interviewing; observation techniques; experimentation.

252 Data Analysis in Sociological Research (3). Prerequisite, SOCI 251. Required of sociology majors. Methods of data analysis: descriptive and inferential statistics and multivariate analysis to permit causal inference. Attention to problems of validity and reliability and to index construction.

257 Society and Culture in Postwar Germany (GERM 257, HIST 257, POLI 257) (3). See GERM 257 for description.

260 Crisis and Change in Russia and East Europe (POLI 260, PWAD 260) (3). See POLI 260 for description.

265 Population and Environment in Southeast Asia (3). Sociological, biophysical, geographical elements are integrated to examine population-environment interactions in Thailand and neighboring countries. Diverse data sources and perspectives will examine local to global issues.

273 Social and Economic Justice (POLI 273) (3). See POLI 273 for description.

290 Special Topics in Sociology (3). Periodic offering of courses on developing topics in the field.

380 Social Theory and Cultural Diversity (3). Introduction to basic paradigms of thinking about cultural difference (race, gender, nationality, religion, etc.), encouraging students to examine how those paradigms shape how we act, think, and imagine as members of diverse cultures.

390 Sociological Analysis: Special Topics (3). Examines selected topics from a sociological perspective. Course description for a particular semester is available in the department office.

396 Independent Study and Reading (1–6). Permission of the director of undergraduate studies. Special reading and research in a selected field under the direction of a member of the department faculty.

397 Independent Experiential Internship (1–3). Permission of the department. This course is an internship experience directly relevant to the student's academic progress in sociology and/or management and society.

410 Formal Organizations and Bureaucracy (MNGT 410) (3). Varieties of organizational forms, their structures and processes; creation, persistence, transformation, and demise; role of organizations in contemporary society.

411 Social Movements and Collective Behavior (3). Study of nonroutine collective actions such as demonstrations, strikes, riots, social movements, and revolutions, with an emphasis on recent and contemporary movements.

412 Social Stratification (MNGT 412) (3). Analysis of social structure and stratification in terms of class, status, prestige, and rank. Attention to social roles of elites, professionals, the middle class, and the working class and to comparative topics.

414 The City and Urbanization (3). The city as a social, spatial, and political-economic phenomenon in the modern world. Analysis of urban demographic trends, spatial characteristics and economic functions. Substantive topics include segregation, social turmoil, unemployment, fiscal problems, suburbanization, and urban public policy.

415 Economy and Society (MNGT 415) (3). Examination of the structure and operation of institutions where economy and society intersect and interact, such as education, industrial organizations, on-the-job training, labor markets, and professional associations. Emphasis on the contemporary United States, with selected comparisons with Western Europe and Japan.

416 Comparative Perspectives on Contemporary International Migration and Social Membership (3–4). This course provides a special focus on international migration and social membership/citizenship across a number of advanced industrial immigrant-receiving states.

418 Contemporary Chinese Society (3). Designed to help students read complex pictures of contemporary China and to understand how China's rise affected people's lives, both inside and outside of China, from a sociological perspective. The course does not assume any background in Chinese studies.

419 Sociology of the Islamic World (3). Investigates issues such as tradition and social change, religious authority and contestation, and state building and opposition in Muslim societies in the Middle East and around the world.

420 Political Sociology (3). Analysis of the reciprocal influences of state and social organizations upon each other; the social bases of political authority and stability, of revolution and counterrevolution.

422 Sociology of Health and Mental Illness (3). Course examines uniqueness of the sociological perspective in understanding mental health and illness. It draws upon various fields to explain mental illness in as broad a social context as possible. Attention focuses on how social factors influence definitions and perceptions of illness.

423 Sociology of Education (3). An overview of theory and research on education and schooling, with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling.

424 Law and Society (3). A sociological analysis of comparative legal systems, the role of law in social change and in shaping social behavior. Topics may include the legal profession, property distribution, and the role of law in achieving racial and sexual justice.

425 Family and Society, Junior/Senior Section (3). A special version of SOCI 130 for juniors, seniors, and beginning graduate students. Students may not receive credit for both this course and SOCI 130.

427 The Labor Force (MNGT 427) (3). Supply and characteristics of labor and of jobs, including industrial and occupation changes, education and mobility of labor, and changing demography of the workforce.

428 Sociology of Art (3). Connections between artworks, art theory, and social theory are examined. Approaches in the fine arts and the social sciences are examined.

429 Religion and Society (RELI 429) (3). Sociological analysis of group beliefs and practices, both traditionally religious and secular, through which fundamental life experiences are given coherence and meaning.

431 Aging (3). The process of aging from birth to death, with a concentration on the later years of life, examined from a broad perspective. Topics include individual change over the life-course, the social context of aging, and the aging of American society.

439 Comparative European Societies (POLI 439) (3). See POLI 439 for description.

442 Conflict and Bargaining (PWAD 442) (3). Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations.

444 Race, Class, and Gender (WMST 444) (3). Conceptualizations of gender, race, and class and how, separately and in combination, they are interpreted by the wider society. Emphasis on how black and working-class women make sense of their experiences at work and within the family.

445 Sociology of Emotions (3). The course examines how emotions are organized within social groupings and institutions. Differences in socialization by gender, ethnicity, social class, and age will be explored.

450 Theory and Problems of Developing Societies (3). Theories concerning the development process (motivational vs. institutional economics vs. political and social development; similarity of sequential states and outcomes) will be related to policy problems facing the developing nations.

453 Social Change in Latin America (3). Introduction to Latin American ideologies and values; economic and demographic changes; major pressure groups (old elites, entrepreneurs, peasants and working classes, military and intellectuals); and relations with the United States.

460 Contemporary Social Theory (3). Prerequisite, SOCI 250. Analysis of current problems in general social theory; action and structure, justice and equity, social change and reproduction. Contrast and evaluation of leading approaches to solutions.

468 United States Poverty and Public Policy (3). This course examines issues of poverty and social policy, single-mother families, the welfare debate, and homelessness. Students are required to participate in the APPLES service-learning program as part of the course.

469 Medicine and Society (3). This course explains why and how particular social arrangements affect the types and distribution of diseases and how the medical care system is organized and responds. The course focuses on three topics: social factors in disease and illness; health care practitioners and patients; and changes in the health care system.

481 Managing International Conflict (3). This course introduces the principles of international cooperation and conflict resolution; theories of how international agreements develop or break down; and the logic of mediation, arbitration, and negotiation.

490 Human Rights (3). Human rights are inherent in the advance of peace, security, prosperity, and social equity. They are shared by the global community, yet require local embedding.

688 Society, Human Behavior, and Genomics (3). The course focuses on how molecular genetics can enrich the social sciences. Topics include a brief overview of genetics and how genetic and social factors combine to predict behavior. We also consider the ethical, legal, and social issues that sometimes complicate the use of genetic data to study human behavior.

691H Senior Honors Research and Seminar (3). Permission of the department. 691H is required of senior honors candidates. Individual student research (under supervision of an advisor). Weekly seminar to discuss work on honors thesis, as well as special topics in sociology.

692H Senior Honors Research and Seminar (3). Prerequisite, SOCI 692H. Permission of the department. Individual student research (under supervision of an advisor). Weekly seminar to discuss work on honors thesis, as well as special topics in sociology.

Department of Statistics and Operations Research

www.stat-or.unc.edu

EDWARD CARLSTEIN, *Chair*
Douglas G. Kelly, *Director, Program in Mathematical Decision Sciences*

Professors

Amarjit Budhiraja, Edward Carlstein, Jason Fine, Joseph Ibrahim, Alan F. Karr, Douglas G. Kelly, Michael Kosorok, Vidyadhar G. Kulkarni, M. Ross Leadbetter, J. Stephen Marron, Andrew Nobel, J. Scott Provan, Pranab K. Sen, Richard L. Smith, Jayashankar Swaminathan, Jon W. Tolle.

Associate Professors

Jan Hannig, Chuanshu Ji, Yufeng Liu, Gabor Pataki, Vladas Pipiras, Haipeng Shen.

Assistant Professors

Nilay Argon, Shankar Bhamidi, Shu Lu, Serhan Ziya.

Adjunct Professors

Kenneth A. Bollen, Harry L. Hurd, Eric Renault, Robert N. Rodriguez.

Lecturer

Charles Dunn.

Professors Emeriti

Charles R. Baker, George S. Fishman, Gopinath Kallianpur, David Rubin, Gordon D. Simons, Walter L. Smith, Shaler Stidham Jr.

Introduction

The bachelor of science with a major in mathematical decision sciences offers an excellent undergraduate major or minor for students interested in actuarial science, operations research, probability, or statistics, as well as in fields such as business, economics, planning, psychology, and biomedicine where the decision and statistical sciences play an increasingly important role.

Particular areas in which graduates can obtain employment or continue with graduate study include

- ***Statistics:*** Probability and statistics are two of the most frequently applied areas in the mathematical decision sciences. Students in this area study the mathematical theories of probability and statistics and their application to mathematical models that contain an element of uncertainty or randomness. Opportunities for employment are manifold, in businesses and government agencies dealing with many branches of the natural and social sciences, including pharmacology, environmental sciences, and many others.
- ***Operations Research:*** In this area, students study mathematical and statistical techniques related to decision making. This branch of the mathematical decision sciences is crucial in business, government, and other management areas where difficult problems that depend on large amounts of data are addressed (for example, complex airline route schedules). In addition to their major courses, students interested in this field are encouraged to take courses in business and economics.
- ***Actuarial Science:*** Actuaries are mathematicians who work primarily in businesses that involve financial risk, including the insurance industry. Students interested in this field take

advanced courses in statistics, stochastic processes, and the mathematical theory of risk.

Program of Study

The degree offered is the bachelor of science with a major in mathematical decision sciences. A minor is also available.

Majoring in Mathematical Decision Sciences: Bachelor of Science

Departmental Requirements

- MATH 547
- STOR 415, 435, 445, 455, and 456
- Four courses from Group A and Group B, including at least two courses from Group A
  - Group A: STOR 305, 372, 465, 472, 515, 555
  - Group B: BIOL 526; BIOS 664; BUSI 408; COMP 401, 410; MATH 383, 521, 522, 523, 524, 548, 549, 566; STOR 582
- Four elective courses outside of the Departments of Mathematics, Computer Science, and Statistics and Operations Research; these electives may not be taken Pass/D+/D/Fail

Additional Requirements

- COMP 116 (110 may be substituted)
- MATH 231, 232, 233
- STOR 155 and 215

Course Sequencing

In the first two years, students are required to complete the standard calculus sequence as well as introductory courses in statistics, operations research, and computer science. At the beginning of their third year, students take advanced courses in statistics, probability, and operations research. They have a great deal of flexibility in tailoring their program to meet their individual interests.

First and Second Years

All General Education requirements apply. In addition, a foreign language must be completed through level 4. (Level 4 may be taken Pass/D+/D/Fail if the student does not place into level 4.) The following courses are required:

- COMP 116 (110 may be substituted)
- MATH 231, 232, 233
- STOR 155*, 215*

Third and Fourth Years

The following courses must be taken by all majors:

- MATH 547
- STOR 415, 435, 445, 455, 456

In addition, all majors must take four courses from the following two groups of courses, including at least two from group A:**

Group A

- STOR 305, 372, 465, 472, 515, 555

Group B

- BIOL 526
- BIOS 664
- BUSI 408
- COMP 401, 410
- MATH 383, 521, 522, 523, 524, 548, 549, 566
- STOR 582

It is recommended that all mathematical decision sciences majors take ECON 101 as a social and behavioral sciences Approaches course. Students interested in the actuarial profession also should take BUSI 100 as a general elective.

*Prospective mathematical decision sciences majors are encouraged to take STOR 155 and 215 as early as possible in their college careers. Each has a prerequisite of MATH 110 or its equivalent and may be taken before, or concurrently with, MATH 231.

**Students wishing to prepare for an actuarial career should include STOR 372, 472, and 555 from group A in their program and take ECON 410 and 420 and BUSI 408 and 580 as electives. Students who plan to attend graduate school in the mathematical decision sciences (e.g., in operations research or statistics) should include in their program COMP 401, STOR 555, and either MATH 521 or STOR 515.

Although mathematical decision sciences majors are exempt from the supplemental education requirements in the College of Arts and Sciences, they are required to take four elective courses outside of the departments that comprise the mathematical decision sciences (computer science, mathematics, and statistics and operations research). These courses may not be taken on the Pass/D+/D/Fail option.

Mathematical decision sciences majors must complete 123 academic hours. They also must attain at least a grade of C (not C-) in 18 hours of their third and fourth year mathematical science courses.

Minoring in Mathematical Decision Sciences

Students wishing to minor in the mathematical decision sciences are required to take STOR 155 and 215 as well as three courses from among STOR 305, 372, 415, 435, 445, 455, 456, 465, 472, 515, and 555 that are not counted towards their major requirements.

Honors in Mathematical Decision Sciences

The mathematical decision sciences program offers the student the possibility of graduating with honors or highest honors. The requirements for honors can be satisfied in a variety of ways but have a common basis in the minimal standards set by the College of Arts and Sciences. Students interested in graduation with honors should consult with the program director prior to the beginning of their senior year.

Courses for Students from Other Departments

The Department of Statistics and Operations Research offers a variety of courses of potential value to students majoring in other disciplines. Introductory courses include STOR 112, 113, and 215, which are foundation courses in decision models, and the basic statistical courses, STOR 151 and 155. At the intermediate level, STOR 305 provides an introduction to business decision models, while STOR 372 is an introductory course in actuarial science. Substantial coverage of applied statistical methods is provided in STOR 455 and 456. At more advanced mathematical levels, an introduction to probability theory is provided by STOR 435, and the basic theory of statistical inference is given by STOR 555. More advanced deterministic and stochastic models of operations research are provided in STOR 415 and 445.

Special Opportunities in Mathematical Decision Sciences

Departmental Involvement

The mathematical decision sciences program sponsors Carolina's Actuarial Student Organization (CASO), for students interested in a career in the actuarial sciences. CASO organizes study groups for the actuarial exams, sponsors talks by professional actuaries, keeps members aware of employment opportunities, and maintains contact with alumni and corporations in the field.

Undergraduate Awards

Two undergraduate awards for graduating seniors are given each year by the mathematical decision sciences program. One award is given to the outstanding graduating senior, and the second is the W. Robert Mann Award, given for excellence in actuarial science. Plaques bearing the names of winners are located in the undergraduate study room in Hanes Hall.

Undergraduate Research

Undergraduate research under the direction of faculty members from the Department of Statistics and Operations Research is offered through the independent study and research courses, STOR 496 and 497. Students pursuing honors are encouraged to contact faculty members about the possibility of enrollment in these courses.

Graduate School and Career Opportunities

Regardless of the electives chosen, the mathematical decision sciences degree program provides excellent preparation for graduate study. Graduates with concentrations in operations research or statistics often continue work at the graduate level in those fields or related areas such as industrial engineering, biostatistics, and environmental science, or enter business school to pursue the master's in business administration (M.B.A.) degree.

A five-year B.S.-M.S. degree program in operations research is also an available option. This program is under the direction of the Department of Statistics and Operations Research. Interested students should consult with the program director.

Graduates in the mathematical decision sciences will find numerous opportunities for well-paid, challenging jobs.

Contact Information

Mathematical Decision Sciences Office, CB# 3260, 323 Hanes Hall, (919) 843-6024, kieber@email.unc.edu. Web site: www.stat-or.unc.edu/programs/MDS.

STOR

052 First-Year Seminar: Decisions, Decisions, Decisions (3). In this course, we will investigate the structure of these decision problems, show how they can be solved (at least in principle), and solve some simple problems.

053 First-Year Seminar: Networks: Degrees of Separation and Other Phenomena Relating to Connected Systems (3). Networks, mathematical structures that are composed of nodes and a set of lines joining the nodes, are used to model a wide variety of familiar systems.

056 First-Year Seminar: The Art and Science of Decision Making in War and Peace (3). This seminar will use recently assembled historical material to tell the exciting story of the origins and development of operations research during and after World War II.

060 First-Year Seminar: Statistical Decision-Making Concepts (3). We will study some basic statistical decision-making procedures and the errors and losses they lead to. We will analyze the effects of randomness on decision making using computer experimentation and physical experiments with real random mechanisms like dice, cards, and so on.

061 First-Year Seminar: Statistics for Environmental Change (3). Studies the Environmental Protection Agency's Criteria Document, mandated by the Clean Air Act; this document reviews current scientific evidence concerning airborne particulate matter. Students learn some of the statistical methods used to assess the connections between air pollution and mortality, and prepare reports on studies covered in the Criteria Document.

062 First-Year Seminar: Probability and Paradoxes (3). The theory of probability, which can be used to model the uncertainty and chance that exist in the real world, often leads to surprising conclusions and seeming paradoxes. We survey and study these, along with other paradoxes and puzzling situations arising in logic, mathematics, and human behavior.

063 First-Year Seminar: Statistics, Biostatistics, and Bioinformatics: An Introduction to the Ongoing Evolution (3). This course is designed to emphasize the motivation, philosophy, and cultivation of statistical reasoning in the interdisciplinary areas of statistical science and bioinformatics.

064 First-Year Seminar: A Random Walk down Wall Street (3). Introduces basic concepts in finance and economics, useful tools for collecting and summarizing financial data, and simple probability models for quantification of market uncertainty.

066 First-Year Seminar: Visualizing Data (3). This seminar looks at a variety of ways in which modern computational tools allow easy and informative viewing of data. Students will also study the kinds of choices that have to be made in data presentation and viewing.

072 First-Year Seminar: Unlocking the Genetic Code (3). Introduces students to the world of genetics and DNA and to the use of computers to organize and understand the complex systems associated with the structure and dynamics of DNA and heredity.

112 Decision Models for Business (3). Prerequisite, MATH 110. An introduction to the basic quantitative models of business with linear and nonlinear functions of single and multiple variables. Linear and nonlinear optimization models and decision models under uncertainty will be covered.

113 Decision Models for Economics (3). Prerequisite, MATH 110. An introduction to multivariable quantitative models in economics. Mathematical techniques for formulating and solving optimization and equilibrium problems will be developed, including elementary models under uncertainty.

151 Basic Concepts of Statistics and Data Analysis I (3). Prerequisite, MATH 110. Elementary introduction to statistical reasoning, including sampling, elementary probability, statistical inference, and data analysis. STOR 151 may not be taken for credit by students who have credit for ECON 400 or PSYC 210.

155 Introduction to Statistics (3). Prerequisite, MATH 110. Data analysis; correlation and regression; sampling and experimental

design; basic probability (random variables, expected values, normal and binomial distributions); hypothesis testing and confidence intervals for means, proportions, and regression parameters; use of spreadsheet software.

215 Introduction to the Decision Sciences (3). Prerequisite, MATH 110. Introduction to basic concepts and techniques of decision making and information management in business, economics, and the social and physical sciences. Topics include discrete optimization, discrete probability, networks, decision trees, games, Markov chains.

305 Decision Making Using Spreadsheet Models (3). Prerequisite, MATH 152 or STOR 155. The use of mathematics to describe and analyze large-scale decision problems. Situations involving the allocation of resources, making decisions in a competitive environment, and dealing with uncertainty are modeled and solved using suitable software packages.

358 Sample Survey Methodology (BIOS 664) (4). See BIOS 664 for description.

372 Long Term Actuarial Models (3). Prerequisites, MATH 232, STOR 155, and 215. Probability models for long-term insurance and pension systems that involve future contingent payments and failure-time random variables. Introduction to survival distributions and measures of interest and annuities-certain.

415 Deterministic Models in Operations Research (3). Prerequisite, MATH 547. Linear, integer, nonlinear, and dynamic programming, classical optimization problems, network theory.

435 Introduction to Probability (MATH 535) (3). Prerequisite, MATH 233. Introduction to the mathematical theory of probability, covering random variables; moments; binomial, Poisson, normal and related distributions; generating functions; sums and sequences of random variables; and statistical applications.

445 Stochastic Models in Operations Research (3). Prerequisite, BIOS 660 or STOR 435. Introduction to Markov chains, Poisson processes, continuous-time Markov chains, renewal theory. Applications to queueing systems, inventory, and reliability, with emphasis on systems modeling, design, and control.

455 Statistical Methods I (3). Prerequisite, STOR 155. Review of basic inference; two-sample comparisons; correlation; introduction to matrices; simple and multiple regression (including significance tests, diagnostics, variable selection); analysis of variance; use of statistical software.

456 Statistical Methods II (3). Prerequisite, STOR 455. Topics selected from: design of experiments, sample surveys, nonparametrics, time series, multivariate analysis, contingency tables, logistic regression, and simulation. Use of statistical software packages.

465 Simulation Analysis and Design (3). Prerequisite, STOR 435. Introduces concepts of random number generation, random variate generation, and discrete event simulation of stochastic systems. Students perform simulation experiments using standard simulation software.

472 Short Term Actuarial Models (3). Prerequisite, STOR 435. Short term probability models for potential losses and their applications to both traditional insurance systems and conventional business decisions. Introduction to stochastic process models of solvency requirements.

497 Undergraduate Reading and Research in Operations Research (3). Permission of the director of undergraduate studies. This course is intended mainly for students working on honors projects. No one may receive more than three semester hours of credit for this course.

515 Computational Mathematics for Decision Sciences (3). Permission of the instructor. Reviews basic mathematical and computational theory required for analyzing models that arise in operations research, management science, and other policy sciences. Solution techniques that integrate existing software into student-written computer programs will be emphasized.

555 Mathematical Statistics (3). Prerequisite, STOR 435. Functions of random samples and their probability distributions, introductory theory of point and interval estimation and hypothesis testing, elementary decision theory.

582 Neural Network Models for the Decision and Cognitive Sciences (3). Prerequisite, MATH 231, PHIL 155, PSYC 210, or STOR 155 or 215. The interactions between cognitive science and the decision sciences are explored via neural networks. The history of these networks in neuroscience is reviewed and their adaptation to other fields such as psychology, linguistics, and operations research is presented.

612 Models in Operations Research (3). Required preparation, calculus of several variables, linear or matrix algebra. Formulation, solution techniques, and sensitivity analysis for optimization problems which can be modeled as linear, integer, network flow, and dynamic programs. Use of software packages to solve linear, integer, and network problems.

614 Linear Programming (3). Required preparation, calculus of several variables, linear or matrix algebra. The theory of linear programming, computational methods for solving linear programs, and an introduction to nonlinear and integer programming. Basic optimality conditions, convexity, duality, sensitivity analysis, cutting planes, and Karush-Kuhn-Tucker conditions.

634 Measure and Integration (3). Required preparation, advanced calculus. Lebesgue and abstract measure and integration, convergence theorems, differentiation. Radon-Nikodym theorem, product measures. Fubini theorems. Lp spaces.

635 Probability (MATH 635) (3). Prerequisite, STOR 634. Permission of the instructor for students lacking the prerequisite. Foundations of probability. Basic classical theorems. Modes of probabilistic convergence. Central limit problem. Generating functions, characteristic functions. Conditional probability and expectation.

641 Stochastic Models in Operations Research I (3). Prerequisite, STOR 435. Review of probability, conditional probability, expectations, transforms, generating functions, special distributions, and functions of random variables. Introduction to stochastic processes. Discrete-time Markov chains. Transient and limiting behavior. First passage times.

642 Stochastic Models in Operations Research II (3). Prerequisite, STOR 641. Exponential distribution and Poisson process. Birth-death processes, continuous-time Markov chains. Transient and limiting behavior. Applications to elementary queueing theory. Renewal processes and regenerative processes.

654 Statistical Theory I (3). Required preparation, two semesters of advanced calculus. Probability spaces. Random variables, dis-

tributions, expectation. Conditioning. Generating functions. Limit theorems: LLN, CLT, Slutsky, delta-method, big-O in probability. Inequalities. Distribution theory: normal, chi-squared, beta, gamma, Cauchy, other multivariate distributions. Distribution theory for linear models.

655 Statistical Theory II (3). Prerequisite, STOR 654. Point estimation. Hypothesis testing and confidence sets. Contingency tables, nonparametric goodness-of-fit. Linear model optimality theory: BLUE, MVU, MLE. Multivariate tests. Introduction to decision theory and Bayesian inference.

664 Applied Statistics I (3). Permission of the instructor. Basics of linear models: matrix formulation, least squares, tests. Computing environments: SAS, MATLAB, S+. Visualization: histograms, scatterplots, smoothing, QQ plots. Transformations: log, Box-Cox, etc. Diagnostics and model selection.

665 Applied Statistics II (3). Prerequisite, STOR 664. Permission of the instructor for students lacking the prerequisite. ANOVA (including nested and crossed models, multiple comparisons). GLM basics: exponential families, link functions, likelihood, quasi-likelihood, conditional likelihood. Numerical analysis: numerical linear algebra, optimization; GLM diagnostics. Simulation: transformation, rejection, Gibbs sampler.

Department of Women's Studies

www.unc.edu/depts/wmst

JOANNE HERSHFIELD, *Chair*

Professors

E. Jane Burns, Joanne Hershfield.

Associate Professors

Michele Tracy Berger, Karen M. Booth, Silvia Tomášková.

Assistant Professors

Emily S. Burrill, Tanya L. Shields.

Adjunct Professor

Annegret Fauser.

Professor Emerita

Barbara J. Harris.

Introduction

The Department of Women's Studies offers an interdisciplinary course of study in women and gender in the United States and in a range of cultures throughout the world. As a course of study, women's studies expands the process of knowledge production to include considerations of gender, race, class, and sexuality, offering in so doing a methodology that is interdisciplinary, multicultural, and feminist. Students will be exposed to recent scholarship on feminist theory and to critiques of feminism. They will learn about the intellectual, social, economic, political, and artistic contributions of women in various cultural contexts. They will see how the discipline of women's studies redefines the traditional scholarly curriculum in order to include perspectives on women and gender as integral aspects of academic inquiry.

Approximately 30 departments offer over 120 courses that focus entirely on the study of women and gender. Many of these courses have been cross-listed as women's studies courses and are identified below; others are taught as special sections of an established course and are identified separately each semester.

Programs of Study

The Department of Women's Studies offers the bachelor of arts degree with a major in women's studies. A minor in women's studies and a minor in sexuality studies also are offered.

Majoring in Women's Studies: Bachelor of Arts

Departmental Requirements

- Four intellectual and theoretical foundations courses: WMST 101, 102, 695, and one course in minority/Third World/non-Western women chosen from the following list: AFAM/WMST 266, 285; AFAM/AFRI/WMST 430; AFAM/HIST/WMST 569; AFRI/WMST 261; ANTH/WMST 440; ASIA/HIST/WMST 537; COMM/WMST 561; HIST/WMST 280, 576; INTS/WMST 281, 388, 410; JAPN/WMST 381, 384; PLAN/WMST 662; WMST 289, 293, 368
- Three interdisciplinary perspectives courses chosen from at least two of the following four categories:
  - Historical studies: AFAM/HIST/WMST 569; AFRI 261, 262; AMST/JWST/WMST 253; ASIA/HIST/WMST 537; CLAS 240, 241, 242, 245; HIST/WMST 258, 259, 264, 280, 362, 375, 479, 500, 501, 568, 576; WMST 237, 289, 560
  - Basic and applied sciences: HBHE 563
  - Humanities and fine arts: AFAM/WMST 285; ANTH/LING/WMST 302; ANTH/WMST 436; ART/WMST 254, 451; ASIA/CMPL/WMST 380; CLAS 269; CMPL 374/WMST 373, CMPL/WMST 392; COMM/WMST 224, 561, 656; ENGL/FOLK/WMST 684; ENGL/WMST 140, 263, 363, 374, 446, 665, 666; GERM/WMST 220, 250; HIST/WMST 264; JAPN/WMST 381, 384; MUSC/WMST 188, 248; PHIL/WMST 275, 475; RUSS/WMST 486; SPAN/WMST 620; WMST 064, 066, 080, 101, 231, 294, 297, 350, 352
  - Social sciences: AFAM/AFRI/WMST 430; AFAM/WMST 266; AFRI/WMST 261; AMST/ECON/WMST 385; ANTH 537/FOLK 537/WMST 438; ANTH/WMST 278, 436, 440, 441, 458, 660; EXSS/WMST 260; GEOG/WMST 225; INTS/WMST 281, 388, 410; JOMC 442/WMST 415; PLAN/WMST 662; RECR/WMST 310; RELI/WMST 244, 371, 424; POLI/WMST 217, 218, 219, 265, 477; SOCI/WMST 124, 444; WMST 051, 111, 293, 368, 553, 610
- One course in the theory and practice of women's studies from the following list: WMST 391, 396, 691H (requires admission to departmental honors program)

The major requires 24 credit hours taken in women's studies courses or departmental courses cross-listed with the Department of Women's Studies. Students also must fulfill all General Education requirements.

Minoring in Women's Studies

A minor in women's studies enables students who major in another area to develop an expertise in the interdisciplinary study of women and gender. A minor consists of 15 credits (five courses) in women's studies. The credits must include WMST 101 and come from at least two of the four divisions of the College of Arts and

Sciences (i.e., fine arts, humanities, social and behavioral sciences, natural sciences and mathematics). The courses listed as appropriate for the major (see above) may be useful.

Women's studies courses include both courses exclusively in women's studies and courses in other departments cross-listed with women's studies. An internship in women's studies (WMST 391) can be counted toward three of the 12 credits taken after WMST 101.

Minoring in Sexuality Studies

The minor in sexuality studies coordinates scholars and students from a wide range of disciplines to study, teach, and create knowledge about human sexuality in its myriad functions and forms. The minor consists of five courses, of which one must be the core course, WMST 111. Where appropriate, courses taken at Duke University or with a study abroad program may also count towards credit for the minor. The five courses required for the minor must involve work in at least three different departments or curricula. As an example, a minor in sexuality studies could be constructed from WMST 111, AMST 269, HIST 358, HIST 467, and WMST 101, for a minimum of 15 hours from at least three departments or curricula.

- Core course: WMST 111
- Additional Courses: AFAM 295/WMST 285; AFRI/HIST 535; AMST 269; ANTH 442, 443, 473; ANTH/LING/WMST 302; ANTH/WMST 440, 458; ART 053, 586; ASIA 235; ASIA/ECON 469; CLAS/WMST 242; CMPL 254, 268, 453, 468, 487; CMPL/COMM/GERM 272; COMM 434, 545, 548, 549, 652; ENGL 264, 287, 365, 384, 661, 664; ENGL/WMST 140, 363, 665, 666; HIST 358, 467, 566; HIST/WMST 479; INTS/WMST 388, 410, 610; JAPN 161; JWST/RELI 444; PLAN 052/WMST 051; POLI/WMST 218, 265; PUBH 423; RELI 450; RELI/WMST 244, 424; RUSS 273; SOCI/WMST 124; WMST 101, 231, 294, 550, 553, 610

Honors in Women's Studies

An honors degree in women's studies is available to majors who meet the department's guidelines for honors and who successfully complete a thesis based upon original and independent research. Contact the department chair for more information.

Contact Information

Associate Professor Michele Tracy Berger, Director of Undergraduate Studies, CB# 3135, 208 Smith Building, (919) 962-3908. For more information about women's studies, visit the department's homepage: www.unc.edu/depts/wmst.

For information about the minor in sexuality studies, contact Professor Erin Carlston, Director of Sexuality Studies, CB#3520, (919) 962-5481, carlston@email.unc.edu.

WMST

051 First-Year Seminar: Race, Sex, and Place in America (PLAN 052) (3). See PLAN 052 for description.

064 First-Year Seminar: Plantation Lullabies: Literature by and about African American Women (3). This course introduces students to different ways of understanding plantation culture and how that culture persists today, using close reading strategies and gender analysis. The class will examine film, literature, music, and poetry.

066 First-Year Seminar: World Literature by Women (3). Course introduces students to literature by women from around the world, particularly stories of a girl's transition to womanhood. Close reading strategies are used to examine films, novels, and poetry.

080 First-Year Seminar: The Actress: Celebrity and the Woman (3). Who is your favorite actress? What do you know about her? What makes you one of her fans? In this seminar students will reflect on the experience, significance, and influence of the stage and motion picture actress in the modern era.

089 First-Year Seminar: Special Topics (3). Special topics course. Content will vary each semester.

101 Introduction to Women's Studies (3). An interdisciplinary exploration of the intersections of gender, race, class, and sexuality in American society and internationally. Topics include work; sexuality; gender relations, and images of women in literature, art, and science; and the history of feminist movements. Course readings are drawn from the humanities and the social sciences.

102 Introduction to Feminist Thought (3). Prerequisite, WMST 101. Introduces students to United States and global feminist theorizing on debates over gender-based oppression. Gives majors and minors tools to pursue academic work in women's studies and to understand the relationships among concepts, activism, and change.

111 Introduction to Sexuality Studies (3). This course introduces students to the broad range of disciplinary perspectives used by the field of sexuality studies to study, teach, and create knowledge about human sexuality in various functions and forms.

124 Sex and Gender in Society (SOCI 124) (3). See SOCI 124 for description.

140 Introduction to Gay/Lesbian Literature (ENGL 140) (3). See ENGL 140 for description.

188 Introduction to Women and Music (MUSC 188) (3). See MUSC 188 for description.

217 Women and Politics (POLI 217) (3). See POLI 217 for description.

218 Politics of Sexuality (POLI 218) (3). See POLI 218 for description.

219 Violence against Women: The Legal Perspective (POLI 219) (3). See POLI 219 for description.

220 Women in the Middle Ages (GERM 220) (3). See GERM 220 for description.

224 Introduction to Gender and Communication (COMM 224) (3). See COMM 224 for description.

225 Space, Place, and Difference (GEOG 225) (3). See GEOG 225 for description.

231 Gender and Popular Culture (3). This course examines the ways in which gender and sexual identities are represented and consumed in popular culture.

237 African Gender History (3). This course seeks to familiarize students with the scholarly debates on the importance of gender as a category of analysis, while gaining a greater sense of the African past.

240 Women in Greek Art and Literature (CLAS 240) (3). See CLAS 240 for description.

241 Women in Ancient Rome (CLAS 241) (3). See CLAS 241 for description.

242 Sex and Gender in Antiquity (CLAS 242) (3). See CLAS 242 for description.

243 French Women Writers (3). Works by French women authors read in translation along with pertinent theoretical texts. Course content will vary with each semester incorporating texts from different periods and genres.

244 Gender and Sexuality in the Western Christian Tradition (RELI 244) (3). See RELI 244 for description.

245 Women of Byzantium (CLAS 245) (3). See CLAS 245 for description.

248 Women in Opera (MUSC 248) (3). See MUSC 248 for description.

250 Women in German Cinema (GERM 250) (3). See GERM 250 for description.

253 A Social History of Jewish Women in America (AMST 253, JWST 253) (3). See AMST 253 for description.

254 Women in the Visual Arts I (ART 254) (3). See ART 254 for description.

258 Women in Europe before 1750 (HIST 258) (3). See HIST 258 for description.

259 Women and Gender in Europe since 1750 (HIST 259) (3). See HIST 259 for description.

260 American Women in Sports (EXSS 260) (3). See EXSS 260 for description.

261 African Women: Changing Ideals and Realities (AFRI 261) (3). See AFRI 261 for description.

263 Literature and Gender (ENGL 263) (3). See ENGL 263 for description.

264 Gender in Russian History, 1860–Present (HIST 264) (3). See HIST 264 for description.

265 Feminism and Political Theory (POLI 265) (3). See POLI 265 for description.

266 Black Women in America (AFAM 266) (3). See AFAM 266 for description.

269 Representations of Cleopatra (CLAS 269, CMPL 269) (3). See CLAS 269 for description.

275 Philosophical Issues in Feminism (PHIL 275) (3). See PHIL 275 for description.

278 Women in Science (ANTH 278) (3). The role of women in scientific domains throughout history and a consideration of the status of women and men as scientists. The development of science as a cultural practice.

280 Women and Gender in Latin America (HIST 280) (3). See HIST 280 for description.

281 Gender and Global Change (INTS 281) (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. Students will be introduced to recent debates over the meaning of globalization, historical perspectives on the uneven development of global systems of production, and communication. Course discusses global feminisms and case studies of gendered globalization.

285 African American Women in the Media (AFAM 285) (3). This course will acquaint students with how African American women have been depicted (and depicted themselves) in 20th- and 21st-century media. The course will examine representations of African American women in several aspects of culture including film, art, print, television, theater, and music.

289 Women and the Law in Africa and the Middle East (3). Course focuses on the history of women in African and Middle Eastern colonial and post-colonial legal systems. It examines 'native' customary law, Islamic law, and human and women's rights.

290 Special Topics in Women's Studies (3). Topics are announced in advance and reflect the interest of the particular instructor. Each course will concern itself with a study in depth of some problem or issue in women's studies.

293 Gender and Imperialism (3). Required preparation, one course in gender or non-Western societies. Permission of the instructor for students lacking the preparation. Focuses on feminist perspectives on imperialism; the effects of imperialism on colonized and European women; women's participation in anti-imperialist movements; and the legacies of imperialism for feminism today.

294 Courtship and Courtliness from King Arthur to Queen Victoria (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. Interdisciplinary study of Western views concerning love between the sexes, focusing on courtly love in the Middle Ages and romantic love in the Victorian era. Literary, historical, and art historical materials.

297 Women's Spirituality across Cultures (3). How women's spirituality interacts with officially sanctioned religious institutions in a range of cultural contexts and how it forges alternatives to those traditions.

302 Language and Power (ANTH 302, LING 302) (3). See LING 302 for description.

310 Women, Work, and Leisure (RECR 310) (3). See RECR 310 for description.

350 Spitting in the Wind: "American" Women, Art, and Activism (3). This course uses films, novels, and essays to engage with various notions of activism (as represented in art and social justice organizations) at play in hemispheric America.

352 Rahtid Rebel Women: An Introduction to Caribbean Women (3). This course uses films, novels, and essays to move beyond sun, sand, and sex representations of Caribbean women to examine how they negotiate imperial and national definitions of their place.

362 Women in American History (HIST 362) (3). See HIST 362 for description.

363 Feminist Literary Theory (ENGL 363) (3). See ENGL 363 for description.

368 The Struggle Continues: Women of Color in Contemporary United States Social Movements (3). This course will examine the role of women of color as grassroots activists, leaders, and thinkers in the new social and community movements of the postwar period.

370 Women in the Age of Victoria (HIST 370) (3). Students will study the impact of culture on the lives of women in Britain and the United States in the 19th and early 20th centuries.

371 Women Mystics (RELI 371) (3). See RELI 371 for description.

373 Modern Women Writers (CMPL 374) (3). See CMPL 374 for description.

374 Southern Women Writers (ENGL 374) (3). See ENGL 374 for description.

375 History of Gender in America (HIST 375) (3). This course will explore how Americans from 1600 to the present have defined what is masculine and what is feminine and how they have constructed their identities around those definitions.

380 Almost Despicable Heroines in Japanese and Western Literature (ASIA 380, CMPL 380) (3). See CMPL 380 for description.

381 Women and Work in Japan (JAPN 381) (3). See JAPN 381 for description.

384 Women Writers in Japanese Society (JAPN 384) (3). See JAPN 384 for description.

385 Gender and Economics (AMST 385, ECON 385) (3). See ECON 385 for description.

388 The International Politics of Sexual and Reproductive Health (INTS 388) (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. This course takes a feminist political economy perspective on debates over current health issues of international concern, including HIV/AIDS and population control.

391 Practicum in Women's Studies (1–12). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. A supervised internship designed to provide experience working in organizations concerned with women's issues. Written paper required. Open to women's studies majors and other qualified students.

392 Women and Work, 1850–1900 (CMPL 392) (3). See CMPL 392 for description.

396 Independent Reading and Research (3). Permission of the department chair. Faculty supervision required. Independent reading and research. A student can repeat the course as long as they work on a different topic each time they enroll.

410 Comparative Queer Politics (INTS 410) (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. The prospects of the emerging global movement for equality for sexual minorities are analyzed in light of the histories and practices of local and national queer movements and international organizations and networks that have emerged to link these diverse communities.

415 Women and Mass Communication (JOMC 442) (3). See JOMC 442 for description.

424 Genders and Theories in the Study of Religion (RELI 424) (3). See RELI 424 for description.

430 Comparative Studies in Culture, Gender, and Global Forces (AFAM 430, AFRI 430) (4). See AFRI 430 for description.

436 Gender and Science (ANTH 436) (3). Feminist approaches to science; history of scientific constructions of male and female nature; and theoretical approaches to the role of gender in science.

437 Gender, Science Fiction, and Film (COMM 436) (3). The course combines several fields, analyzing the construction of gender through science, science fiction, and film. Students are exposed to science issues as they are represented in popular media.

438 Gender in Practice (ANTH 537, FOLK 537) (3). See ANTH 537 for description.

440 Gender and Culture (ANTH 440) (3). See ANTH 440 for description.

441 The Anthropology of Gender, Health, and Illness (ANTH 441) (3). See ANTH 441 for description.

444 Race, Class, and Gender (SOCI 444) (3). See SOCI 444 for description.

446 American Women Authors (ENGL 446) (3). See ENGL 446 for description.

451 Women in the Visual Arts II (ART 451) (3). See ART 451 for description.

458 Archaeology of Sex and Gender (ANTH 458) (3). See ANTH 458 for description.

475 Philosophical Issues in Gender, Race, and Class (PHIL 475) (3). See PHIL 475 for description.

477 Advanced Feminist Political Theory (POLI 477) (3). See POLI 477 for description.

479 History of Female Sexualities in the West (HIST 479) (3). See HIST 479 for description.

486 Contemporary Russian Women's Writing (RUSS 486) (3). See RUSS 486 for description.

500 Gender and Nation in Europe and beyond, from the 18th to the 20th Century (HIST 500). See HIST 500 for description.

501 Gender of Welfare (HIST 501) (3). See HIST 501 for description.

537 Women in the Middle East (ASIA 537, HIST 537) (3). See HIST 537 for description.

550 The Social Construction of Women's Bodies (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. Looking specifically at the social and cultural construction of women's bodies, this course considers the ways in which biological difference is imbued with social significance.

553 Theorizing Black Feminisms (3). Prerequisites, WMST 101 and 102. Permission of the instructor for students lacking the prerequisites. Introduction to the theoretical and practical contributions of African American feminists who maintain that issues of race, gender, sexuality, and social class are central, rather than peripheral, to any history or strategy for bringing about social justice in the United States.

555 Women and Creativity (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. This course will present an overview of the variety and diversity of contemporary American women's experiences of creative expressions. We explore how women have been historically excluded from the arts.

560 Women and Religion in United States History (3). An interdisciplinary consideration of women's roles, behavior, and ideas in the religious life of Americans from 1636 to 1982.

561 Performance of Literature by Women of Color (COMM 561) (3). See COMM 561 for description.

562 Oral History and Performance (COMM 562, FOLK 562, HIST 562) (3). See COMM 562 for description.

563 Women's Health (3). Permission of the instructor. An overview of women's health emphasizing their specific interest as family and community members, as patients, and as health professionals. Implications for health education practice and research.

568 Women in the South (HIST 568) (3). See HIST 568 for description.

569 African American Women's History (AFAM 569, HIST 569) (3). See HIST 569 for description.

576 The Ethnohistory of Native American Women (HIST 576) (3). See HIST 576 for description.

603 Reproductive Physiology and Conception Control (MHCH 603) (3). See MHCH 603 for description.

610 Feminism, Sexuality, and Human Rights (3). Prerequisite, WMST 101. Recommended preparation, at least one other WMST course beyond introductory level. This course examines how feminist, HIV, sex work, and LGBT activists have used, criticized, and transformed the United Nations' human rights discourses in struggles against sexual oppression.

620 Women in Hispanic Literature (SPAN 620) (3). See SPAN 620 for description.

656 Women in Film (COMM 656) (3). This course examines the representations of women in contemporary American film and also considers women as producers of film.

660 Kinship, Reproduction, Reproductive Technology, and the New Genetics (ANTH 660) (3). See ANTH 660 for description.

662 Gender Issues in Planning and Development (PLAN 662) (3). See PLAN 662 for description.

665 Queer Latina/o Literature, Performance, and Visual Art (ENGL 665) (3). See ENGL 665 for description.

666 Queer Latina/o Photography and Literature (ENGL 666) (3). See ENGL 666 for description.

684 Women in Folklore and Literature (ENGL 684, FOLK 684) (3). See ENGL 684 for description.

691H Honors in Women's Studies (3). Prerequisite, WMST 695 or 695H. Permission of the department and the instructor. Writing and completion of an honors essay.

695 Senior Seminar: Principles of Feminist Inquiry (3). Prerequisites, WMST 101 and 102. Required preparation, one additional WMST course. Senior standing or permission of the instructor or the department. An advanced writing-intensive course drawing on a student's interests and background. Major research of specific topics utilizing feminist perspectives.

Academic Affairs Schools

Kenan–Flagler Business School

www.Kenan-Flagler.unc.edu

JAMES W. DEAN JR., *Dean*
Jayashankar M. Swaminathan, *Senior Associate Dean and Distinguished Professor*

Distinguished Professors

Barry L. Bayus, Richard A. Bettis, Robert M. Bushman, Dan Cable, Jennifer S. Conrad, James W. Dean Jr., Jeffrey R. Edwards, John P. Evans, Paolo Fulghieri, Eric Ghysels, John Hand, David J. Hartzell, James H. Johnson Jr., John D. Kasarda, Wayne R. Landsman, Mark H. Lang, Edward Maydew, William D. Perreault Jr., David J. Ravenscraft, Benson Rosen, Albert H. Segars, Douglas A. Shackelford, Anil Shivdasani, J.B. Steenkamp, Jayashankar M. Swaminathan, Valarie Zeithaml.

Professors

Edward J. Blocher, Greg Brown, Douglas Elvers, David A. Hofmann, Steve Jones, Anne S. Marucheck, Alan W. Neebe, Hugh O'Neill, William P. Putsis, Harvey M. Wagner.

Associate Professors

Jeffery Abarbanell, Sridhar Balasubramanian, Richard S. Blackburn, Robert A. Connolly, Nicholas M. Didow, Wendell G. Gilland, Mustafa Gultekin, J.M. Jones, Eva Labro, Christian Lundblad, Arvind Malhotra, Atul Nerkar, Jana Smith Raedy, Adam V. Reed.

Assistant Professors

Christopher Bingham, Larry Chavis, Riccardo Colacito, Mariano Croce, David Dicks, Joey Engelberg, Alison Fragale, Diego Garcia, Francesca Gino, Isin Guler, Ashraf Jaffer, Lisa Jones, Chotibhak Jotikasthira, Eda Kemahlioglu-Ziya, Saravanan Kesavan, Dimitrios Kostamis, Tarun Kushwaha, Nandini Lahiri, Anh Le, Xiaoyuan Lu, Girish Mallapragada, Adam Mersereau, Paige Ouimet, Umit Ozmel Yavuz, Ali Parlakturk, Christopher Parsons, Andrew Petersen, Michael Roach, Scott Rockart, Federico Rossi, Bradley Staats, Guenter Strobl, Stephen Stubben, Edward Van Wesep, Sean Wang.

Lecturers

Maria Rodriguez, Lynn Setzer.

Professors Emeriti

Carl R. Anderson, Gary M. Armstrong, Jack N. Behrman, R. Lee Brummet, Dewitt Clinton Dearborn, Robert DesJardins, G. David Hughes, Thomas H. Jerdee, Jay Edward Klompmaker, Clifton Holland Kreps Jr., Hans E. Krusa, Harold Q. Langenderfer, J. Finley Lee, Richard Levin, Richard Wolcott McEnally, Curtis McLaughlin, Dannie Joseph Moffie, Jack Olin, John Pringle, Richard Rendleman, Isaac Newton Reynolds, Aleda Roth, David Rubin, William S. Stewart, Junius H. Terrell, Rollie Tillman, D. Clay Whybark.

Introduction

The Kenan–Flagler undergraduate business program offers a program of study that provides students with a thorough grounding in all areas of business and a broad introduction to the liberal arts. The Kenan–Flagler undergraduate experience is distinctive because the school offers

- An undergraduate business experience that is ranked highly in the nation by *U.S. News & World Report* and *BusinessWeek*
- Career services professionals who help students identify career interests and a plan for pursuing them
- A liberal arts-oriented curriculum
- A global perspective relevant to the needs of business today
- Activities and organizations for an active student life
- Individual attention usually associated with smaller schools
- Multiple opportunities provided by a leading, large research university
- Faculty who are outstanding in and out of the classroom

Students choose business electives to develop a specific area of business interest. Courses selected from other UNC–Chapel Hill schools and programs add to their depth of knowledge. The result is that students are able to see "the big picture." The school believes that completion of the B.S.B.A. program provides students with a distinct advantage in a highly selective and competitive job market.

Students may choose to complete a minor in business administration instead of a business major, or they may take a limited number of business administration courses as general electives for their chosen degree program.

The B.S.B.A. is considered a broad-based, general management degree, and the Kenan–Flagler Business School encourages breadth in both the business curriculum and in the continuation of study in fine arts, humanities, and natural and social sciences. A second major may be possible and does require advance approval by both the B.S.B.A. program and the second academic unit. In all cases, undergraduate business majors are encouraged to take upper-level courses during the third and fourth years.

Program of Study

The degree offered is the bachelor of science with a major in business administration. A minor in business administration is also offered.

Admission to the Kenan–Flagler Business School

Kenan–Flagler's B.S.B.A. program is a small, select program with approximately 330 majors and 30 minors admitted each year. The program seeks candidates whose analytical and organizational abilities, writing skills, and motivation indicate strong potential for success. Admission is competitive and based on academic achievement, leadership, cocurricular activities and involvement, work experience, diversity of skills and interests, and focus and depth of thought as expressed in essays, a persuasive cover letter, and résumé.

Preparation for the Business Administration Major or Minor

Starting in fall 2011, a student admitted to the Kenan–Flagler Business School may begin the undergraduate business program in the spring semester of the second year or fall semester of the third year. First- and second-year students in the General College who consider themselves prebusiness majors complete certain prerequisite courses as part of their General Education requirements. Preparation for the business major and minor is the same except that ECON 410 is not a prerequisite for the business minor.

A prebusiness track includes successful completion (defined as earning a final grade of at least a C, not C-), in the following courses (or their equivalents):

- BUSI 101
- ECON 101
- ECON 410
- ENGL 101 and 102
- The calculus mathematics requirement can be fulfilled by taking MATH 152, 231, or 232, or STOR 112 or 113. Students receiving credit by examination for both MATH 231 and 232 are exempt from this requirement.
- STOR 155

First-year students are encouraged to complete ENGL 101, ENGL 102, the calculus mathematics requirement, ECON 101, and one of the BUSI 101, ECON 410, or STOR 155 courses. If students wish to be considered for admission in the spring semester of the second year, they need to complete all requirements by the close of the first semester of the second year. To be considered for admission in the fall semester of the third year, all requirements should be completed by the end of the second year.

For the foundational skills in foreign language, the business school neither requires a particular language nor requires course work beyond level 3. Please note, however, that some overseas study programs are language-based and may necessitate a student's proficiency beyond level 3. An emphasis in international business requires completion of a foreign language through level 4.

The business school makes no other specific recommendations about courses for other General Education requirements. The school encourages students to challenge themselves by exploring unfamiliar, new disciplines and by strengthening written and verbal communication and critical thinking. It is possible for a business major to earn a second major and a minor or two minors. First- and second-year students may wish to build a foundation for such a complementary academic track.

Admission from the General College

Students interested in pursuing the business major can apply to begin the program in the spring of the second year or the fall of the third year. As such, the B.S.B.A. admissions process can begin as early as the summer after the first year. All business prerequisites must be completed prior to beginning the program. Applicants who attain a minimum cumulative grade point average of 3.0 in all course work and in business prerequisites are given priority consideration in the admissions process. While all of the factors mentioned above are considered in the admissions process, academic performance at UNC–Chapel Hill is a critical component.

Admission to the business minor follows the same application schedule and process as the business major. Admission is both selective and competitive with approximately 30 students admitted to the business minor. Students from any discipline may apply to the business minor during the fall semester of their second year or the fall semester of their third year. Applications for the minor are not accepted once a student has entered the fourth year.

The business administration major is a four- or five-semester program. Students are required to graduate from UNC–Chapel Hill in eight semesters. The business minor requires a minimum of two semesters, preferably three, to complete.

Transfer Admission from Institutions other than UNC–Chapel Hill

Undergraduate transfer students cannot be admitted directly to the Kenan–Flagler Business School. Students who seek to transfer to UNC–Chapel Hill and pursue the B.S.B.A. degree must first

apply directly to the UNC–Chapel Hill Office of Undergraduate Admissions. Students who meet requirements for admission to the University are admitted into the College of Arts and Sciences.

Currently, Kenan–Flagler reserves a limited number of competitive spaces in the business major for students who transfer from other institutions. During the first semester in residence at UNC–Chapel Hill, transfer students may apply to the business school. Transfer students should complete most General Education requirements and satisfactorily complete all business prerequisites. Transfer students interested in pursuing the B.S.B.A. major should consult with the B.S.B.A. Program Office about taking one or two business courses prior to admission.

Students who meet the criteria outlined above are eligible for admission to Kenan–Flagler, but because of space limitations, admission cannot be guaranteed. Transfer students are evaluated for the limited number of spaces using the same criteria used for General College students. Students who transfer from an institution in which they are enrolled in a AACSB (Association to Advance Collegiate Schools of Business) accredited business school or a constituent institution of the University of North Carolina are given preferred consideration.

Majoring in Business Administration: Bachelor of Science

School Requirements

- BUSI 401, 403, 404, 405, 406, 407, 408, 410, and 698. Students should plan to complete BUSI 401, 406, 407, 408, 410, and 698 within the first two semesters of entering the business program. BUSI 403, 404, and 405 can be taken at any time.
- Eighteen credit hours of additional business electives
- At least five, three-credit-hour courses outside the Kenan–Flagler Business School and any additional courses (business or nonbusiness) needed to complete a minimum of 120 credit hours to graduate (including transfer credit). An area core course, with an earned grade of at least a C (not C-), is a prerequisite course for any elective course in that area (e.g., BUSI 406 Marketing is a prerequisite for BUSI 560 Advertising). Other restrictions may apply to certain business courses. Students must complete a foreign language through level 4 if they choose to pursue an emphasis in international business.
- B.S.B.A. Global Awareness: This requirement may be fulfilled by a for-credit study abroad experience, or completion of an approved second major or minor in Global Studies or a contemporary language, or an approved three-credit global business course.

Transfer of Business Course Credits from Other Institutions

Without regard to a student's prospective academic major or minor at UNC–Chapel Hill, the Kenan–Flagler Business School will consider for transfer credit business administration courses that meet each of the following six criteria. No exceptions are made.

1. For upper-level courses (equivalent to those numbered 400–699 in the Kenan–Flagler undergraduate curriculum), the course was completed at a) an institution accredited by AACSB International, or b) a constituent four-year institution of the University of North Carolina, or c) a foreign institution preapproved by Kenan–Flagler as part of a UNC–Chapel Hill affiliated overseas study program.

   Upper-level courses completed at other institutions are not accepted for credit. For lower-level courses (BUSI 101 Business Accounting), the business school will consider comparable courses from any accredited institution of higher education.
2. The final course grade earned was at least C (not C-) as verified by an official transcript. Courses taken Pass/Fail are ineligible.
3. A comparable course is available in the Kenan–Flagler undergraduate curriculum.
4. The course is not approved for credit in other UNC–Chapel Hill departments (i.e., no double credits).
5. The student completed the course within the past three academic years.
6. The substantive coverage of material constitutes no less than 75 percent of coverage in the comparable Kenan–Flagler course, and there is sufficient indication of individual student evaluation (i.e., no less than two major examinations, including a final examination).

For students who wish to transfer to UNC–Chapel Hill, preapproval of such courses is recommended. Requests for validation of course credits earned at another institution must be made no later than the end of the first semester of enrollment at UNC–Chapel Hill following completion of the course.

The business school does not award transfer credits in excess of 14 credit hours total (four courses in any combination of lower- or upper-level courses). For students who earn admission to Kenan–Flagler Business School, no more than three upper-level courses taken at another institution may be applied to the B.S.B.A. major curriculum unless earned as part of a preapproved Kenan–Flagler overseas study program. Transfer students who have completed a substantial number of business courses at another institution should contact the B.S.B.A. Program Office for more specific information related to transfer students. Note that the Department of Economics, not the business school, evaluates economics courses for transfer credit. The Department of Economics is a unit of the College of Arts and Sciences and is located in Gardner Hall.

To request review and validation of eligible courses, students should obtain a Transfer Credit Equivalency Form from the B.S.B.A. Program Office. A copy of the course syllabus should be included for all courses being evaluated. The syllabus should include the title and edition of textbook(s) as well as list explicitly the course content. If the syllabus lists only chapters covered, without a description of the chapter content, a copy of the textbook's table of contents should be included.

Minoring in Business Administration

The business administration minor offers solid exposure to management education. The business minor is available to students in any discipline. Students must take five business courses (minimum 15 credit hours) after completion of prerequisites to complete the minor. The program usually takes two or three semesters to complete. Admission to the minor is competitive.

- All admitted business minors must complete the following upper-level minor prerequisite courses: ENGL 101, 102; BUSI 101; ECON 101; MATH 152, 231 or 232, or STOR 112 or 113; STOR 155
- The following business courses must be completed as part of the minor: BUSI 403, 406, 408, and 698.
- Minors choose additional BUSI courses to reach the minimum 15 credit hours.

Taking Business Courses as a Nonmajor/Minor

Undergraduate students who do not intend to major or minor in business administration may take a limited number of business courses as free electives for their particular major. Registration in business courses for nonmajors is made on a space-available basis. Available seats are opened approximately one week prior to the start of each academic semester and remain open through the last day to add classes. Students must come to the B.S.B.A. Program Office in the McColl Building to register. Refer to the course description list for additional information on prerequisites for specific courses.

Special Opportunities in the Kenan–Flagler Business School

Honors in Business

The Kenan–Flagler Business School honors program offers outstanding and motivated undergraduate business students the opportunity to work closely with an individual faculty member on a specialized research topic of the student's choice during the senior year. Students with a 3.5 grade point average in business courses and in all University course work are invited to be considered for the opportunity to participate in this two-course program (BUSI 693H and 692H).

In the first semester (BUSI 693H), students become familiar with the mechanics, methodologies, and recent literature on topics of major interest. Each student formulates an honors thesis proposal and initiates work on the project. During the second semester (BUSI 692H), the thesis work is conducted under the supervision of a faculty advisor with expertise in the general topic area of research.

Students who successfully complete the first-semester course (BUSI 693H) will submit to an oral examination on the thesis. Upon successful completion of the program, the student receives the bachelor of science degree with honors or highest honors (determined by the student's committee).

Emphasis Areas

Students in the undergraduate business program are provided with the opportunity to add an area of emphasis to their general management B.S.B.A. degree. While the general management degree is the foundation of the B.S.B.A. program, students can add additional depth in the following areas: consulting, entrepreneurial studies, finance, international business, investments, marketing: management, marketing: sales, marketing: consulting, or real estate. For the most up-to-date information regarding the B.S.B.A. areas of emphasis, please visit the B.S.B.A. program Web site.

Career Services

The B.S.B.A. program provides career development services tailored to business students, such as specialized training and professional development activities, targeted networking opportunities, function- and industry-specific career clubs and student organizations, and focused career coaching. Students are strongly encouraged to register with University Career Services (UCS) as they are the primary resource for all UNC–Chapel Hill students for basic career exploration and interest development, job/internship postings, résumé referral, on-campus interviewing, and career fairs.

As the job market continues to become more competitive, the B.S.B.A. program strongly encourages business students to undertake internships or undertake other experiential learning opportunities when possible. These hands-on experiences can be a valuable part of a student's career development.

Leadership Development

The Kenan–Flagler Leadership Initiative strives to develop Kenan–Flagler students to become exceptional leaders who positively impact the organizations they lead and the communities they serve. This is accomplished through a systematic approach—integrating principles, practice, feedback, and reflection—that is grounded in leading-edge academic research and business practice. Examples of B.S.B.A. leadership development programming include lessons of experience sessions, managerial simulations, self-assessment workshops, executive coaching, student consulting projects, and student leader development.

STAR Program

Kenan–Flagler's Student Teams Achieving Results (STAR) program fields teams of top M.B.A.s and B.S.B.A.s to build comprehensive and actionable strategies for eligible corporations and not-for-profits. STAR teams begin the project by developing a scope of work with the client and signing a confidentiality agreement. Over the life of the project, teams typically analyze the market, assess the competitive situation, develop a strategy and define an action plan that covers financials, risk assessment, and implementation. STAR teams are guided throughout the course by a course professor, a team-specific faculty advisor, and client executives.

Student Involvement

The B.S.B.A. program sponsors a variety of student organizations, which include the Accounting Club, B.S.B.A. Student Government, Campus Smart Initiative, Carolina Entrepreneurship Club, Carolina Women in Business, Consulting Club, International Business Club, Investment Club, Marketing Club, Minority Business Student Alliance, Net Impact Undergraduate Club, Out for Business LGBT Club, and Real Estate Club, as well as two business fraternities, Alpha Kappa Psi and Delta Sigma Pi. Please visit the B.S.B.A. program Web site for the most up-to-date information on B.S.B.A. student clubs and organizations.

Global Programs

Global Learning Opportunities in Business Education (GLOBE) is a unique undergraduate business program that works in partnership with Chinese University of Hong Kong, Copenhagen Business School, and the University of North Carolina. Every year 15 students from each school form a cohort of 45 students. They embark on a three-semester program that takes them around the world studying at each university for a semester. The GLOBE program customizes the curriculum based on unique strengths of each region. As a result, the students take courses in subjects such as private equity, launching global ventures, marketing in China, and corporate response to European integration, among others.

In addition to the GLOBE program, undergraduates can develop their global perspective through a variety of other academic options: Business Semester Abroad, GLIMPSE Summer Immersions, Working Languages courses with short-term immersion, a global-related academic minor or second major, a declared "area of emphasis" in international business, which includes completion of global courses offered by the Kenan–Flagler Business School. Given the B.S.B.A. curriculum, semester programs are best suited for the junior-year spring semester. The B.S.B.A. program endorses several one-semester study abroad opportunities in Latin America,

Western Europe, and Asia. Summer program locations include such destinations as India, China, Brazil, Egypt, and Turkey, among many others.

Undergraduate Awards

Each spring the Kenan–Flagler faculty recognizes select students for outstanding academic excellence, leadership, and community service. Beta Gamma Sigma, the national business school honorary, inducts students each spring.

Undergraduate Business Symposium

Since its inception in 1983, the Undergraduate Business Symposium continues to be a flagship event for the B.S.B.A. program and an annual highlight for the Kenan–Flagler community. It is the largest and longest-running student organized event of its kind. Each year the event brings together more than 400 undergraduates and 50 executives from a diverse set of industries and organizations from across the country. The Undergraduate Business Symposium provides students with the opportunity to learn about a variety of industries and organizations, the chance to network and interact with business executives and faculty, better insight into the dynamic business landscape, and the opportunity to showcase their analytical, communication, and problem-solving skills.

Contact Information

B.S.B.A. Program, Kenan–Flagler Business School, CB# 3490, 3122 McColl Building, (919) 962-3235, fax (919) 962-6964, bschool_undergrad@unc.edu. Web site: www.Kenan–Flagler.unc.edu.

BUSI

050 First-Year Seminar: Behind the Scenes: The World through Marketing Eyes (3). In this seminar, we'll explore our everyday world through a marketer's eyes. Our goal will be to achieve a real and practical understanding of the basics of marketing, both as a management tool and as a force in our society.

051 First-Year Seminar: Business Accounting (3). This course develops the skills needed to examine and understand company financial reports in order to assess the integrity and objectivity of these reports.

100 Financial Accounting (4). Pre- or corequisite, ECON 101. Role of accounting; basic concepts and methodology; mass data processing; valuation and income determination principles; management and internal control problems; and basic financial statement components.

101 Management Accounting (4). Pre- or corequisite, ECON 310 or 410. May be taken before, after, or concurrently with BUSI 100 or 105. Elements of accounting for management planning, budgeting, and control. Emphasis is on management uses of accounting information.

105 Financial Accounting SS (3). Pre- or corequisite, ECON 101. Offered in summer school only. Role of accounting; basic concepts and methodology; mass data processing; valuation and income determination principles; management and internal control problems; and basic financial statement components.

106 Financial Accounting CS (3). Pre- or corequisite, ECON 101. Offered online by Continuing Studies. UNC–Chapel Hill business majors/minors may not take BUSI 106. Role of accounting, basic concepts and methodology, mass data processing, valuation and income determination principles, management and internal control problems, and basic financial statement components.

107 Management Accounting SS (3). Pre- or corequisite, ECON 310 or 410. Offered in summer school only. May be taken before, after, or concurrently with BUSI 100 or 105. Elements of accounting for management planning, budgeting, and control. Emphasis is on management uses of accounting information.

108 Management Accounting CS (3). Pre- or corequisite, ECON 310 or 410. Offered online by Continuing Studies. UNC–Chapel Hill business majors/minors may not take BUSI 108. May be taken before, after, or concurrently with BUSI 106. Elements of accounting for management planning, budgeting, and control. Emphasis is on management uses of accounting information.

200 Working Spanish for Intermediates (3). Open to students with introductory Spanish language background (high school or college-level coursework). Introduces students to the language and the business culture of the Spanish-speaking world while reviewing Spanish grammar.

401 Management and Corporate Communication (3). Open to junior-senior business majors only. Writing- and speaking-intensive course that emphasizes professional communication. Combines lecture, discussion, and draft workshops that focus on letters, memos, reports, résumés, e-mail, and business presentations.

402 Business Computing Skills (2). Open to business majors only. An introduction to the design and use of various word processing, spreadsheet, presentation graphic, and database management applications.

403 Operations Management (3). Analysis of the production/operations functions in both manufacturing and nonmanufacturing organizations. Developing production policies that support total organizational goals under varying constraints.

404 The Legal and Ethical Environment of Business (3). An introduction to the legal system with special emphasis on its relationship to business. Topics include an introduction to the judicial system, torts, and contracts.

405 Organizational Behavior (3). An introduction to the study of human behavior in organizations. Examines from a managerial perspective the impact of individual, group, and organizational variables on organizational performance and employee satisfaction.

406 Marketing (3). Introduction to marketing with emphasis on the social and economic aspects of distribution, consumer problems, marketing functions and institutions, marketing methods and policies.

407 Financial Statement Analysis (1.5). Prerequisites, BUSI 100 and 408. Recommended in the semester following BUSI 408 and concurrently with BUSI 409. The interpretation and use of financial statement information. The emphasis is on users of financial statements, including portfolio managers, small investors, lenders, potential acquirers, or corporate strategic planners.

408 Corporate Finance (3). Theoretical foundations of optimal financial policy. Problems and cases provide application of theory to financial decisions involving cash flow, capital structure, capital budgeting.

409 Advanced Corporate Finance (1.5). Prerequisite, BUSI 408. Recommended for completion in the semester following BUSI 408

and concurrently with BUSI 407. A follow-up course to BUSI 408 that goes more deeply into the theory and application of financial management. Emphasis is placed on investment, financing, and dividend decisions.

410 Business Analytical Applications (3). Continues studies from STOR 112 and 155 by addressing the quantitative tools relevant to business applications in operations management, finance, and marketing.

450 Independent Study in Operations Management (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

451 Independent Study in Quantitative Methods (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

452 Independent Study in Business Law (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

453 Independent Study in Management (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

454 Independent Study in Marketing (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

455 Independent Study in Accounting (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

456 Independent Study in Finance (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

457 Independent Study in Strategic Management (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

458 Independent Study in International Business (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

459 Independent Study in Management Communication (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

460 Independent Study in Information Technology (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

461 Independent Study in Entrepreneurship (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

499 Business Topics (1.5). Varied topics in business administration.

500 Entrepreneurship and Business Planning (3). Students gain an understanding of entrepreneurship and the tools and skills necessary to create and grow a successful new venture. Real-life activities are examined.

501 Professional Selling Strategies and Skills (3). Prerequisite, BUSI 454 or 500. Processes and techniques for successful sales and marketing in small business start up companies.

502 Entrepreneurial Finance (1.5). Prerequisite, BUSI 408 or 500. Processes and techniques of successful financing for small business start up companies.

503 Family Business I: Introduction to Family Enterprise (1.5). Helps the student understand the evolutionary stages in the life of a family business and the challenges and opportunities that must be managed at each stage.

504 Launching the Venture (1.5). Permission of the instructor. Examines the process for developing and launching a new business venture.

505 Consulting to Entrepreneurial Firms (3). Prerequisite, BUSI 500. Student teams serve as business consultants to actual small businesses and other entrepreneurial ventures.

506 New Ventures Analysis (3). Introduction to tools and skills necessary to create and grow successful new ventures. Students learn from the perspective of analyzing business plans from local entrepreneurs.

507 Sustainable Business and Social Entrepreneurship (3). Examines sustainable business and social entrepreneurship. Readings draw from anthropology, ethics, international development, and traditional and nontraditional business practices.

511 Product Stewardship and Sustainable Growth (1.5). This course will cover various elements related to the current and growing issues associated with product stewardship. These elements impact salability, product risk, competitive advantage, and sustainable growth.

512 Family Business II: Ownership and Wealth Management (1.5). Helps the student understand specific ownership, stewardship, tax, transition, and wealth management issues that affect family enterprises.

513 Innovations and Entrepreneurship in Developing Economies (1.5). Covers innovative private sector approaches to alleviating poverty around the world.

514 STAR for B.S.B.A.s (4.5). Permission of the department. Kenan–Flagler's Student Teams Achieving Results program fields teams of top M.B.A.s and B.S.B.A.s to build comprehensive and actionable strategies for eligible corporations and not-for-profits.

515 Social Entrepreneurship through Microfinance (1.5). Analyzes the role of microcredit/microfinance in global sustainable development. Students will be creating, organizing, and facilitating a sustainable microfinance initiative of their own design.

516 Private Equity for Entrepreneurs (3). Examines all sources of private capital available to persons wishing to start a business. Restricted to GLOBE students.

517 Private Equity and Debt Markets (1.5). Examines all sources of private capital available to persons wishing to start a business.

525 Communication for Leading and Managing (3). Students discover and practice their manager/leader voices, in a low-stakes, low-pressure environment using real-life business scenarios.

526 Elected Student Leaders (1.5). The course will provide students with a framework on which to manage their organizations, complemented with one-on-one coaching.

532 Service Operations (3). Prerequisite, BUSI 403. Includes service package development, yield management, scheduling,

queuing, quality measurement, impact of technology, managing professional services, including facilitator services (accounting, consulting, real estate, legal services).

533 Supply Chain Management (3). Prerequisite, BUSI 403. Examines the issues of integrating inventories, information, warehousing, and transportation among suppliers, producers, and customers. Supply chain simulation is modeled.

534 Business Modeling with Excel (3). Provides a broad scope of analytic experience across corporate functions that is beneficial in consulting environments.

540 Commercial Law (3). Prerequisite, BUSI 404. A detailed examination of commercial law topics, including sales, commercial paper, bank deposits and collections, secured transactions, suretyship, bank regulations, and bankruptcy.

541 Managerial Law (3). Prerequisite, BUSI 404. A detailed examination of the legal aspects of business organizations, including agency, joint ventures, partnerships, limited partnerships, corporations, and securities regulation.

543 Ethics in Management (3). By examining real ethical dilemmas in business, this course will help students analyze a problem from the triple perspective of ethics, economics, and law.

550 Organizational Management and Design (3). Prerequisite, BUSI 405. Systems analysis of behavior in organizations and its application to the management of human resources.

551 Human Capital (3). Prerequisite, BUSI 405. Problems, policies, and procedures in the management of personnel, including topics such as staffing, performance appraisal, training, compensation, benefits and services, safety and health, equal employment, discipline, justice.

553 Organizational Effectiveness (3). Prerequisite, BUSI 405. How organizations articulate and measure earning market share and how they link their differentiating factors to the unique abilities and behaviors of their workforce.

554 Consulting Skills and Frameworks (3). The course is dedicated to teaching the core skills for success in consulting and business in general: teamwork, analysis, and presentations.

555 Groups and Teams in Organizations (1.5). Examines the design, management, and leadership of teams in organizational settings. Focus is on the interpersonal processes and structural characteristics that influence the effectiveness of teams, individual behavior in face-to-face interactions, and the dynamics of interpersonal relationships.

560 Advertising (3). Prerequisite, BUSI 406. The organization and functions of advertising. Topics include economic and social aspects, types of advertising and advertising objectives, developing advertising messages, media selection and evaluation, advertising research.

561 Sales Management (3). Prerequisite, BUSI 406. An overview of the sales management process, including sales force planning, budgeting, recruiting, selection, training, compensation, supervision, and control.

562 Consumer Behavior (3). Prerequisite, BUSI 406. Review of conceptual models and empirical research in consumer behavior. Topics include decision processes, social and cultural influences, information processing, and ethical issues.

563 Retailing and Distribution Channels (3). Prerequisite, BUSI 406. Examines the supply chain for retail businesses and management decision making in retailing.

564 New Product Development (3). Prerequisite, BUSI 406. The course explores the design and development of new products. Key topics include invention and creativity, product design, and the value proposition.

565 Marketing Research (3). Prerequisite, BUSI 406. An introduction to research methodology with emphasis on the compilation, analysis, and interpretation of data used in the planning and control of marketing operations.

566 Marketing Strategy (3). Prerequisite, BUSI 406. A problem method course dealing with specialized marketing functions and policies; includes product and lines, brands, channels of distribution, prices and pricing, promotion, and diagnosis and control.

567 Brand and Product Management (3). Prerequisite, BUSI 406. Aimed at helping students develop an understanding of brand and product management concepts central to marketing.

568 Marketing Analysis and Decision Making (3). Prerequisite, BUSI 406. Presents a systematic approach to harnessing data and knowledge to drive effective marketing decision making through technology-enabled interactive decision process.

569 Business Marketing (3). Prerequisite, BUSI 406. Introduces students to strategic marketing issues that are important in B2B relationships.

570 Financial Reporting A (3). Permission of the department. Required in spring semester for senior B.S.B.A.s who are admitted to the Kenan–Flagler Master of Accounting Program. Identifies and examines critically the concepts and methodologies utilized in financial accounting and provides instruction on the impact such methodologies have on financial reports used by managers and the investing public.

572 Introduction to Business Taxation (1.5). Permission of the department. Required in spring semester for senior B.S.B.A.s who are admitted to the Kenan–Flagler Master of Accounting Program. Provides students with an initial understanding of the basic framework of the United States income tax system as it applies to businesses.

573 Global Financial Statement Analysis (1.5). Prerequisite, BUSI 407. Provides the tools necessary to understand and analyze information in financial statements prepared under global accounting standards. Includes a study of the costs, risks, and opportunities of United States investors and corporations regarding the convergence of United States accounting standards to global standards.

580 Investments (3). Prerequisite, BUSI 408. A survey of investment principles and practices. Emphasis is given to the problems of security analysis and portfolio management with special attention to the investment problems of the individual investor.

582 Mergers and Acquisitions (1.5). Prerequisite, BUSI 408. Understanding and analyzing mergers, acquisitions, and other restructuring activities. Learning valuation methods and the mechanics of transactions.

584 Financial Modeling (1.5). Prerequisite, BUSI 408. Skill development in constructing financial models for analyzing decision problems faced by financial professionals. Analyzing historical

performance, forecasting free cash flows, estimating discount rates, determining terminal value, identifying other sources of value, and interpreting results in a dynamic setting.

586 Introduction to Real Property (3). Prerequisite, BUSI 408. An introduction to the social, political, economic, and investment aspects of real property.

587 Investment Banking (1.5). Prerequisite, BUSI 408. Permission of the instructor. This course prepares students for investment banking positions and internships. The focus of the class is on financial modeling.

588 Introduction to Derivative Securities and Risk Management (1.5). Prerequisite, BUSI 408. Introduction to derivative securities instruments (options, futures, and swaps) and applications to the management of stock and fixed-income portfolios and other financial and business risks.

589 Fixed Income (1.5). Prerequisite, BUSI 408. The course covers traditional bonds and term structure concepts as well as fixed income derivatives and interest rate modeling.

590 Advanced Fixed Income (1.5). Prerequisites, BUSI 408 and 589. The objectives of this course are to develop a more rigorous understanding of the term structure of interest rates, including current interest rate models and risk management techniques.

591 Quantitative Methods for Investments (3). Prerequisite, BUSI 408. Course focus is on portfolio analysis and volatility modeling and the use of statistical distributions and regression, forecasting, and simulation applications in finance.

593 Real Estate Investment and Development (1.5). Practice-oriented course in understanding dynamics of real estate and how to analyze and invest in residential and commercial real estate.

594 Hedge Fund Strategies (1.5). Prerequisites, BUSI 408, and 580 or 588. Permission of the instructor. Open to seniors only. Covers the operational details of specific hedge fund strategies such as convertible arbitrage and long/short equity strategies.

595 Advanced Derivative Securities (1.5). Prerequisites, BUSI 408 and 588. Real world applications of the concepts of no-arbitrage pricing covered in the introductory course will be covered. Other applications of derivatives such as portfolio insurance, the consideration of debt and equity as options, and real options.

597 Applied Investment Management (3). Prerequisite, BUSI 408. Yearlong course. Students are registered in three credits in fall and spring. Emphasis of this course is on the decisions that must be made by, and/or for, the ultimate investor, and the analytic tools and empirical evidence that can help inform such decisions.

598 Alternative Investments (1.5). Prerequisites, BUSI 408, and 580 or 588. Permission of the instructor. Open to seniors only. Exposes students to the benefits, opportunities, and risks of incorporating alternative investments into managed institutional investment portfolios, including pension funds, endowments, and foundations.

599 Business Seminar (3). Completion of requisite core course(s) and permission of the instructor required. Selected topics in business administration presented in seminar format with students engaged in individual and team study under the supervision of a member of the faculty.

600 Risk Management (1.5). Prerequisite, BUSI 408. Permission of the instructor. Open to seniors only. Develops methods for applied analysis of financial and operational risk.

601 Real Estate Finance (1.5). This course will focus on the different ways to finance real estate property, and how different financing techniques impact the feasibility and investment benefits for equity investors.

602 Strategic Economics (1.5). This course focuses on understanding how game theory can yield insights into business decisions. The emphasis of the course is on applications.

603 Real Estate Development (1.5). This course is designed to introduce undergraduate students to the finance and economics of real estate development. The course will survey the physical products of real estate, its financial attributes, and the process by which a program of development is implemented. Includes site visits to local real estate projects.

604 Real Estate Capital Markets (1.5). Prerequisite, BUSI 408. This course focuses on the techniques used to analyze, finance, and structure real estate transactions, and analyzes the role of the capital markets in facilitating development and investment in real estate.

610 Global Environment of Business (3). Senior standing required. Problems in operating overseas, including analysis of differences in country settings, legal and financial systems, and governmental policies affecting foreign operations.

611 International Development (1.5). Examines global poverty from the proposition that nations are poor because their markets do not work. Issues include doing business in an emerging economy and policies to reduce global poverty.

617 Global Marketing (3). Prerequisite, BUSI 406. Examination of the problems involved in marketing products and services across national boundaries. Problem issues include culture, ideology, economics, technical standards, and currency movements.

618 Global Financial Markets (1.5). Prerequisite, BUSI 408. An introduction to the international aspects of financial decision making. Builds on the foundation laid in the basic financial management course. Emphasis on topics of primary interest to the treasurer of a multinational corporation. Particular attention to the determination of exchange rates.

622 Managing Global Operations (3). Prerequisite, BUSI 403. Topics range from expanding overseas to managing a global enterprise, including service, manufacturing, and not-for-profit organizations.

623 Global Venturing (3). Examines developing business models that operate locally but compete globally. Restricted to GLOBE students.

650 Symposium Core Committee (1.5–3). Permission of the instructor. Service on the B.S.B.A. Symposium Core Committee to plan, execute, and evaluate the annual event.

651 Business Internship Project I (1.5 or 3). Permission of the department. With prior approval, a student may propose an academic research project (paper and presentation) derived from an internship experience.

652 Business Internship Project II (1.5 or 3). Permission of the department. This course provides students with a format for reflec-

tion while performing a professional internship that enhances their ability to achieve career objectives.

690 Business Research Practicum (3). Senior standing and permission of the department. Under the guidance of faculty, student teams develop, conduct, and evaluate business research projects such as case writing, manager interviews and site visits, and data collection and analysis. Teams submit a final written report and oral presentation from which credit is determined.

691H Honors Thesis (3). Prerequisite, BUSI 693H. Permission of the department. Restricted to senior B.S.B.A.s with a 3.5 cumulative grade point average. Original investigation of a topic in business and preparation of a substantive research project under the direction of a faculty advisor. A written essay and an oral presentation are required.

692H Honors Thesis (3). Prerequisite, BUSI 691H or 693H. Permission of the department. Restricted to senior B.S.B.A.s with a 3.5 cumulative grade point average. Original investigation of a topic in business and preparation of a substantive research project under the direction of a faculty advisor. A written essay and an oral presentation are required.

693H Honors Research Proposal (3). Permission of the department. Open to senior business administration majors with 3.5 minimum cumulative grade average. Students learn business research techniques and develop individual proposals for business research. Successful proposals may advance to honors thesis research and writing (BUSI 691H and 692H).

698 Strategic Management (3). Prerequisites, BUSI 101, 401, 403, 404, 405, 406, 408; ECON 320 or 420. Open only to students majoring or minoring in business administration. Comprehensive analysis of administrative policy making from a total organizational point of view; use of case analysis and written reports to develop integrative decision skills.

699 Moral Foundations of Capitalism (3). Considers moral background to the social system of capitalism, various critiques of capitalism, and some defenders across history. Ethical, political, and economic evaluations from various perspectives form the framework for the class.

School of Education

soe.unc.edu

G. WILLIAMSON McDIARMID, *Dean*
Jill Fitzgerald, *Senior Associate Dean for Academic Programs and Chief Academic Officer*
Deborah Eaker-Rich, *Assistant Dean and Quality Assurance Leader*
Wendy Gratz Borman, *Assistant Dean for External Relations*
John Plummer, *Assistant Dean for Administration and Finance*

Professors

Frank Brown, Gregory Cizek, Fenwick English, Jill Fitzgerald, Susan Friel, John Galassi, Madeleine R. Grumet, Catherine Marshall, G. Williamson McDiarmid, Judith Meece, George Noblit, Sam Odom, Xue Lan Rong, Rune Simeonsson, Lynda Stone, Linda Tillman, Gerald Unks, Lynne Vernon-Feagans, William Ware, Barbara Wasik.

Associate Professors

Patrick Akos, Cheryl Mason Bolick, Harriet Boone, Kathleen Brown, Jocelyn Glazier, Jill Hamm, Steve Knotek, Rebecca New, Rita O'Sullivan, Eileen Parsons, James Trier.

Assistant Professors

Janice Anderson, Jeff Greene, Dana Griffin, Leigh Hall, Julie Justice, Melissa Miller, Olof Steinthorsdottir.

Research Professors

Donald Bailey, James Bodfish, Donna Bryant, Martha Cox, James Marshall, Peter Ornstein, James Reznick, Pamela Winton.

Research Associate Professors

Virginia M. Buysse, Dina Castro-Burgos, Mary-Ruth Coleman, Deborah Hatton, Ellen Peisner-Feinberg, Sharon Ritchie.

Research Assistant Professors

Kirsten Kainz, Patsy Pierce, Anita Scarborough, Lorraine Taylor.

Clinical Professors

Suzanne Gulledge, Audrey Heining-Boynton, Stephen Hooper, Russell Rowlett.

Clinical Associate Professors

Leslie Babinski, Todd Boyette, Kelly Coker, Daniel Huff, Stanley Schainker, Neal J. Shipman, Rhonda Wilkerson.

Clinical Assistant Professors

Linzy Abraham, Elise Barrett, Nellie Bryan, Lori Bruce, Nick Cabot, Anne Crawford, Kim Dadisman, Marcia Davis, Melissa DeRosier, Deborah Eaker-Rich, Sandra Evarrs, Kathleen Gallagher, Frank Graham, Joseph Green, Jennifer Hiemenz, Cheryl Horton, Matthew Irvin, Mollie Lloyd, Deborah Manzo, Kelly Maxwell, Tammie Moore, Denise Morton, Merida Negrete, Chris Osmond, Sharon Palsha, Barbara Rhoades, Susan Roberts, Catherine Scott, Patience Vail, Julie Vandiver, James Veitch, Peggy Weiss, Anne Wheeler, Lynn Williford, Susan Wynn.

Clinical Instructors

John Brodeur, Demitrius Brown, Camille Catlett, Sara Ewell, Melissa Exum, Annice Fisher, Suzanne Harbour, Frank Kessler, Christina Perry, Lidia Tyberg.

Clinical Lecturers

Suzanne Harbour, Vergie Taylor.

Lecturers

Courtney George, Cheryl R. Goldstein, David Holdzkom, Patricia Sickles.

Retired Fixed-Term Professors

Barbara Day, Wallace Hannum.

Professors Emeriti

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Introduction

The North Carolina Department of Public Instruction has mandated changes to the programs described below. These changes will take effect beginning in fall 2010 for incoming juniors or postbac-

calaureate students in the School of Education. What is represented here is a close approximation of the program(s) beginning fall 2010, but some further modifications may be made. For current updates and/or changes made after the printing of this bulletin, please see our Web site at http://soe.unc.edu/. Students enrolled prior to fall 2010 will not be affected by these changes. The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers; all of these elements work together to build a solid foundation for exemplary practices in education.

Programs in the School of Education are designed to prepare students to teach at one of the following levels: child development and family studies (birth to kindergarten), elementary (grades kindergarten through six), middle grades (grades six through nine), and UNC–BEST (grades nine through 12 in mathematics or science). For individuals wishing to obtain initial teaching licensure in English, English as a second language, foreign language, mathematics, music, science, and social studies education, the School of Education offers a master of arts in teaching (M.A.T.) program. Admission to this program is based on successful completion of a bachelor of arts or bachelor of science in an appropriate arts and sciences major.

Program of Study

The degree offered is the bachelor of arts with a major in education. Three different tracks are available: child development and family studies, elementary education, and middle grades education.

Admission to the School of Education

Students are admitted to the School of Education as transfer students from the General College, from other departments of UNC–Chapel Hill, or from other institutions.

The criteria for admission to the undergraduate programs include, but may not be limited to, good academic progress, commitment to the teaching profession and children, strong letters of recommendation, and passing scores on the PRAXIS I: Pre-Professional Skills Test (PPST: Reading, Writing, and Mathematics) or approved scores on the SAT or ACT. Special consideration for admission is given to students with teaching-related scholarships and to students who would enhance the diversity of the teaching profession. In addition, students must have a minimum grade point average of 2.5 by the end of their fourth semester to be formally admitted, although this does not guarantee admission. Applicants also need to complete a form stating whether they have ever been convicted of a violation of law other than a minor traffic violation. This information has an impact on the school's ability to place students in public school field experiences, including student teaching, and also affects eligibility for teaching licensure. Applications are available online at soe.unc.edu. Interested students should check with advisors in the General College or on the School of Education Web site for the application deadline. Questions about application requirements may be directed to the Office of Student Affairs at (919) 966-1346.

Students who enter the School of Education from the General College are required to fulfill all General Education requirements, select courses appropriate to their major field of concentration, take courses in education designed to meet teacher licensure requirements, and comply fully with all regulations and requirements for graduation from the University.

Majoring in Education: Bachelor of Arts

Requirements Common to All Undergraduate Degree Tracks in Education

In addition to the general University graduation requirements, a student who secures a bachelor's degree in the School of Education must meet each of the following minimum requirements:

- Complete the last 30 hours of the degree in residence at UNC–Chapel Hill (to ensure that students take all their professional sequence or EDUC courses here)
- Meet the requirements of an appropriate teaching major in child development and family studies, elementary education, or two academic concentrations of the teaching areas at the middle grades level
- For elementary education students, complete the requirements for a second major academic concentration as well as the required breadth courses
- Earn a grade of C (2.0) or better for each professional EDUC course in the School of Education and an overall C+ (2.5) average in the major teaching field

Note: A grade of F in any EDUC course will result in a student's being academically ineligible to continue in the program.

Finally, all students must fulfill a semester-long teaching internship in the senior year. For elementary and middle grades, the teaching internship is offered only during the spring semester. For child development and family studies, there are required internships during the spring semester of the junior and senior year. Students are not permitted to enroll in non-education courses during an internship semester nor hold a job which requires weekday hours without permission from the student teacher placement coordinator (permission is given only under exceptional circumstances). Because all of the teaching internship areas are offered only during the spring semester, it is imperative that students plan their programs during the junior year to assure registering for the designated teaching internship during the appropriate semester of the senior year. All courses, except the required education seminars, must be completed before the senior internship semester begins. Students should consult their advising worksheet in order to identify those courses. Most students will find that a car is necessary during the student teaching semester. Student teachers are expected to abide by the public school calendar once they begin full-time student teaching. This means that, in most years, student teachers will not be able to take University spring break.

Because of the professional nature of the curriculum in the School of Education, it is not possible for students in other departments to minor in education or have education as a second major. Education majors who are interested in adding a second major or minor must go through the approval process with their academic advisor in the School of Education.

B.A. Major in Education: Child Development and Family Studies

The CDFS program is an interdisciplinary program of study. In addition to taking core courses, students are involved in extensive

field-based experiences with children and families beginning in the first semester of their junior year. Students also take course work in other schools and departments, including social work, sociology, linguistics, public health, and psychology. The program prepares students to work with young children (age birth through six years) and their families in a variety of settings, including public and private preschools, public and private kindergartens, and child care settings, including infant and toddler programs.

Total Credit Hours Required: 121 hours (minimum requirement)

Professional Sequence Courses (61 hours)

All professional courses require a grade of C or better to remain eligible.

Junior Year Fall Term

- EDUC 401 Early Childhood Development
- EDUC 402 Models of Early Childhood Service Delivery
- EDUC 403 Working with Socioculturally Diverse Families of Young Children

Junior Year Spring Term

- EDUC 404 Infant/Toddler Assessment and Teaching Strategies
- EDUC 405 Infant/Toddler Internship and Seminar
- EDUC 695 Introduction to Exceptional Children

Senior Year Fall Term

- EDUC 501 Preschool/Kindergarten Assessment and Teaching Methods
- EDUC 520 Emergent Literacy

Senior Year Spring Term

- EDUC 502 Preschool/Kindergarten Student Teaching and Seminar
- EDUC 503 Professional Development and Leadership Seminar

Additional Requirements

Specialized Track (12 hours)

Students must take 12 hours of coursework across the two specialized tracks: community resource facilitation and development, and infant/child development service provision. Community resource facilitation and development is designed to train the early childhood professional to access and coordinate interagency community-based resources for young children and their families. The track in infant/child development service provision is designed to give students the knowledge and skills to work with young children with specialized health care and developmental needs.

Choose from AFAM 102; ANTH 144, 146, 380; EDUC 416, 441; EXSS 159, 188, 211; INLS 532; LING 101, 200, 203; NUTR 240; PSYC 210, 222, 225, 230, 245, 250, 260, 465, 467, 468, 507; SPHS 530.

Required Electives (6 hours)

Students must take 6 hours of coursework related to working with children and/or families.

General Education Requirements

- SOCI 130 to fulfill one of the social science Approaches requirements
- PSYC 101 to fulfill the physical and life sciences Approaches without laboratory requirement

B.A. Major in Education: Elementary Education

The elementary education program at the undergraduate level provides students with a broad academic background and the specific professional education necessary to function as teachers of young children (kindergarten through grade six). To satisfy the General Education requirements of the University, students should try to take many of these courses in the first year and second year, prior to making application. Students are encouraged to begin taking course work in their major academic concentrations as early as possible.

During the junior and senior years, the professional education courses and student teaching will provide a range of experiences that will include working with children at the levels identified with the elementary program.

Total Credit Hours Required: 120 hours (minimum requirement; some major academic concentrations require more hours than others.)

Professional Sequence Courses (50 hours)

All professional courses require a grade of C or better to remain eligible.

Junior Year Fall Term

- EDUC 412 Learning and Development in the Elementary Classroom
- EDUC 413 Emergent Literacy for Elementary Education

Junior Year Spring Term

- EDUC 403 Working with Socioculturally Diverse Families of Young Children
- EDUC 414 Literacy across the Curriculum for Elementary Education
- EDUC 415 Culture, Society, and Teaching
- EDUC 416 Aesthetics Education: Arts, Culture, and Learning

Senior Year Fall Term

- EDUC 512 Teaching Mathematics in Elementary Grades
- EDUC 513 Teaching Reading and Related Language Arts (K–6)
- EDUC 514 Teaching Science in the Elementary School
- EDUC 516 Exceptional Children Seminar and Field Placement
- EDUC 629 Language Minority Students: Issues for Practitioners

Senior Year Spring Term

- EDUC 517 Exceptional Children Seminar and Field Placement II
- EDUC 518 Student Teaching in Elementary Grades
- EDUC 519 Seminar on Teaching Elementary Grades

Additional Requirement: Major Academic Concentration (24–49 hours)

Beginning in fall 1999, first-year elementary education majors must fulfill the requirements for an interdisciplinary major as their major academic concentration. Four interdisciplinary majors have been approved for elementary education majors: 1) the arts; 2) language and literature; 3) math, science, and computer technology; and 4) social sciences. Each interdisciplinary major has a breadth (6–9 hours) and depth (15–19 hours) component. Students must earn a minimum grade of C or above in both professional EDUC courses and depth courses.

Breadth Courses

Students who choose the arts, language and literature, or social sciences interdisciplinary major choose one course from each subject area outside their concentration area, for a total of three breadth courses. Students in the math, science, and computer technology concentration choose one language and literature breadth course and one social science breadth course for a total of two courses. (These students take an additional depth course in mathematics or science.)

- Language and Literature: Choose one from COMM 160; ENGL 400; INLS 530, 532
- Mathematics: Choose one from MATH 307 or 411
- Science: Choose one from ASTR 101 and 101L; CHEM 200; GEOL 101 and 101L; PHYS 100
- Social Science: Choose one from AFAM 102, 258; ANTH 143, 102; HIST 127, 128, 143; POLI 100; SOCI 122, 124, 130

Interdisciplinary Major Depth Courses

The Arts (five courses)

Required: COMM 160

For the remaining four courses, choose two from one subfocus area (music, the visual arts, or dramatic art) and one from each of the other two subfocus areas.

Subfocus 1: Music

- MUSC 121, 141, 142, 143, 144, 145

Note: No more than three credit hours from the applied study/ensembles are permitted. All individual lessons are one credit hour.

Subfocus 2: The Visual Arts

- Introductory courses: ART 151, 152, 286, 287, 450
- Intermediate courses with an introductory course prerequisite: ART 155, 254, 387
- Advanced course with a prerequisite of an intermediate course: ART 451
- Studio course: ART 103

Subfocus 3: Dramatic Art

- DRAM 115, 120, 135, 140, 240, 281, 282

Language and Literature (five courses)

Select one area of subfocus: English as a second language, modern Romance language (Spanish or French), or language and literature.

Subfocus 1: Modern Romance Language (French or Spanish)

- Fluency courses: Choose one of FREN or SPAN 204, FREN or SPAN 300
- Literature courses: Choose two of FREN or SPAN 260, FREN or SPAN 372, FREN 375, SPAN 373
- Language/civilization courses: Choose two of FREN or SPAN 255, FREN or SPAN 310, FREN or SPAN 330, FREN 331 or SPAN 340, FREN or SPAN 350

Subfocus 2: Language and Literature

- Required: ENGL 400 or 401
- Children's literature: INLS 530 or 532
- Oral interpretation of literature: Choose one of COMM 160, 162, 261; ENGL 146, 147
- Non-American/Non-British literature: Choose one of AFRI 262; ASIA 350; CHIN 252; CMPL 121, 122, 393; ENGL 367, 369; FREN 260, 275, 277; ITAL 242; PORT 270, 275; RUSS 274; SPAN 260, 270, 275
- Choose one more from any of the subfocus courses listed above.

Math, Science, and Computer Technology

Mathematics (three courses):

- MATH 307
- MATH 411
- Choose one of STOR 151 or 155 (prerequisite MATH 110 or exemption)

Sciences (three courses, at least one with a laboratory):

- Choose one: CHEM 101 and 101L, or CHEM 200
- Choose one: PHYS 100, 101, or 104
- Choose one: ASTR 101 and 101L; BIOL 271, 272, 277, 278 and 278L; GEOG 111; GEOL 103, 159 and 159L

Social Sciences (five courses, three of which must be above 200)

Category 1: Minority Groups in the United States (choose one):

- AFAM 102, 258, 274; ANTH 230, 350, 440; ASIA 350; HIST 232, 362, 589; POLI 217, 274; PSYC 467, 503; RELI 141; SOCI 124, 380, 444; WMST 101

Category 2: Western Hemisphere (choose two):

- A. The United States (one course): AMST 101; ANTH 340; COMM 318; ECON 390; GEOG 260, 261, 262, 428, 454; HIST 565, 573, 580, 586; POLI 100, 405, 410; SOCI 115, 122
- B. The Western Hemisphere other than the United States (one course): AFAM 254; ANTH 231; HIST 143, 281, 530; POLI 231, 238, 434, 435, 450

Category 3: Third-World Culture (choose two):

- AFRI 101, 480; ANTH 102, 103, 226, 320, 429; GEOG 120, 130, 265, 267, 268; HIST 134, 282, 288; POLI 241, 250; RELI 183

Category 4: Family and/or Community (choose one OR take a second course from Category 2A):

- PSYC 468; SOCI 130, 425

General Education Requirements

- BIOL 101/101L to fulfill the physical and life sciences with lab Approaches requirement
- An additional physical and life sciences Approaches course
- To satisfy the social and behavioral sciences Approaches requirement, choose two: ANTH 101, ECON 101, GEOG 120, POLI 100, or SOCI 130
- To satisfy the visual and performing arts Approaches requirement, choose one: ART 151, 152; MUSC 121, 141, 142, 143, 144, 145, 146; DRAM 116, 120; EXSS 193

Free Electives (0–7 semester hours)

Total number of academic credit hours required is 120 to 126.5 semester hours.

B.A. Major in Education: Middle Grades Education

The middle grades education program provides students with a strong academic background in arts and sciences and the specific professional education necessary for successful teaching in middle schools and junior high schools (grades six through nine). Students who desire to earn initial licensure to teach at the high school level

may choose to pursue the "Middle Grades Plus" option. Based on North Carolina State Board policy licensure opportunities, a candidate may add subject area licensure for teaching grades nine through 12 by successfully completing the middle grades licensure requirements and also passing the appropriate subject matter PRAXIS Test II. Students selecting the middle grades education program must complete the General College requirements of the University. Students working for this degree will be required to have two academic concentrations: one will be the major and one will be a minor concentration. In addition, students complete the professional education courses during their junior and senior years.

Total Credit Hours Required: 120 hours (minimum; some major academic concentrations require more hours.)

Professional Sequence Course (30 hours)

All professional courses require a grade of C or better to remain eligible.

Junior Year Fall Term

- EDUC 465 Introduction to Teaching
- EDUC 466 Planning for Teaching in the Middle Grades
- EDUC 467 Planning for Teaching in the Middle Grades Lab

Junior Year Spring Term

- EDUC 469 Developing Skills for Teaching

Senior Year Fall Term

Two of the following four courses:

- EDUC 563 Teaching Language Arts in the Middle Grades
- EDUC 564 Teaching Social Studies in the Middle Grades
- EDUC 565 Teaching Science in the Middle Grades
- EDUC 566 Teaching Math in the Middle Grades

Senior Year Spring Term

- EDUC 568 Seminar on Teaching
- EDUC 569 Teaching Internship

Major Academic Concentrations (21–34 hours)

Language Arts (21 hours):

- COMM 160
- ENGL 225 or 265
- ENGL 301, 302, 313, or 314; or LING 101
- ENGL 300, 300I, 301, 307, 315, 400, 401, 405, or 486
- ENGL 331, 338, 343, 344, 345, 347, 348, 350, 353, 355, 356, 360, 361, 362, 367, 368, 369, 373, 374, 375, 439, 440, or 446
- ENGL 472, 475, 485, 487, 564, 581, 587, 589, 639, 657, 659, 660, 661, or 684
- EDUC 567 or INLS 530

General Education Requirements for Language Arts

- WMST 101 to satisfy a social and behavioral sciences Approaches requirement
- To satisfy the visual and performing arts Approaches requirement, choose one: COMM 140; DRAM 116, 120; ENGL 142

Mathematics (21 hours):

- MATH 231 (Foundations quantitative reasoning requirement)
- MATH 232, 307, 381, 411
- Choose one: MATH 533 or 551
- STOR 151 or 155
- Choose one: COMP 101, 110; MATH 401, 515, or any not taken above from MATH 533 or 551

  Note: Some of the courses above have prerequisites.

Social Studies (21 hours):

- ECON 101
- HIST 128, 362, or 377
- AFRI 101; HIST 130, 133, 134, 136, 139, 140, 187, 276, 282, 537, or 538; HNRS 354, 353; POLI 226, 236, or 250
- HIST 162, 210, 260, or 262; HNRS 353 (if not used above)
- HIST 366 or 367
- POLI 100
- SOCI 101, 111, or 130

General Education Requirements for Social Studies

- HIST 151 to satisfy the historical analysis Approaches requirement
- GEOG 120 and ANTH 101 or 102 to satisfy a social and behavioral sciences Approaches requirement

Science (31–34 hours):

- ASTR 101 and 101L, or GEOG 111
- BIOL 101 and 101L
- CHEM 101 and 101L, or 200
- GEOL 101 and 101L
- PHYS 100, 101, or 104 and laboratory
- One science course from any area beyond introductory courses
- Biology concentration: Two biology courses from sophomore level or higher (may include GEOL 211)
- Physics concentration: Two physics courses from sophomore level or higher
- Chemistry concentration: Two chemistry courses from sophomore level or higher
- Geology concentration: Two geology courses from sophomore level or higher

Minor Academic Concentrations (15–21 hours)

Language Arts Minor (15 hours):

- EDUC 567 or INLS 530
- ENGL 130 or 131
- ENGL 313 or 314
- ENGL 301, 302, 343, 344, 367, 369, 373, 439, 440, or 446
- ENGL 400

Mathematics Minor (18 hours):

- MATH 231, 232, 307, 381, 411
- One from COMP 110; MATH 416, 515, 551; or STOR 151

  Note: Some of the courses above have prerequisites.

Social Studies Minor (18 hours):

- One from ANTH 101, 102; SOCI 101, 111, or 130
- ECON 101 or POLI 100
- GEOG 120
- HIST 366 or 367
- Two from AFRI 101; HIST 133, 140, 162, 187, 282, 537, 538; HNRS 354, 353; POLI 226, 236, or 250

Science Minor (17–20 hours):

- ASTR 101 and 101L, or GEOG 111
- BIOL 101 and 101L
- CHEM 101 and 101L, or 200

- GEOL 101 and 101L
- PHYS 100, 101, or 104 and laboratory

Electives: 0–9 hours

Honors in Education

During the spring semester of the junior year, an honors student in education participates in the honors seminar. During the fall semester of the senior year, the student prepares an honors thesis, on which there is an oral examination. The program is limited in enrollment and open on a space-available basis to students with a minimum grade point average of 3.4.

Establishing Licensure

North Carolina licensure requirements are distinct from the School of Education's degree requirements. In their senior year, elementary education (K–6) students who plan to obtain licensure upon graduation must pass Subject Assessment Tests (PRAXIS II). Child development and family studies students who wish to teach kindergarten must take the Elementary Subject Assessment Tests (PRAXIS II). Middle grades education students who do not have 24 hours of coursework in their content area must take the Subject Assessment Test (PRAXIS II) in that area.

Fees are charged for all PRAXIS examinations. Information is available in 103 Peabody Hall. PRAXIS information is also available online at www.ets.org/praxis.

Early in the semester in which a student plans to apply for graduation, initial teacher licensure forms for North Carolina must be completed and submitted to the licensure officer in 103 Peabody. Licensure application information is now available by program on the School of Education Web site. After the official posting of a degree, the licensure application is processed by the School of Education's licensure officer and forwarded to the North Carolina State Department of Public Instruction.

The programs described in this bulletin are approved by the North Carolina State Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

Special Opportunities in Education

UNC Baccalaureate Education in Science and Teaching (UNC–BEST)

UNC–BEST is a collaboration between the School of Education and the College of Arts and Sciences. This innovative program offers undergraduate science and mathematics majors enrolled in the following departments the opportunity to complete requirements for a bachelor of arts or bachelor of science degree and obtain licensure as a secondary science or mathematics teacher in North Carolina in four years. Students will be prepared for North Carolina teaching licensure for grades nine through 12 in one of the following areas: biology, chemistry, geology, mathematics, or physics. Scholarship opportunities are available on a selective basis.

UNC–BEST students are enrolled in their respective major in the College of Arts and Sciences and, once accepted into the UNC–BEST program, complete the requirements to earn North Carolina teaching licensure.

Program Requirements

- Teaching methods course in the major: BIOL 410, CHEM 410, GEOL 412, MATH 410, or PHYS 410
- EDUC 532 Understanding Learners (3)
- EDUC 533 Diversity and Teaching (3)
- EDUC 535 Teachers and Schools (3)
- EDUC 570 Student Teaching Internship (12)
- UNC–BEST Seminars (1)

Alternative Teaching Licensure Programs

For students who do not major in education, but who wish to seek licensure for teaching, the School of Education offers licensure only and lateral entry programs. Information about these programs may be obtained by contacting the Office of Student Affairs at (919) 966-1346.

Contact Information

Questions and requests should be directed to the Office of Student Affairs in 103 Peabody Hall or by phone at (919) 966-1346.

EDUC

065 First-Year Seminar: School Daze: What's School Got to Do with Getting an Education?(3). This seminar explores the concepts of schooling and education. Students will be challenged to reconsider their experiences and notions about pre-K through 12 schooling and to examine alternatives.

121 Tutoring in the Schools I (2). Provides a basic introduction to teaching and education. This course consists of a seminar based with field placements in different levels of schools.

122 Tutoring in the Schools II (1). Combines tutoring training with a field placement for tutoring in literacy and mathematics in grades kindergarten through three.

131 Career Exploration (1). Provides students an opportunity for exploration of career choices.

221 Tutoring in the Schools III (1). Combines tutoring training with a field placement for tutoring in literacy and mathematics in grades four through eight.

222 Tutoring in the Schools IV (1). Focuses on the relationship among arts, creativity, and education.

250 Risk and Resiliency: Challenges and Opportunities in Education (4). Explores factors that put children at risk for educational failure and interventions to increase resiliency. Service and learning experiences in educational and community agencies are integral to the course.

309 NC Fellows Sophomore Seminar (3). A three-credit seminar on leadership styles, philosophies, and issues related to leadership. Each class will overlap these concepts (topical or theory/practice, service, and self-awareness.)

316 Advanced Leadership Development Seminar (3). Advanced Leadership and Issues in Higher Education is a three-credit, pass/fail course with a focus on delving deeper into issues relevant to leadership and education. This course is open to seniors, juniors, and sophomores with student organization experience and an interest in an advanced exploration of leadership. Pass/Fail.

317 Dynamics of Effective Leadership (1). The course is intended to provide an introduction to leadership theory, a forum for reflection upon personal strengths and contributions to leadership, and an opportunity to explore the nature of working in teams and groups. Pass/Fail.

318 Peer Leadership in the University Environment (2). This course is designed to be an experience in leadership, focusing on the Relational Leadership Model. Pass/Fail.

401 Early Childhood Development (4). Prerequisites, PSYC 101 and 250. Permission of the instructor. Students learn about the cognitive, social-emotional, and physical development of young children. Biological, environmental, and sociocultural influences on typical and atypical development are examined. Students participate in a field-based component two hours per week, observing children birth to six years, with and without disabilities.

402 Models of Early Childhood Service Delivery (3). This seminar serves as an introduction to the field of child development and early childhood education and special education. Students learn about the primary professional disciplines and agencies serving young children and their families. Current policy, recommended practices, and research innovations are reviewed.

403 Working with Socioculturally Diverse Families of Young Children (3). Permission of the instructor. Required preparation for CDFS majors, SOCI 130. This course provides an analysis of issues related to contemporary families of young children. The family is viewed within individual social and cultural contexts as well as a family systems orientation.

404 Infant/Toddler Assessment and Teaching Strategies (3). Prerequisite, EDUC 401. Restricted to majors. This course provides students with knowledge of program models and curricula/intervention strategies for working with infants and toddlers with and without disabilities. Additionally, information is provided regarding identification and assessment strategies for infants, toddlers, and two-year-olds. Program models for working with families are emphasized.

405 Infant/Toddler Internship and Seminar (5). Prerequisite, EDUC 401; corequisite, EDUC 404. Restricted to majors. Students work in inclusive classrooms for infants, toddlers, or two-year-olds, giving them the opportunity to practice early childhood recommended practices presented in EDUC 404. Students are required to be in their internship placements approximately 10 hours per week. A weekly seminar is held in conjunction with this internship.

412 Learning and Development in the Elementary Classroom (6). Restricted to students admitted to elementary education program. Focuses on the connection between child development and learning theories, assessment, and classroom practices for elementary children. Provides competencies related to the implementation of developmentally appropriate teaching strategies and assessment, including cognitive, social, physical, language/communication/literacy, cultural, and emotional development.

413 Emergent Literacy for Elementary Education (1). Focuses on the development of reading and writing processes from birth through first grade, emphasizing typically developing children.

414 Literacy across the Curriculum for Elementary Education (1). Provides rationale and practical methods for integrating reading and writing with content areas in the elementary school.

415 Culture, Society, and Teaching (6). Prerequisite, EDUC 412. Emphasizes the interconnection of classroom, school, and society; the role of cultural beliefs in education; and social studies instruction. A field-based course. Activities include observation and participation in a classroom and teaching social studies.

416 Aesthetics Education: Arts, Culture, and Learning (3). Introduction to developmental aspects of children's art and to the application of art materials and processes to teaching at the elementary and intermediate levels.

421 Community Organizations and Children I (1). Provides an understanding of the community contexts of schools and an experience working in community group. This is the first semester of a two-semester course.

422 Community Organizations and Children II (1). Prerequisite, EDUC 421. Provides prospective teachers with an understanding of the community contexts of the schools. Second semester of a two-semester course.

441 Education in American Society (3). A reflective examination of beliefs and attitudes associated with 1) the historical, philosophical, sociological, political, and economic forces affecting education and schooling in the United States; 2) the structure and function of the school system; and 3) current issues and trends in American schooling and education.

465 Introduction to Teaching (2). Offered concurrently with EDUC 466. Restricted to students admitted to the middle grades teacher education program. Initiates students into the teaching profession. The course stresses what it is like to be a teacher, with concurrent emphasis on the life of the student and the study of schools.

466 Planning for Teaching in the Middle Grades. Offered concurrently with EDUC 465. Restricted to students admitted to the middle grades teacher education program. Helps students learn how to plan and develop skills to meet the unique and diverse needs of young adolescents as they prepare to teach.

467 Planning for Teaching in the Middle Grades Lab (1). Corequisite, EDUC 466. Provides the classroom-based experiences required for observation and application of skills acquired in EDUC 466.

469 Developing Skills for Teaching (3). Prerequisites, EDUC 465 and 466. Helps students develop a variety of basic teaching skills used by classroom teachers. This course will be conducted primarily as a laboratory course.

496 Independent Study (1–3). Permission of the instructor. Provides readings and research under the direction of a faculty member. May be repeated for a maximum of six credit hours.

501 Preschool/Kindergarten Assessment and Teaching Strategies (5). Prerequisites, EDUC 401, 404, and 405. Restricted to majors. This course addresses the link between child developmental theories, assessment, and classroom practices for children three to six years of age. Students will practice assessment and curriculum strategies in their preschool and kindergarten student teaching sites approximately 10 hours per week.

502 Preschool/Kindergarten Student Teaching and Seminar (3–12). Prerequisites, EDUC 401, 404, 405, and 501. Restricted to majors. Students complete their full-time student teaching in preschool and kindergarten classrooms. This 35- to 40-hour-per-week semester long internship is devoted exclusively to the student's functioning in a professional capacity. A weekly seminar serves as a forum for students to discuss recommended practices.

503 Professional Development and Leadership Seminar (2). Permission of the instructor. Students learn about effective strategies for professional development in early childhood and early

intervention, including leadership styles and skills, professional identity and roles, methods of collaboration to achieve individual and organizational change, current child and family policy issues, and program administration and evaluation.

512 Teaching Mathematics in Elementary Education (4). Prerequisites, EDUC 412 and 415. Required preparation, one college mathematics course. Provides a study of the pedagogy related to teaching mathematics in elementary programs. This course is taught in an elementary school and must be taken in the fall of the senior year.

513 Teaching Reading and Related Language Arts (K–6) (4). Prerequisites, EDUC 412 and 415. A survey course for K–6 majors on the nature of reading and other language arts. The course is taught at an elementary school. Required of all K–6 majors and must be taken in the fall of the senior year.

514 Teaching Science in the Elementary School (3). Prerequisites, EDUC 412 and 415. Methods and materials for teaching science will be taught, with an emphasis on inquiry and an integrated unit approach.

515 The Arts as Integrative Teaching (2). Restricted to students admitted to the elementary education program or the child development and family studies program. Explores integration of the arts in the curriculum.

516 Exceptional Children Seminar and Field Placement (2). Restricted to students admitted to the elementary education program. This seminar introduces students to teaching children with special needs in the general classroom. Students will complete a case study on an individual child with learning difficulties while in the field placement.

517 Exceptional Children Seminar and Field Placement II (1). Restricted to students admitted to the elementary education program. This seminar proceeds similarly to EDUC 516.

518 Student Teaching in Elementary Grades (1–12). Prerequisites, EDUC 415, 512, 513, 514, 516, and 517. Provides full-time experience in an elementary school classroom under the supervision of an experienced teacher and a University supervisor during 10 or more weeks.

519 Seminar on Teaching the Elementary Grades (3). Corequisite, EDUC 518. A bimonthly seminar designed to instruct and support student teachers as they complete their practicum field experience (EDUC 518). Individual seminars focus on unit development, behavior management collaboration, problem solving, career planning, and personal and professional development. Students will also reflect on the process of teaching in diverse classrooms.

520 Emergent Literacy (3). Course focuses on the language, reading, and writing development of children birth through first grade. Promotes early literacy learning for all children with and without disabilities, including those at risk.

521 Schools, Cultures, and Communities I (3). Permission of the instructor. Explores current issues dealing with schools and the cultures and communities they encompass.

522 Schools, Cultures, and Communities II (3). Prerequisite, EDUC 521. Permission of the instructor for students lacking the prerequisite. Continues to explore current issues dealing with schools and the cultures and communities they encompass.

531 Effective Teaching: First Steps (2). Characteristics of effective teachers, classroom management, instructional methods, instructional planning and presentation, monitoring and assessing student behavior and learning, differentiating instruction, yearly plans and pacing guides.

532 Effective Teaching: Understanding Students (3). Physical, social, and psychological development of students; implications for teaching; styles of learning; levels of thinking; development of problem-solving skills; cognitive and behavioral learning theory; motivation; influences on students' worlds.

533 Effective Teaching: Diversity (3). Cultural diversity, family support systems, language differences, special needs, using diversity to enrich the classroom, matching instruction to student needs, characteristics of diverse learners and how they impact teachers and students.

534 Effective Teaching: Assessment (2). Methods of assessment, multiple measures, monitoring student performance to inform and improve instruction, understanding students with special needs with individual education plans, test scores, and other information in student files.

535 Teachers and Schools (2). Leadership in classroom and school with families, standards of practice, advocating equity, supporting teaching profession, school organization, school finance, legal issue/education strategies for environments that promote learning, issues and trends.

540 Mathematics Teaching (2). NCTM Standards, Standard Course of Study, developing student understanding of mathematics, problem-solving skills, and professional commitment.

541 Mathematics Problems for Instruction (2). Mathematical tasks for learners in grades six through 12 and instructional methods necessary to maintain a task at a high cognitive level.

542 Planning for Mathematics Instruction (2). Examining patterns of practice and assessment, modifying and improving planned units, pacing instruction, reconsidering individual differences and differentiation.

550 Science Teaching (2). Nature of science, national science standards, teaching science as inquiry, safety in the science classroom, materials management.

551 Designing Science Tasks (2). Prerequisite, EDUC 550. Developing and redesigning science instruction to engage students actively, with emphasis on classroom management for energetic curricula, modifying tasks and projects, assessment strategies, and utilization of resources.

552 Improving Science Instruction (2). Prerequisite, EDUC 551. A practitioner's look at instruction in middle and high school science classrooms using many current pedagogical approaches of instruction: constructivism, models of inquiry, reflective practice, and conceptual change theory.

555 Constructive Coaching I: Starting Out Right (2). Designed to support lateral entry candidates, solving the most urgent problems in the classroom. Includes frequent online communication, individualized attention to immediate problems and combines supervision, coaching, and mentoring.

556 Constructive Coaching II: Effective Management of Student Behavior (2). Prerequisite, EDUC 555. Course designed to help lateral entry candidates by improving their classroom management skills, specifically those related to student behavior.

557 Constructive Coaching III: Helping Students Learn (2). Prerequisite, EDUC 556. Course designed to support the lateral entry candidates through individualized feedback about concerns, focusing on strategies for increasing student learning using content area literacy strategies.

560 Second Language Teaching (2). Methods of teaching a second language, how people learn foreign languages, planning instruction, getting students to communicate, using and adapting foreign language textbooks, and developing lessons.

561 Designing Second Language Tasks (2). Students examine instruction as effective mechanism for classroom management, choosing and redesigning tasks and projects to engage students in active learning. Assessment of student understanding investigated as necessary for development of effective instruction.

562 Improving Second Language Instruction (2). Students will consider national standards frameworks as organizing principles for instructional strategies. They will develop skills by use of culturally authentic materials, performance based assessment, and units and lessons promoting successful language learning.

563 Teaching Language Arts in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on the goals and methods of teaching language arts in the middle grades, including planning for student diversity and unit planning.

564 Teaching Social Studies in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on the goals and methods of teaching social studies in the middle grades.

565 Teaching Science in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on methods for teaching science in the middle grades and includes emphasis on the individual needs of students, reading and writing in the content area, and unit planning.

566 Teaching Math in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on methods for teaching mathematics in the middle grades and includes emphasis on the individual needs of students, reading and writing in the content area, and unit planning.

567 Literature in Middle School (3). Explores literature in contexts of interdisciplinary middle school curricula and the interests and needs of young adolescents. Topics include reader-response theory, censorship, Internet resources, school resources, and methods.

568 Seminar on Teaching (3). Prerequisites, EDUC 465, 466, and 469; corequisite, EDUC 569.

569 Teaching Internship (1–21). Prerequisites, EDUC 465, 466, and 469; corequisite, EDUC 568. This internship gives students the opportunity to plan instruction and to teach with increasing degrees of responsibility. The internship will be in a school setting under direct supervision of a classroom teacher.

601 Education Workshops (1–21). Permission of the program director. Workshops designed around education topics primarily for licensed K–12 teachers.

612 Social Studies and Arts (1–9). Looks at social studies as a discipline that easily integrates other disciplines, particularly the arts, which includes literature. It emphasizes curriculum and instruction, as well as theoretical underpinnings.

617 Introduction to Communication Disorders (COMM 617) (3). See COMM 617 for description.

629 Language Minority Students: Issues for Practitioners (ANTH 629) (3). Permission of the instructor. Explores issues of culture and language associated with teaching English as a second language.

691H Honors Seminar in Education (3). Restricted to honors candidates in the School of Education. Required for graduation with honors in education. Integration of critical analysis of selected educational themes, introduction to methods of educational research, and intensive work in skills of reading critically and writing.

694H Honors Thesis in Education (3). Prerequisite, EDUC 691H. A grade of B or better in EDUC 691H is required to take this course. Required of all candidates for graduation with honors in education. Preparation of an honors thesis under the direction of a member of the School of Education faculty and an oral examination on the thesis.

695 Introduction to Exceptional Children (3). Survey course of giftedness and various special education conditions: mental disabilities, emotional and behavioral disorders, learning disabilities, speech, language and hearing impairments, visual impairments, orthopedic impairments, and neurological impairments.

School of Information and Library Science

sils.unc.edu

GARY MARCHIONINI, *Dean*
Evelyn Daniel, *Associate Dean for Academic Affairs*

Professors

Evelyn Daniel, Jane Greenberg, José-Marie Griffiths, Stephanie Haas, Robert Losee, Gary Marchionini (Cary C. Boshamer Distinguished Professor), Richard Marciano, Joanne Marshall (Alumni Distinguished Professor), Sarah C. Michalak (Associate Provost for Libraries), Reagan Moore, Barbara Moran, Arcot Rajasekar, Jerry Saye, Helen Tibbo, Barbara Wildemuth.

Associate Professors

Deborah Barreau, David Carr, Claudia Gollop, Brad Hemminger, Sandra Hughes-Hassell, Diane Kelly, Javed Mostafa (Francis Carroll McColl Term Professor), Jeff Pomerantz, Brian Sturm.

Assistant Professor

Christopher Lee.

Instructor

Phillip Edwards.

Distinguished Research Professor

Donald W. King.

Clinical Associate Professor

Paul Jones (Director, ibiblio).

Professor Emeritus

Edward Holley.

Introduction

The School of Information and Library Science (SILS) was founded in 1931 and is one of the most highly regarded programs of its kind in the nation. The school first offered a minor in information systems in 1997 and initiated a major in information science in 2003. UNC–Chapel Hill is the only university in the state offering a bachelor's degree in information science and is one of only a small number of schools nationwide offering such a program.

Information science is the study of cognitive, social, technological, and organizational roles of information in all its forms. It rests on three foundational pillars: 1) Content: the substance of the information being created, communicated, stored, and/or transformed; 2) People who interact with the content as creators of information, recipients of information, or intermediaries in the communication process; and 3) Technology used to support the creation, communication, storage, or transformation of the content.

The bachelor of science in information science is designed to prepare its graduates for a variety of careers in the information industry, including information architecture, database design and implementation, Web design and implementation, networking support, and information consulting, as well as for graduate study. The minor in information systems provides students with an understanding of computing, networking, multimedia, electronic information resources, and the Internet that complements their major field of study. Students concentrate their studies in the junior and senior years.

Programs of Study

The degree offered is the bachelor of science with a major in information science. A minor in information systems is also offered.

Admission to the School of Information and Library Science

Undergraduate students who have completed at least the first semester of their sophomore year may apply for admission to either the major or minor program. Participation is limited, and admission is competitive. Criteria for admission include the candidate's academic record, work and extracurricular experience, and substantive thinking about the role of information in society (and, for applicants to the minor, in their major field). Candidates from a variety of disciplinary backgrounds are sought for the minor. Prior computer experience is not a criterion for admission to the minor.

To apply for admission, students must fill out an application form, available at sils.unc.edu/programs/bsis/, and attach the saved application form and the following items in an e-mail (PDF preferred; Word documents acceptable) to ismajor@ils.unc.edu or minor@ils.unc.edu:

- A current résumé, including information about work experience and/or extracurricular activities
- A brief essay (100–300 words), discussing the role of information (its creation, communication, storage, and/or transmission) in a particular application area or in society at large, and the candidate's reason(s) for pursuing the major in information science

Applications are accepted only through e-mail; no paper applications are accepted.

Questions can be addressed to the Undergraduate Student Services Manager, School of Information and Library Science, 100 Manning Hall, CB# 3360; by sending e-mail to ismajor@ils.unc.edu; or by calling (919) 962-8366.

Preparing for the Major in Information Science

First-year students and sophomores who plan to apply for the B.S.I.S. should complete certain courses as part of their required basic skills and perspectives requirements. These include one natural science plus lab, PSYC 101 General Psychology, and one course in non-Western/comparative history. COMP 110, 116, or 121 is also required.

Majoring in Information Science: Bachelor of Science

The information science major consists of 10 courses (30 credits), including a prerequisite course, INLS 101 or 200. The courses required for completion of the B.S.I.S. are as follows:

- INLS 101 Foundations of Information Sciences or INLS 200 Retrieving and Analyzing Information. Either course is a prerequisite to enrollment in the major; INLS 101 or 200 are generally taken in a student's sophomore year
- INLS 261 Tools for Information Literacy
- INLS 285 Information Use for Organizational Effectiveness
- INLS 382 Information Systems Analysis and Design
- INLS 523 Introduction to Database Concepts and Applications
- INLS 697 Emerging Topics in Information Science (taken in the senior year)
- A coherent set of four or more electives, chosen in consutation with the student's advisor, that will meet the student's objectives. All electives, including SILS courses, must be approved by the Undergraduate Committee.

The information science major integrates the study of the creation and management of information content, the characteristics and needs of the people who create and use information, and the technologies used to support the creation and manipulation of information. Graduating students will

- Understand the many ways in which information can be created, communicated, stored, and/or transformed in order to benefit individuals, organizations, and society
- Possess practical skills for analyzing, processing, and managing information and for developing and managing information systems in our knowledge-based society. They will possess problem-solving and decision-making skills, be able to use information tools effectively, and be able to take a leadership role in our information economy
- Comprehend the value of information and information tools, and their role in society and the economy
- Be prepared to evaluate the role of information in a variety of industries, in different organizational settings, for different populations, and for different purposes
- Maintain a strong sense of the role of information in society, including historical and future roles

B.S.I.S. students are encouraged to participate in internship or part-time employment opportunities in an information agency or an information technology company. To do so, they may enroll in INLS 397 Internship in Information Science. During the internship, they will be supervised on site by an information professional and will work with a SILS faculty member as an advisor. Faculty-led seminars and a paper enhance the experience.

B.S.I.S. students are encouraged to consider pursuing a minor or double major (e.g., in business administration or computer science

in the arts and sciences). The completion of a minor or second major must be certified by the college or school in which it is earned.

B.S.I.S. students are not allowed to complete more than 45 credits of their program (i.e., 45 of the 120 credits needed for graduation from UNC–Chapel Hill) in SILS courses. They may take a few additional electives in SILS but are encouraged to acquire a broad education in the liberal arts and sciences.

All SILS courses must be completed with a grade of C or better. Students may not select the PS/D+/D/F option for any of the courses fulfilling requirements for the B.S.I.S. major or for any additional electives in SILS, except for INLS 397 Information Science Internships. INLS 397 is only graded PS/F. A minimum grade point average for graduation is 2.0.

Minoring in Information Systems

The undergraduate minor in information systems provides students with an understanding of computing, networking, multimedia, electronic information resources, and the Internet and can be used to solve problems in a variety of contexts. The minor complements the student's major field of study by offering knowledge, skills, and experience using these information technologies. The undergraduate minor in information systems requires 15 credits of approved courses, receiving grades of C or better. Students enrolled in the minor must take either INLS 101 or 200, as well as INLS 261, 382, and 523. In addition, students will take the remaining three credits as an elective. The elective may be INLS 285, 318, 396, 397, or 697, an INLS course numbered above 400, or a course from outside of SILS of use or interest to the student that is relevant to the minor. Information systems minors may not use any course required for their major as an elective for the minor. All electives, including SILS courses, must be approved by SILS.

Honors in Information Science

An honors program is available to information science majors who have demonstrated the ability to perform distinguished work. The honors thesis allows exceptional students in the undergraduate major to demonstrate the ability to treat a problem in a substantial and scholarly way. Students write an honors thesis on a topic related to information science and defend it before a faculty committee. They may graduate with honors or highest honors.

The honors program consists of two courses: INLS 691H Honors Research in Information Science and INLS 692H Honors Thesis in Information Science. These courses are in addition to the 30 hours required for the major. INLS 691H will be taken in the fall of the senior year. In this course, each student selects a research topic of interest, learns about research methods, and writes a research proposal. Assuming satisfactory completion of INLS 691H, students register for INLS 692H in the spring of their senior year. The student and advisor meet regularly to discuss the student's research and writing. The second reader for the thesis, identified jointly by the student and advisor, is chosen by the end of January. The director of the honors program (associate dean for academic affairs) is the third reader. The thesis must be completed and circulated to the thesis committee by the end of March, and the oral defense of the thesis must take place in the middle of April (exact dates will be based on the registrar's calendar for the year). The final approved copies of the thesis must be submitted to the SILS office. The due date will be communicated to those in the honors program; it is always before the end of the semester.

Students may apply for the honors program in the spring of their junior year. Admission to the honors program requires a grade point average of 3.5 or better in the major and 3.2 or better overall and approval of the director of the honors program. Continuation in the honors program requires maintenance of a grade point average of 3.2 or better and completion of INLS 691H with a grade of B or better.

Students who complete a high-quality thesis will graduate with honors; those whose thesis is exceptional will graduate with highest honors.

Special Opportunities in SILS

Facilities/Resources

SILS maintains a combined specialized library and computer lab with ample seating for student collaborative work. The SILS Library is part of the UNC–Chapel Hill Academic Affairs Library System, and its collections are available for use in the Library by all interested persons. The current collection consists of over 90,000 volumes and several hundred serials titles. The SILS computer lab is located in the school's Information Technology and Resource Center in Manning Hall and is available to students enrolled in SILS courses and programs. More than 40 PCs are available for student use, with space for use of student laptop machines in a wireless environment. A very large selection of software is available including data management, word processing, publishing, statistical analysis, Internet tools, graphics, development tools, multimedia, etc. Student assistants staff the lab help desk and are available to answer questions.

SILS students also have access to a small student lounge in Manning Hall.

Student Involvement

Undergraduate students are encouraged to participate in ISSUE (Information Science Student Undergraduates Empowered). All of the school's standing committees have student representation, and all students are members of the Information and Library Science Student Association (ILSSA). In addition, students may participate in professional associations in information and library science, including the student chapters of the American Society for Information Science and Technology (ASIST), the American Library Association (ALA), Special Libraries Association (SLA), the Art and Museum Library and Information Student Society (AMLISS), the Society of American Archivists (SAA), and Checked Out: SILS LBGTQ (lesbian, bisexual, gay, transgendered, and queer).

Study Abroad

SILS has formal study abroad agreements with four schools: the Faculty of Information Studies at the Royal School of Library and Information Science in Copenhagen, Denmark; Charles University in Prague, the Czech Republic; the Department of Library Science, Information Science and Book Studies at the University of Ljubljana, Slovenia; and the University of Carlos III in Madrid, Spain. In addition, UNC–Chapel Hill has formal university ties with approximately 75 other universities—many of them with library and information science schools—where SILS students can spend a semester studying abroad. In most cases, a student pays UNC tuition and becomes a regular student in the overseas institution. Benefits include low cost for in-state students, full immersion in the host culture, and a wide range of subjects and courses from which to choose. Credit received for the classes appears as transfer credit on the student's transcript.

Undergraduate Awards

Two scholarships of $1,000 each are awarded to newly admitted undergraduates in the spring and fall. Undergraduates completing an honors thesis are eligible to apply for a Carnegie Grant. This award of up to $200 may be used to offset any costs that might occur during their research.

Undergraduate Research

Undergraduates enrolled in the honors program conduct research as part of the completion of their honors thesis. Students not in the honors program may also take advantage of a number of opportunities to participate in research with faculty members.

Career Opportunities

The School of Information and Library Science works closely with University Career Services to assist its graduates in securing professional employment. Students desiring placement services consult with a career services counselor and establish a credentials file when they begin seeking a job. The school assists in placement by providing information concerning the various areas of opportunity and their relation to the SILS program. SILS solicits and maintains information on employment opportunities for its students and graduates.

Contact Information

Questions and requests should be directed to Undergraduate Student Services Manager, School of Information and Library Science, 100 Manning Hall, CB# 3360, (919) 962-8366, ismajor@ils.unc.edu.

INLS

089 First-Year Seminar: Special Topics (3). Special topics course; content will vary each semester.

101 Foundations of Information Science (3). Examines the evolution of information science; information representation, organization and management; search and retrieval; human information seeking and interaction; organizational behavior and communication; policy, ethics and scholarly communication.

200 Retrieving and Analyzing Information (3). Introduction to and application of the processes that can be used in seeking information, evaluating the quality of the information retrieved, and synthesizing the information into a useful form.

261 Tools for Information Literacy (3). Tools and concepts for information literacy. Includes software use and maintenance, computer applications, and networked information systems.

285 Information Use for Organizational Effectiveness (3). Prerequisite, INLS 200. Basic concepts in the way that information, people, and technology interact to influence organizational effectiveness. Principles of problem solving, teamwork, leadership, and organizational change/innovation.

318 Human Computer Interaction (3). Prerequisite, INLS 382. Design, implementation, and evaluation of interfaces for computer systems. User-based techniques, usability issues, and human factors.

382 Information Systems Analysis and Design (3). Pre- or corequisite, INLS 261. Analysis of organizational problems and how information systems can be designed to solve those problems. Application of database and interface design principles to the implementation of information systems.

396 Independent Study in Information Systems (1–3). Study by an individual student on a special topic under the direction of a specific faculty member. A prospectus/plan for the work is required in advance of registration.

397 Information Science Internship (3). Prerequisites, INLS 200, 261, and 382. Permission of the school. Supervised observation and practice in information science. The internship typically takes place in an information agency or an information technology company. Faculty-led seminars and a paper enhance the experience. Pass/Fail only.

461 Information Tools (3). This course may not be taken if the student has already taken INLS 261. Tools and concepts for information use. Information literacy, software use and maintenance, computer applications, and networked information systems.

465 Understanding Information Technology for Managing Digital Collections (3). Examines the evolution of information science; information representation, organization and management; information in social organizations; search and retrieval; human information seeking and interaction; policy, ethics and scholarly communications.

490 Selected Topics (1–3). Exploration of an introductory-level special topic not otherwise covered in the curriculum. Previous offerings of these courses do not predict their future availability; new courses may replace these.

500 Human Information Interactions (3). The behavioral and cognitive activities of those who interact with information, with emphasis on the role of information mediators. How information needs are recognized and resolved; use and dissemination of information.

501 Information Resources and Services (3). Pre- or corequisite, INLS 461. Analysis, use, and evaluation of information and reference systems, services, and tools with attention to printed and electronic modes of delivery. Provides a foundation in search techniques for electronic information retrieval, question negotiation, and interviewing.

509 Information Retrieval (COMP 487) (3). Study of information retrieval and question answering techniques, including document classification, retrieval and evaluation techniques, handling of large data collections, and the use of feedback.

512 Applications of Natural Language Processing (COMP 486) (3). Prerequisite, COMP 110, 116, or 121. Study of applications of natural language processing techniques and the representations and processes needed to support them. Topics include interfaces, text retrieval, machine translation, speech processing, and text generation.

513 Resource Selection and Evaluation (3). Identification, provision, and evaluation of resources to meet primary needs of clientele in different institutional environments.

520 Organization of Information (3). Introduction to the problems and methods of organizing information, including information structures, knowledge schemata, data structures, terminological control, index language functions, and implications for searching.

521 Organization of Materials I (3). Introduction to the organization of library materials. Covers formal systems for description, access, and subject cataloging including AACR2, MARC, Dewey Decimal classification, Library of Congress Classification, and subject headings.

523 Introduction to Database Concepts and Applications (3). Pre- or corequisite, INLS 261 or 461. Design and implementation of basic database systems. Semantic modeling, relational database theory, including normalization, indexing, and query construction, SQL.

525 Electronic Records Management (3). Explores relationships between new information and communication technologies and organizational efforts to define, identify, control, manage, and preserve records. Considers the importance of organizational, institutional and technological factors in determining appropriate recordkeeping strategies.

530 Young Adult Literature and Related Materials (3). A survey of print and nonprint library materials particularly suited to the needs of adolescents.

534 Issues for Children and Technology (3). This course will encourage students to explore the array of technologies available to children and adolescents, the issues surrounding their use, the role of care givers, and potential impacts on development.

550 History of the Book and Other Information Formats (3). The history of the origin and development of the book in all its formats: clay tablets to electronic. Coverage includes scientific and other scholarly publications, religious works, popular literature, periodicals, and newspapers.

551 History of Libraries and Other Information-Related Cultural Institutions (3). The history of cultural institutions related to information from earliest times to the present day. Includes specific institutions, trends in service and facilities, and individuals important in the development of these institutions.

554 Cultural Institutions (3). Explores cultural institutions—libraries, museums, parks, zoological and botanical gardens, reconstructions, and other settings—as lifelong educational environments.

556 Introduction to Archives and Records Management (3). Survey of the principles, techniques, and issues in the acquisition, management, and administration of records, manuscripts, archives, and other cultural and documentary resources in paper, electronic, and other media formats.

558 Principles and Techniques of Storytelling (3). An overview of storytelling, its historical development, and the presentation and administration of storytelling programs. The class focuses on performance skills merged with theoretical issues.

560 Programming (3). Prerequisite, INLS 261 or 461. Introduction to programming and problem solving using the Java language. Fundamentals of programming languages including basic computation, flow of control, file handling, graphical user interfaces, and object-oriented concepts.

566 Information Security (3). Prerequisite, INLS 261 or 461. Aspects of data integrity, privacy, and security from several perspectives: legal issues, technical tools and methods, social and ethical concerns, and standards.

572 Web Development I (3). Prerequisite, INLS 261 or 461. Introduction to Internet concepts, applications, and services. Introduces the TCP/IP protocol suite along with clients and servers for Internet communication, browsing, and navigation. Examines policy, management, and implementation issues.

574 Introduction to Local Area Networks (3). Prerequisite, INLS 261 or 461. Introduction to local area network hardware, topologies, operating systems, and applications. Also discusses LAN management and the role of the network administrator.

576 Distributed Systems and Administration (3). Prerequisite, INLS 261 or 461. Distributed and client/server-based computing. Includes operating system basics, security concerns, and issues and trends in network administration.

578 Protocols and Network Management (3). Prerequisite, INLS 261 or 461. Network protocols and protocol stacks. Included are discussions of protocol classes, packet filtering, address filtering, network management, and hardware such as protocol analyzers, repeaters, routers, and bridges.

582 Systems Analysis (3). Introduction to the systems approach to the design and development of information systems. Methods and tools for the analysis and modeling of system functionality (e.g., structured analysis) and data represented in the system (e.g., object-oriented analysis) are studied. Undergraduates are encouraged to take INLS 382 instead of this course.

584 Information Ethics (3). An overview of ethical reasoning, followed by discussion of issues most salient to information professionals, e.g., intellectual property, privacy, access/censorship, effects of computerization, and ethical codes of conduct.

585 Management for Information Professionals (3). An introduction to general management principles and practices intended for information professionals working in all types of organizations. Topics include planning, budgeting, organizational theory, staffing, leadership, organizational change, and decision making.

623 Database Systems II: Intermediate Databases (3). Prerequisites, INLS 382 or 582, and 523. Intermediate-level design and implementation of database systems, building on topics studied in INLS 523. Additional topics include MySQL, indexing, XML, and nontext databases.

672 Web Development II (3). Prerequisite, INLS 572. Study of design and implementation of applications using both client and server side configuration and programming. Example topics include PHP, ruby on Rails, and Javascript.

691H Research Methods in Information Science (3). Senior standing and permission of the instructor. Restricted to information science majors. An introduction to research methods used in information science. Includes the writing of a research proposal.

692H Honors Thesis in Information Science (3). Senior standing and permission of the instructor. Restricted to information science majors Students in the SILS undergraduate honors program engage in independent research and write an honors thesis reporting the research under the supervision of a faculty member.

697 Emerging Topics in Information Science (3). Senior standing; information science major or minor. Contemporary topics of information science, information systems, information technology, information design, and information management. Assessment of future impact of new developments.

School of Journalism and Mass Communication

www.jomc.unc.edu

JEAN FOLKERTS, *Dean*
Dulcie M. Straughan, *Senior Associate Dean*
Anne M. Johnston, *Associate Dean for Graduate Studies*
Joe Bob Hester, *Associate Dean for Undergraduate Studies*

Professors

Penny M. Abernathy, Jane D. Brown, Richard R. Cole, Jean Folkerts, Anne M. Johnston, Thomas R. Linden, Cathy L. Packer, Dan Riffe, Donald L. Shaw, Dulcie M. Straughan, John M. Sweeney, C.A. Tuggle, Lucila Vargas, Ruth C. Walden, Jan J. Yopp, Xinshu Zhao.

Associate Professors

Debashis Aikat, Lois A. Boynton, George W. Cloud, Patrick D. Davison, Frank E. Fee, Barbara G. Friedman, Rhonda Gibson, Joe Bob Hester, Michael Hoefges, Sriram Kalyanaraman, Christopher S. Roush, Laura A. Ruel.

Assistant Professors

Andy R. Bechtel, Napoleon B. Byars, Queenie A. Byars, Francesca R. Carpentier, Craig E. Carroll, Paul F. Cuadros, David G. Cupp, Heidi J. Hennink-Kaminski, Trevy McDonald, Dana McMahan, Janas E. Sinclair, Chad Stevens, Ryan M. Thornburg, Don B. Wittekind.

Professors of the Practice

Jim Hefner, D. Leroy Towns.

Lecturers

J. Ferrel Guillory, Paul M. Jones, Jock Lauterer.

Professors Emeriti

John B. Adams, Harry Amana, Jesse O. Anthony, Richard Beckman, Thomas Bowers, Albert R. Elam, Robert Lauterborn, Raleigh C. Mann, Philip Meyer, James J. Mullen, Carol Reuss, Richard H. Simpson, Stuart W. Sechriest, Charles S. Stone.

Introduction

The School of Journalism and Mass Communication (JOMC) was founded as the Department of Journalism in 1924 and became the School of Journalism in 1950. Forty years later, it expanded its purview by adding "and Mass Communication" to its title. The school offers a course of study leading to the bachelor of arts in journalism and mass communication. JOMC is the only school of journalism-mass communication in North Carolina.

For more than 75 years, the school has built an impressive record of service. Through excellent teaching, research, and public service, and through its students, faculty, alumni, and friends, the school has been a force in journalism-mass communication education and the mass media of North Carolina and beyond. When the school was last accredited in 2009 by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), the national team stated that the school "has earned a reputation as one of the premier programs in journalism and mass communication."

Today, more than 9,000 of the school's alumni are active in every aspect of journalism and mass communication. They hold high positions with newspapers, international news agencies, magazines, Internet companies, broadcasting companies, and advertising agencies; in public relations, business journalism, photojournalism, and graphic design; and in research, government, education, and industry.

The school has an excellent reputation, and relations with the mass media are first-rate. The primary role of the school has been and continues to be the education of young people for professional careers in mass communication in North Carolina and beyond.

Programs of Study

The degree offered is the bachelor of arts with a major in journalism and mass communication. The school, in conjunction with the Kenan–Flagler Business School, also offers a bachelor of arts degree with a major in business journalism to a small group of students (no more than 16), with an equal number of students coming from the School of Journalism and Mass Communication and the Kenan Flagler Business School. The program is a niche major that offers students the opportunity to receive the proper training to be a top-notch business journalist or corporate communications representative. The school also offers a minor in journalism and mass communication and certificates in sports communication and business journalism.

Admission to the School

Students enroll in the General College of the University during their first two years, after which they may transfer to the School of Journalism and Mass Communication. (Students may take some JOMC courses in the first two years as noted in the section on preparing for the major.) A school faculty member serves as General College advisor to help premajors select appropriate courses.

Undergraduate admissions to UNC–Chapel Hill are handled by the University's Office of Undergraduate Admissions, and requests for information and application forms should be sent to that office. The Office of Undergraduate Admissions also will advise students on the proper first-year and sophomore courses to take in preparation for junior-year transfer to Chapel Hill from other campuses.

Students typically are admitted to the school when they attain junior standing and have completed most of the requirements of the General College on the Chapel Hill campus or have earned grades of C or better in equivalent courses at other recognized institutions. To qualify for admission from the General College or from another UNC–Chapel Hill department or school, students must meet the minimum overall grade point average required for admission to the school.

Typically, students transfer into the school in their junior year if they meet the required grade point average. Although they can take up to 24 hours in JOMC prior to being admitted, the grade point average policy will be strictly followed. Students will not be admitted to the school to finish the courses required for the degree if they do not meet the grade point average requirement. Students who wish to major in business journalism must apply to the school for entry into the program. There is a written application process in the fall semester, with an October 1 deadline.

Because the University limits the number of transfer students from other institutions, transfer applicants compete for admission to the school on the basis of grade point averages and other academic credentials, and on such matters as commitment to a career in journalism or mass communication and letters of recommendation. The Office of Undergraduate Admissions makes the final decision on admitting transfer students, after consultation with the school.

Preparation for the JOMC Major

Students are urged to visit the school in the first or second year to meet with faculty members and plan a sound foundation for their professional program. Pre-journalism-mass communication students are also invited to participate in school activities.

Students may take JOMC 153 News Writing in the first semester of their sophomore year. JOMC 101 The World of Mass Communication and 102 Exploring the Visual World are open to first-year students and sophomores. Sophomores who have completed appropriate prerequisites may also take JOMC 121, 137, 141, 157, 180, 182, 221, 240, 242, 253, 256, 258, 340, 342, 344, 441, 442, 445, 446, 448, and other courses, depending on space availability. Seniors have first priority for courses, then juniors, then sophomores. Many courses require prerequisites and are restricted to majors only.

Students should take the introductory courses in their major area of study as soon as possible because those courses are prerequisites for subsequent ones. Those introductory courses are as follows:

- Advertising/Public Relations area of study: JOMC 137 Principles of Advertising and Public Relations
- Journalism area of study: JOMC 221 Audio-Video Information Gathering, JOMC 253 Reporting.

Majoring in Journalism and Mass Communication: Bachelor of Arts

The school prepares men and women for careers in journalism and mass communication by offering an academic program that provides a basic liberal arts education, an understanding of the responsibilities of a free press in a democratic society, and a fundamental knowledge of journalistic and mass communication techniques and substance.

The philosophy that guides the school is that journalists and communicators must understand the political, social, economic, and cultural forces that operate within society. For this reason, students acquire a background in the humanities, social sciences, and natural sciences while preparing themselves for journalism-mass communication careers. About one-third of the credit hours earned toward the bachelor of arts in journalism and mass communication are in journalism-mass communication (JOMC) courses. The balance of each student's program is expected to provide the broad education necessary for those who plan careers in mass communication.

More than perhaps any other field, journalism requires a strong foundation in spelling, grammar, punctuation, and other writing skills, as well as technical proficiency in the use of computers. Students are expected to have this foundation even before they enter the school; consequently, students must score at least 70 percent on the school's spelling and grammar examination as a condition for graduation. The examination is administered several times a semester and during the summer. Off-campus transfer students take the examination during orientation. Special review sessions are conducted several times each semester. Spelling and grammar scores are a factor in grades in JOMC 153 News Writing and become part of students' records.

Students are responsible for meeting all other graduation requirements. If they have questions about their requirements they should consult an advisor, a staff member in the school's Student Records Office (Carroll 154), or an associate dean. Specific information about graduation requirements, advising, registration, and other procedures is also available at MyUNC and in the Academic Guide on the JOMC Web site.

The school cannot guarantee that courses needed to satisfy a student's degree requirements will be offered during summer school. Students who plan to complete degree requirements in summer school should be aware that low enrollments sometimes force the school to cancel certain courses or sections during either or both summer sessions.

Journalism-Mass Communication Requirements outside the School

Students in the school must take specified courses to satisfy General Education requirements:

- Foundations: Quantitative reasoning: JOMC students are advised to take STOR 151 Basic Concepts of Statistics and Data Analysis to satisfy this requirement.
- Approaches: Social and behavioral sciences (nonhistorical): Students must take ECON 101 Introduction to Economics and POLI 100 Introduction to Government in the United States, 208 Political Parties and Elections, or 209 Analyzing Public Opinion.
- Historical Analysis: To satisfy this requirement, students must take HIST 128 American History since 1865.
- Connections: Students must satisfy all eight Connections requirements.
- State and local government and politics requirement: Students must complete one of the following courses: POLI 101 State and Local Government in the United States or 405 North Carolina Politics and Public Policy.

Students are expected to gain a depth of knowledge of a topic outside the school. At a minimum, they must take an outside concentration of at least three courses (minimum of nine credit hours) in another department or school. Foundations courses and courses labeled exclusively as Approaches may not be used to satisfy that requirement. However, Connections courses, including courses labeled also as Approaches, may be used for the outside area of concentration. Students may also satisfy the outside requirement by completing a minor or second major in another department or school. Students who wish to complete a second major outside the school must obtain a second-major declaration form in Carroll 154 and get approval from the senior associate dean in Carroll 117. They must meet with an academic advisor in the College of Arts and Sciences to ensure they can meet all requirements for the second major.

Journalism-Mass Communication Requirements in All Sequences

The degree earned is bachelor of arts in journalism and mass communication, and areas of study are not noted on the diploma. An area of study in the school is a concentration in advertising, public relations, or strategic communication; or a concentration in journalism, with specializations in editing and graphic design, electronic communication, multimedia, photojournalism, or reporting. Some courses are required for all majors in the school, and each area of study has specific course requirements.

Students who enter the journalism school in fall 2009 or later must complete a minimum of 34 credits in journalism-mass communication with a grade point average of 2.0 or better. A grade of D in a JOMC core course will not be counted in the minimum number of journalism-mass communication credits required for graduation; the course must be retaken. JOMC 394 may not be counted in the minimum of 34 credit hours required in journalism-mass communication for graduation. The school will normally accept only six credit hours of journalism-mass communication courses taken at

other institutions and requires students to pass exemption examinations to receive credit for certain basic courses.

Of the basic 120 hours for graduation, at least 80 hours must be outside journalism-mass communication. Within those 80 hours, at least 65 must be in the College of Arts and Sciences.

Students must achieve a passing score of at least 70 on the school's spelling and grammar examination.

School Core

All students in the school must complete the following courses in the school core:

- JOMC 141 Professional Problems and Ethics
- JOMC 153 News Writing
- JOMC 340 Introduction to Mass Communication Law

Immersion Areas

Students in the school must also complete two courses from a single group in an immersion area.

- Conceptualizing the Audience: JOMC 376, 445, 475, 490 (when appropriate topic).
- Mass Communication Theory: JOMC 240, 445, 490 (when appropriate topic).
- History, Law, and Regulation: JOMC 242, 342, 424, 428, 450, 458, 490 (when appropriate topic).
- Communication Online: JOMC 349, 449, 490 (when appropriate topic).
- Diversity: JOMC 342, 441, 442, 443, 446, 490 (when appropriate topic).
- Political Communication: JOMC 244, 446, 447, 458, 475, 490 (when appropriate topic).
- Communication, Business, and Entrepreneurship: JOMC 424, 450, 475, 490 (when appropriate topic).
- Sports Communication: JOMC 245, 376, 377, 455, 476, 490 (when appropriate topic).
- Honors: JOMC 691H, 692H.

In addition to the school core and completion of two courses in an immersion area, students must complete a number of courses in each major area of study.

B.A. Major in Journalism and Mass Communication: Advertising/Public Relations Curriculum

The advertising/public relations curriculum is for students who wish to communicate on behalf of organizations, including corporations, government agencies, nonprofit and advocacy groups, and public relations and advertising agencies. Students may learn to develop persuasive advertising messages or focus on strategic communication efforts for an organization. Both are pursued within an ethical framework of communication.

Advertising/Public Relations Curriculum Core Requirements

- JOMC 137 Principles of Advertising and Public Relations
- JOMC 279 Advertising and Public Relations Research (prerequisite 137)
- At least four courses in one of three areas: advertising, public relations, or strategic communication:
    - Advertising (four-course minimum): JOMC 271 (prerequisite 137), 272 (prerequisite 137), 472 (prerequisite 137 and 271), 473 (prerequisite 271 or 272), 475 (prerequisite 137), 670
    - Public Relations (four-course minimum): JOMC 232 (prerequisite 137 and 153), 431 (prerequisite 137), 434 (prerequisite 232, 279, and 431). Choose at least one of the following to complete the four-course minimum (Not all of the following courses may be offered every semester.): JOMC 182, 187, 333, 433, 435, 491 (when topic is appropriate)
    - Strategic Communication (four-course minimum): JOMC 232 (prerequisite 137 and 153), 271 (prerequisite 137), 272 (prerequisite 137), 431 (prerequisite 137), 491 (when topic is appropriate)

This specialization will equip students with basic skills in both disciplines and is most valuable for students who may work in small agencies or businesses after graduation, or for students whose goal is a law degree.

B.A. Major in Journalism and Mass Communication: Journalism Curriculum

The journalism curriculum is for students who wish to become journalists, who want to broadcast, report, write, photograph, and present news and information to better inform society. These students learn techniques and theories to conceptualize information within the context of an independent press designed to create an informed public able to govern itself.

Journalism Core Requirements

- JOMC 221 Audio-Video Information Gathering (prerequisite 153; restricted to declared journalism majors and minors)
- JOMC 253 Reporting (prerequisite 153). Students are encouraged to take this course simultaneously with 221. Students specializing in editing and graphic design may substitute 157 for 253.
- At least four courses in one of five areas: editing and graphic design, electronic communication, multimedia, photojournalism, and reporting:
    - Editing and Graphic Design (four-course minimum): JOMC 157 (prerequisite 153. Can be substituted for 253 in the journalism core but not double-counted in the specialization), 182 (permission of the school; preference given to editing and graphic design students), 457 (prerequisite 157) or 484 (prerequisite 182), 482 (prerequisite 182, 153, or concurrent enrollment in 153), 483 (prerequisite 482), 187 or 463.
    - Electronic communication (four-course minimum): Students must take either JOMC 422 or 426. They must take JOMC 121, 421 (prerequisite 121, 221) and choose at least one of the following: 422 (prerequisite 421), 423 (prerequisite 422), 424, 425, 426 (prerequisite 121), 427 (prerequisite 221), or 428.
    - Multimedia (four-course minimum): JOMC 187 (permission of the school; preference given to multimedia students), 491, 581 (prerequisite 187), and 582 (prerequisite 180) or 583 (prerequisite 187).
    - Photojournalism (four-course minimum): JOMC 180 (permission of the school; preference given to photojournalism students), 480 (prerequisite 180 and 153, or concurrent enrollment in 153), 481 (prerequisite 480), 582 (prerequisite 180), or 187.
    - Reporting (four-course minimum): Students must take JOMC 157 (prerequisite 153). They also may take JOMC 121, 256 (prerequisite 153), 258 (prerequisite 153), 451 (prerequisite 153), 452 (prerequisite 153), 453 (prerequisite 153, 253), 454 (prerequisite 153, 256), 456 (prerequisite 153, 256), 459 (prerequisite 153), 463 (permission of the instructor), 491(when appropriate topic).

Minoring in Journalism and Mass Communication

Students from outside the school may earn a minor in journalism and mass communication. Participation is limited, and interested students must apply to the senior associate dean of the school by January 15. Preference is given to sophomores.

Students must choose one of the following tracks and complete at least 15 credit hours of C- grades or higher in courses taken at UNC–Chapel Hill.

News-Editorial

- JOMC 153, 157, and 253
- Either JOMC 141 or 340
- One course from the following list: JOMC 256, 258, 451, 452, 453

Business Journalism (6 courses)

- JOMC 153, 450, 451, and 452
- Either JOMC 137 or 253
- Either JOMC 141 or 340

Advertising

- JOMC 137, 153, 271, and 272
- One course from the following list: JOMC 141, 240, 242, 340, 342, 349, 441, 442, 445, 446, or 448

Public Relations

- JOMC 137, 153, and 232
- Either JOMC 431 or 434
- One course from the following list: JOMC 141, 240, 242, 340, 342, 349, 441, 442, 445, 446, 448, or 450

Electronic Communication

- JOMC 121, 221, and 421
- Either JOMC 141 or 340
- One course from the following list: JOMC 141, 240, 242, 340, 342, 349, 441, 442, 445, 446, or 448

Mass Communication and Society

- JOMC 240
- Any four of the following courses: 141, 242, 340, 342, 349, 424, 441, 442, 445, 446, or 448

Certificate Programs

A certificate signifying a concentration of three or more courses in a related field of study is noted on a student's transcript. A limited number of students (within and outside the school) are admitted to each program and guaranteed a seat in the three required courses.

Certificate in Sports Communication

The program, which aims to lead the nation in educating young practitioners about important issues of sports in the United States and beyond, provides courses about sports and the media, offers internships and scholarships for students, and brings visiting lecturers to the school. Students interested in applying to the program should contact the director of the Sports Communication Program. Students must complete three courses to receive the certificate: JOMC 376, 377, and 476.

Certificate in Business Journalism

The certificate in business journalism is offered for students within and outside the school interested in a career in business reporting or editing as well as for students interested in careers in corporate communication and corporate advertising. Students interested in applying to the program should contact the director of the Business Journalism Program. Students must complete three courses to receive the certificate: JOMC 450, 451, and 452.

Honors in Journalism and Mass Communication

An honors program is available to students who have demonstrated their ability to perform distinguished work. Invitation to the senior-level honors courses (JOMC 691H and 692H) is based upon an average of 3.5 or better in the major and overall, recommendation by a faculty member in the school, and approval by the director of the honors program. Students successfully completing the program are graduated with honors or with highest honors.

Special Opportunities in Journalism and Mass Communication

Student Involvement

Students are urged to work on campus publications and other programs, including *The Daily Tar Heel*, *The Carolina Communicator*, "Carolina Week," "Carolina Connection," *Black Ink*, and *Blue & White*. Students are also encouraged to join appropriate professional organizations, including campus chapters of the Society of Professional Journalists, American Advertising Federation, Public Relations Student Society of America, Carolina Association of Black Journalists (affiliated with the National Association of Black Journalists), Electronic News Association of the Carolinas, Society for News Design, and National Press Photographers Association.

Experiential Education

The practicum course (JOMC 394) offers students an opportunity to do supervised professional work during a regular semester for three hours of credit. Students work on area media or in media related positions for eight to 10 hours a week and write a report at the end of the semester. During the academic year, JOMC 394 is a three-credit course. In summer only, students may receive variable credit of one to three hours. Students may earn a maximum of three credit hours for JOMC 394.

Internships

The school strongly encourages students to obtain internships, primarily in the summer, because they provide invaluable professional experience. News-editorial, advertising, photojournalism, graphic design, broadcast news, public relations, business, and other internships are possible. Students can enroll in JOMC 394 to receive internship credit. The school's career services director oversees internship credit. Many media organizations in North Carolina and other states send executives to the school to interview students for internships. When JOMC 394 or other courses are an internship, the credit does not count toward graduation requirements for journalism-mass communication. Approval is required from the senior associate dean for other special studies courses.

Study Abroad

Students are encouraged to study abroad. Students should consult with the senior associate dean to determine any journalism-mass communication course credit prior to the study abroad term.

Undergraduate Scholarships

Many special scholarships are available to journalism-mass communication majors and to students transferring into the school. For information, see the school's Web site or write the senior associate dean of the school by December 1 for the following academic year.

Undergraduate Research

Undergraduates participate in research through a research pool that assists faculty in their research and creative activities, through independent studies with faculty members to work on specific projects, and through the school's honors program, which engages students in substantive research that culminates in theses in their senior year.

Graduate School

The school offers an M.A. degree in mass communication and a Ph.D. degree in mass communication. JOMC graduate courses may be used as minor or supplementary courses for the M.A. and Ph.D. in other fields. For further information on the graduate program, write to the associate dean for graduate studies of the School of Journalism and Mass Communication or see the school Web site.

Career Opportunities

The school operates a Career Services Office and constantly seeks to fit the right graduating senior (or alumnus or alumna) with the right job. Students in the school are also encouraged to use the services of University Career Services.

Contact Information

Office of Student Records in Carroll 154 or the Dean's Office in Carroll 117. The school's Web site is the most comprehensive and up-to-date source of information for current and prospective students. A weekly newsletter is emailed to JOMC majors and premajors during the academic year. Contact the assistant dean for communication to be added to the listserv.

Information is also available in the Student Records Office in Carroll 154 or from the senior associate dean or associate dean for undergraduate studies.

JOMC

061 First-Year Seminar: Sex, Drugs, and Rock 'n' Roll: Teen Health and the Media (3). Students will examine the existing research and gather their own evidence for or against negative health effects. They will create media literacy exercise that could help interpret/resist negative health effects.

101 The World of Mass Communication (3). Overview of mass communication's vital role in society with discussion of media institutions, theories, practices, professional fields, and effects on society, groups, and individuals.

102 Future Vision: Exploring the Visual World (3). Survey of visual communication tools, techniques, and theories, and how they may be used in all areas of the mass media, present and future. Not open to students who have already taken JOMC 180, 182, or 187.

121 Writing for the Electronic Media (3). Analysis of broadcast journalism; theory and practice in communicating news, primarily through the medium of radio.

137 Principles of Advertising and Public Relations (3). Survey of the economics, psychology, philosophy, and history of both fields, with emphasis on research foundations and the design, execution, and assessment of strategic communication efforts.

141 Professional Problems and Ethics (3). Intensive study through concepts and cases of ethical issues and problems facing mass communication professionals in modern society.

153 News Writing (4). Sophomore standing and keyboarding skills required. Study of elements of news stories, writing of leads, organization and writing of various types of news stories.

157 News Editing (3). Prerequisite, JOMC 153. Study and practice in copy reading, headline writing, and proofreading, with attention given to printing terminology, page makeup, type structure, computer use in editing, and analysis of newspapers.

180 Beginning Photojournalism (3). Permission of the school. An introductory course in photojournalistic technique and content gathering. Students photograph, edit, and publish assignments, including general news events, sports, feature and portrait assignments, and a picture story.

181 Intermediate Photojournalism (3). Prerequisite, JOMC 180. Permission of the school. Students expand their personal photographic vision and professional portfolio by honing their knowledge and skills of studio and location lighting, propping, and styling. Students learn studio and location portraiture and photo illustration and create a photo essay or portrait series.

182 Introduction to Graphic Design (3). Permission of the school. Principles and practices of design, typography, graphics, and production for visual communication for print and electronic media. Computer graphics and pagination.

187 Introduction to Multimedia (3). Permission of the school. Entry-level course in multimedia storytelling that includes modules on theory; the profession; design; content gathering; and editing, programming, publishing, and usability.

221 Audio-Video Information Gathering (3). Prerequisite, JOMC 153. Restricted to declared journalism majors and minors. Introduces students to the tools and skills needed to engage in quality news-oriented storytelling with audio, video, and multimedia. Students will learn to deliver news stories using multiple platforms, taking advantage of the strengths of each.

232 Public Relations Writing (3). Prerequisites, JOMC 137 and 153. Education and practice in communication skills required of public relations practitioners. Service-learning course.

240 Current Issues in Mass Communication (3). Analysis of the interrelationships between United States mass media and the society that they serve.

242 The Mass Media and United States History (3). An examination of the development of the mass media in the context of history. Emphasis is on major developments and trends within a chronological framework.

244 Talk Politics: An Introduction to Political Communication (3). Prerequisite, JOMC 153. An overview of political communication issues and an examination of political campaigns for students who intend to practice communication in the public arena and for those interested in political processes.

245 Sports and the Media (1). A comprehensive overview of the relationship between sports and the media. Athletes, coaches, and

professionals share what goes into producing the sports journalism that we read, listen to, and watch.

253 Reporting (3). Prerequisite, JOMC 153. Exercises in news gathering, interviewing, and writing news.

256 Feature Writing (3). Prerequisite, JOMC 153. Instruction and practice in writing feature articles for newspapers and magazines.

258 Editorial Writing (3). Prerequisite, JOMC 153. Practice in writing editorials for daily and nondaily newspapers.

271 Advertising Copy and Communication (3). Prerequisite, JOMC 137. Application of findings from social science research; social responsibility of the copywriter and advertiser; preparation of advertisements for the mass media; research in copy testing.

272 Advertising Media (3). Prerequisite, JOMC 137. The media-planning function in advertising for both buyers and sellers of media; the relationships among media, messages, and audiences; computer analysis.

279 Advertising and Public Relations Research (3). Prerequisite, JOMC 137. Critical understanding and application of quantitative and qualitative methods used in the strategic planning and evaluation of advertising and public relations campaigns.

296 Individual Study (3). Permission of the instructor. An individual readings and problems course to be directed by a faculty member in whose field of interest the subject matter lies.

333 Video Communication for Public Relations and Marketing (3). Prerequisite, JOMC 137. Introduction to the use of video as a means of communication with a variety of an organization's publics, both internal and external.

340 Introduction to Mass Communication Law (3). Introduction to press freedom and the First Amendment, including libel, privacy, access to information, free press-fair trial, advertising and broadcast regulation, journalistic privilege, and prior restraint.

342 The Black Press and United States History (AFAM 412) (3). A chronological survey of the African American press in the United States since 1827. Emphasis is on key people and issues during critical areas in the African American experience.

349 Introduction to Internet Issues and Concepts (3). Students develop an understanding of social, legal, political, and other issues related to the use of the Internet. Offered online.

376 Sports Marketing and Advertising (3). Examines the range of promotional techniques being used in the modern sports industry. Topics include sponsorships, advertising, merchandising, and the effects of commercialization.

377 Sports Communication (3). Permission of the instructor. Examination of organizations involved in the sports communication field, including publishing, team and league media relations, college sports information offices, broadcasting, and advertising.

394 Mass Communication Practicum (1–3). Prerequisite, JOMC 153. Permission of the instructor for students lacking the prerequisite. Students work with area media and advertising and public relations firms and meet weekly for consultation and evaluation by the faculty advisor. Must be taken Pass/D+/D/Fail only.

421 Electronic Journalism (3). Prerequisites, JOMC 121 and 221. Examination and application of in-depth broadcast news reporting techniques, especially hard news reporting and special events coverage.

422 Producing Television News (3). Prerequisite, JOMC 421. Permission of the instructor. Students work under faculty guidance to produce "Carolina Week," a television news program, and are responsible for all production tasks such as producing, reporting, anchoring, directing, and others.

423 Television News and Production Management (3). Prerequisite, JOMC 422. Permission of the instructor. Students participate in a collaborative learning environment to hone skills learned in earlier courses and help less-experienced students acclimate to the broadcast news experience within the school. By invitation only.

424 Electronic Media Management and Policy (3). Introduces management, station operation, and economic and legal issues one might encounter while working in electronic media. Provides a background of electronic media organizations in addition to providing information needed to understand the policies under which media managers work.

425 Voice and Diction (3). Designed to help students develop presentation skills and use voices effectively as professional broadcast journalists.

426 Producing Radio (3). Prerequisite, JOMC 121. Students work under faculty guidance to produce "Carolina Connection," a weekly 30-minute radio news program, and are responsible for all production tasks: producing, reporting, anchoring, and editing.

427 Studio Production for Television News (3). Prerequisite, JOMC 221. This course is a project-based, hands-on studio production course with special focus on technical skill development and directing in a news environment.

428 Broadcast History (3). A theoretical course designed to help students develop an understanding of and an appreciation for the role broadcast journalism has played in recent American history.

431 Case Studies in Public Relations (3). Prerequisite, JOMC 137. Analysis of public relations practices, including planning, communication, and evaluation exercises, and management responsibilities.

433 Crisis Communication (3). Prerequisites, JOMC 137 and 431. Principles of effective crisis communication management are introduced, applied, and practiced in this service-learning class. Students apply the concepts, theories, and frameworks learned in the classroom by working with community partners to research, design, and deliver crisis communication plans and media training.

434 Public Relations Campaigns (3). Prerequisites, JOMC 232, 279, and 431. Capstone course that builds on concepts and skills from earlier courses. Students use formal and informal research methods to develop a strategic plan, including evaluation strategies, for a client.

435 Public Information Strategies (3). Prerequisite, JOMC 137. This course provides a comprehensive assessment and understanding of the role of public relations professionals throughout government and the nonprofit sector as well. The course examines the unique requirements placed on communicators who are simultaneously responsible for representing their respective organizations while keeping the public informed.

441 Diversity and Communication (3). An examination of racial stereotypes and minority portrayals in United States culture and communication. Emphasis is on the portrayal of Native

Americans, African Americans, Hispanics, and Asian Americans in the mass media.

442 Gender and Mass Communication (WMST 415) (3). An examination of gender as it relates to media producers, subjects, and audiences with a focus on current practices and possibilities for change.

443 Latino Media Studies (3). An introductory course to the study of United States Latina/os and the media. It analyzes the media portrayal of Latina/os in United States mainstream media. The course also examines media that cater to Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them.

445 Process and Effects of Mass Communication (3). Mass communication as a social process, incorporating literature from journalism, social psychology, sociology, political science, and history. To acquaint students with factors in message construction, dissemination, and reception by audiences.

446 International Communication and Comparative Journalism (3). Development of international communication; the flow of news and international propaganda; the role of communication in international relations; communication in developing nations; comparison of press systems.

447 International Media Studies (3). The study of media system operations in a particular country, such as Mexico, including how news and information are disseminated and used by audiences. Taught in the spring semester and includes a trip to that country during spring break.

448 Freedom of Expression in the United States (3). An examination of the development of freedom of expression in the United States within the context of the nation's history.

449 Blogging, Smart Mobs, and We the Media (3). For advanced undergraduates through Ph.D. students. Practical and theoretical approaches to understanding, designing, building, and using virtual communities, including studies of network capital, social capital, and social production.

450 Business and the Media (3). Role of media in United States society and effects on public perceptions of business. Relationship of business press and corporate America. Current issues in business journalism.

451 Economics Reporting (3). Prerequisite, JOMC 153. Coverage of Wall Street and the economy, including stocks, bonds, and economic indicators. Reporting on the Federal Reserve, labor, consumer sector, manufacturing and inflation, and certain industries.

452 Business Reporting (3). Prerequisite, JOMC 153. Methods and tactics of covering businesses for mass communication. Why and how companies operate and how to write stories about corporate news from public records and other sources.

453 Advanced Reporting (3). Prerequisites, JOMC 153 and 253. Rigorous, in-depth instruction and critiques of students' news and feature assignments done with different reporting methodologies: interviewing, official records, direct and participant observation, and survey research (the Carolina Poll).

454 Advanced Feature Writing (3). Prerequisites, JOMC 153 and 256. Writing and reporting important topics in in-depth feature articles. Discussion and utilization of writing and reporting techniques in order to complete articles for publication or other dissemination. In-depth instruction and critiques of student work.

455 Sports Writing (3). Researching and writing sports stories, including game coverage, magazine features, and opinion columns. Students complete reporting and writing exercises inside and outside of the classroom.

456 Magazine Writing and Editing (3). Prerequisites, JOMC 153 and 256. Instruction and practice in planning, writing, and editing copy for magazines.

457 Advanced Editing (3). Prerequisite, JOMC 157. Concentration on the editing and display of complex news and features stories and other print media content with a significant emphasis on newspaper design and graphics.

458 Southern Politics: Critical Thinking and Writing (3). News analysis with special attention to states of the American South and especially to elections. Social and economic trends, as well as politics and government serve as raw material for interpretive journalism.

459 Community Journalism (3). Prerequisite, JOMC 153. Comprehensive study of the community press, including policies, procedures, and issues surrounding the production of smaller newspapers within the context of the community in its social and civic setting.

463 Newsdesk (3). Permission of the instructor. Students work under faculty guidance to create and update a news Web site. Students will blog their reporting, conceptualize and execute multimedia news reports, and learn how to lead online conversations that engage both readers and sources. Requires travel in and around Chapel Hill.

472 Art Direction in Advertising (3). Prerequisites, JOMC 137 and 271. Focuses on the concept and craft of art direction in the advertising and promotional industries. Topics include an introduction to the use of typography, layout, design, and photography. Students will develop ideas and execute them in finished layout formats as samples for their portfolio.

473 Advertising Campaigns (3). Prerequisite, JOMC 271 or 272. Planning and executing advertising campaigns; types and methods of advertising research; the economic function of advertising in society.

475 Concepts of Marketing (3). Designed for students anticipating careers in advertising, public relations, or related areas, this course teaches the vocabulary and basic concepts of marketing as it will be practiced, emphasizing the role of mass communication.

476 Ethical Issues and Sports Communication (3). Permission of the instructor. Ethical dilemmas and decisions in the commercialization and coverage of sports, including the influence of television, pressure to change traditions and standards for monetary reasons, and negative influences on athletes.

478 Media Marketing (3). Prerequisite, JOMC 137. Principles and practices of retail advertising in all media, with emphasis on selling, writing, and layout of retail advertising for the print media.

480 Advanced Photojournalism (3). Prerequisite, JOMC 180; pre- or corequisite, JOMC 153. Permission of the school. Advanced course in photojournalism content gathering, history, ethics and storytelling. Students shoot advanced newspaper and magazine

assignments and create short multimedia stories combining photography, audio, and video.

481 Documentary Photojournalism (3). Prerequisite, JOMC 480. Permission of the school. Students study the documentary tradition and produce stories within the social documentary genre of photojournalism. Students choose a relevant social issue and create a multimedia Web site featuring long-form documentary storytelling.

482 Newspaper Design (3). Prerequisite, JOMC 182; pre- or corequisite, JOMC 153. Permission of the school. Detailed study of page layout and graphics techniques in newspapers.

483 Magazine Design (3). Prerequisite, JOMC 482. Permission of the school. Detailed study of page layout and graphics techniques in magazines.

484 Information Graphics (3). Prerequisite, JOMC 182. Permission of the instructor for students lacking the prerequisite. Study and application of graphic design and information-gathering techniques to creating charts, maps, and diagrams.

490 Special Topics in Mass Communication (1–3). Small classes on various aspects of journalism-mass communication with subjects and instructors varying each semester. Descriptions for each section available on the school's Web site under Course Details.

491 Special Skills in Mass Communication (1–3). Courses on various skills in journalism-mass communication with subjects and instructors varying each semester. This course satisfies a skills- or craft-course requirement. Descriptions for each section available on the school's Web site under Course Details.

551 Digital Media Economics and Behavior (3). Prerequisites, JOMC 153, and 137 or 253. The course will focus on the changing economics affecting 21st century news organizations and the economic drivers of other content providers such as music companies, the film industry, online aggregators and commerce sites for lessons that can be applied across industry segments.

552 Leadership in a Time of Change (3). Prerequisites, JOMC 137 or 153 or 253, and JOMC 450 or 451 or 452. During a time of fast-paced technological innovation, this course examines the critical strategic choices facing media executives. Students will observe and research a media company that is making the transition, as well as produce a case study on that effort.

560 Medical Journalism (HBHE 660, HPM 550) (3). Prerequisite, JOMC 153. Permission of the instructor for students lacking the prerequisite. Prepares students to work as medical journalists for a variety of media, including print, broadcast, and the Internet. The course emphasizes writing skills and interpreting medical information for consumers.

561 Medical Reporting for the Electronic Media (HBHE 561, HPM 551) (3). Conceiving, scripting, reporting, producing, and editing medical stories for electronic media, especially television. Students work in teams to produce reports for "Carolina Week," the student-produced television newscast.

562 Science Documentary (HBHE 562, HPM 552) (3). Television students learn skills needed to produce a science documentary for broadcast on television, including research, reporting, script writing, and video editing.

564 Medical and Science Reporting (3). Prerequisite, JOMC 153. Required preparation, a second reporting or writing course. Focuses on developing strategies to research and write about medical issues, specifically selecting topics, finding and evaluating sources, and information gathering. Students produce a range of stories, from short consumer pieces to in-depth articles.

581 Multimedia Design (3). Prerequisite, JOMC 187. Permission of the instructor for students lacking the prerequisite. Theory and practice of multimedia design with an emphasis on usability, design theory, and evaluative methodologies, including focus groups, survey research, eye-track testing, and search engine optimization.

582 Interactive Multimedia Narratives (3). Prerequisite, JOMC 180. Permission of the school. Students will learn audio and video content gathering, editing and story telling techniques, and how to publish these media onto a variety of multimedia platforms.

583 Multimedia Programming and Production (3). Prerequisite, JOMC 187. Permission of the school. Advanced course in multimedia programming languages that includes designing and building dynamic projects.

584 Documentary Multimedia Storytelling (3). Permission of the instructor. Students work on a semester-long documentary multimedia project that includes photo and video journalists, audio recordists, designers, infographics artists, and programmers. Open by application to students who have completed an advanced course in visual or electronic communication.

585 3D Design Studio (3). Prerequisites, JOMC 187 and 182. Permission of the instructor. The use of 3D design and animation to create visual explanations.

602 Mass Communication Education in the Secondary School (3). Graduate standing. Readings, discussion, and projects fostering excellence in teaching journalism-mass communication in the high school, from philosophy and practice to professional skills.

603 Mass Communication Law in the Secondary School (3). Graduate standing. Application of First Amendment speech and press freedoms to secondary school media, including libel, privacy, access to information, journalistic privilege, prior restraint, advertising and broadcast regulations, and ethical practices.

604 Mass Communication Writing and Editing in the Secondary School (3). Graduate standing. High school journalism teachers and advisors learn to teach the skills journalists need to communicate. Emphasis on writing and thinking skills necessary to convert information into clear messages.

605 Design and Production of Secondary School Publications (3). Graduate standing. High school journalism teachers and advisors learn to teach the skills journalists need to produce publications. Designed for persons with no background in design. Degree-seeking students may not use both JOMC 182 and 605 to complete degree requirements.

670 Special Topics in Advertising (1–3). Courses on special topics in advertising with subjects and instructors varying each semester.

691H Introductory Honors Course (3). Permission of the instructor. Required of all students reading for honors in journalism.

692H Honors Essay (3). Permission of the instructor. Required of all students reading for honors in journalism.

Summer School

summer.unc.edu

JAN JOHNSON YOPP, *Dean*

History

The University of North Carolina at Chapel Hill established what was possibly America's first summer school in 1877. It enrolled 235 students in courses from 10 disciplines. Women were first admitted into University courses during this summer session. Students came from 42 North Carolina counties and several neighboring states. By 1925, 19,983 students had enrolled in Summer School. The University has continued annually to provide a wide offering of summer academic opportunities to the people of North Carolina and other residents from this country and abroad. From 1934 to 1987 the programs were administered by the Office of Summer Sessions. The traditional name of Summer School was reinstated in 1988.

Opportunities

The College of Arts and Sciences as well as many professional schools offer summer courses for undergraduates and graduates. The same faculty members who make the University one of the nation's best teach the courses, assisted by visiting professors who are specially recruited by departments for this purpose.

Summer School is central to the teaching mission of the University. The summer is one of the three periods during which the campus is open for formal instruction. Summer courses are of comparable quality and provide the same credit as corresponding courses in the fall or spring terms.

When students have problems in the fall or spring terms getting courses they need or have to choose between courses, summer provides a time when the course can be taken. This option relieves pressure on fall and spring enrollments, creates opportunities for enhancement of students' programs, increases student access to courses in nonmajor fields and other schools, and ensures that students can complete their degree requirements in a timely manner.

Because some subjects are best learned in an intensive and concentrated way, summer provides a time when students can focus on a single field. This learning style is particularly useful for some laboratory experiences, concentrated arts courses, and foreign languages. Some curricula require field study or research projects, and summer uniquely allows time for these studies.

During the summer, faculty members and students can concentrate on one or two courses without interruptions of other administrative, academic, and social events that exist during the year. The total number of students is fewer in the summer, and the mix includes a higher proportion of nontraditional, visiting, and minority students than during the fall or spring terms. Because class sizes are smaller and classes meet daily, students interact more with faculty and one another.

The summer program is also one of the key ways the campus reaches out to visiting and postdegree students who can benefit from what the University has to offer. Finally, summer is a time for faculty members to develop and experiment with new content and teaching models that can be incorporated into fall or spring courses as well.

Programs

Summer School offers two sessions of five weeks each, a three-week Maymester, and other short courses, institutes, and workshops, with various beginning and ending dates. In recent years, about 700 different sections of courses have been offered each summer to 8,500 students in Summer Session I and 5,500 in Summer Session II. The available courses include many that satisfy undergraduate degree requirements. Twelve semester hours of credit typically would be earned by a full-time summer student over both summer sessions. Many students take fewer hours or attend only one session. Total credit hours earned by students in the summer are more than 60,000. About 90 percent of summer students are regular UNC–Chapel Hill students, and the other 10 percent are visiting students.

In recent summers, enrolled students have come from all 100 counties in North Carolina and all 50 states, as well as the District of Columbia, Puerto Rico, the Virgin Islands, and 60 foreign countries.

Highlights

Summer School highlights include concentrated three-week courses offered in Maymester; some field courses and law courses that extend beyond the usual Summer Session I; some courses taught especially for public school teachers that begin after mid-June, when the public schools end their term; and other institutes and workshops offered for credit that operate on a concentrated schedule. Courses are offered in the late afternoon or evening. Some offerings combine off-campus activities and on-campus classes or combine online and face-to-face learning formats.

Summer Study USA includes UNC–Chapel Hill courses taught by UNC's regular faculty who accompany the students on programs throughout the United States. Registration begins in March. Spaces are limited. Summer School no longer offers Summer School Abroad.

Student Services

Summer School coordinates and distributes information on summer course offerings for credit in all academic affairs units. Course offerings are available on the Summer School Web site in mid-December. Regular UNC–Chapel Hill students who need information on summer courses and early registration should contact their advisor, dean, or the relevant academic department. These students and all others can obtain updated information daily on the Web site at summer.unc.edu.

Summer School admits and advises visiting students. A potential visiting student can obtain information and an online application from Summer School, CB# 3340, 134 E. Franklin St., (919) 966-4364, or from the Web site. Registration instructions are provided. The dean of Summer School serves as the dean for these students to approve any schedule adjustments and to represent their interests in other academic and administrative matters.

Summer School students are able to use most of the campus facilities enjoyed by students in the fall and spring semesters, such as the libraries, computer rooms, and athletic facilities. Information on University housing and on dining plans is available in March. The Carolina Union, Carolina intramural coed recreational sports, and *The Summer Tar Heel* provide activities, events, and information during the summer.

Health Affairs Schools

School of Dentistry

www.dent.unc.edu

JOHN N. WILLIAMS, *Dean*

Professors

Roland Arnold, James Bader, James Beck, Lyndon Cooper, Terrence Donovan, Gregory Essick, David Felton, Richard Gracely, Garland Hershey, Harald Heymann, Ed Kanoy Jr., Ralph Leonard, John Ludlow, William Maixner, Sally Mauriello, Ken May Jr., Frank McIver, Valerie Murrah, Steven Offenbacher, David Paquette, Lauren Patton, Ceib Phillips, Luis Pimenta, Enrique Platin, William Proffit, Michael Roberts, Pedro Santiago, Dan Shugars, Gary Slade, John Stamm, Ronald Strauss, Edward Swift, Timothy Turvey, Donald Tyndall, William Vann, Ray White, Aldridge Wilder, Rebecca Wilder, John Wright, Mitsuo Yamauchi.

Associate Professors

Jay Anderson, Larry Anderson, Carlos Barrero, Silvana Barros, George Blakey, Charles Brantley, Ethel Campbell, Alice Curran, Luda Diatchenko, Diane Dilley, Richard Eidson, Eric Everett, Jan Faulk-Eggleston, Patrick Flood, Mary George, George Gerdts, Albert Guckes, Janet Guthmiller, Carol Haggerty, Ching-Chang Ko, Lorne Koroluk, Mark Kutcher, Jessica Lee, Michael Milano, Glenn Minsley, Antonio Moretti, Rick Mumford, Samuel Nesbit, Vickie Overman, Charlotte Peterson, Glenn Reside, Andre Ritter, Eric Rivera, Allen Samuelson, Rose Sheats, Douglas Solow, Janet Southerland, Margot Stein, Linda Stewart, John Sturdevant, Tabita Tavoc, John Tiffee, Edgar Webb, Jennifer Webster-Cyriaque, David Zajac, Thomas Ziemiecki.

Assistant Professors

Eric Bair, Sompop Bencharit, Lee Boushell, Jennifer Brame, Nadine Brodala, Lucia Cevidanes, Hong Chen, Xi Chen, Ingeborg De Kok, Derek Duggan, Ibrahim Duqum, Lynn Fox, Sylvia Frazier-Bowers, Glenn Garland, James George, Juanli Guo, Susan Hadler, Matthew Hopfensperger, Asma Khan, Pei Feng Lim, Andre Mol, Salvador Nares, Andrea Neely, Amy Nguyen, Tung Nguyen, Ricardo Padilla, Rocio Quinonez, Stuart Rennie, Deborah Robinson, Anne Sanders, Lynn Smith, Karen Tiwana, Ricardo Walter, Shizuko Yamauchi.

Instructors

Luisito Mendoza, Madge Webster.

EPA Nonfaculty

Jeremy Baggish, Arnet Baker, Steven Guest, Lynda Peterson, Li Qian, April Soward, Inna Tchivileva, Leslie Zeldin.

Associate/Assistant Deans

Robert Foy, Paul Gardner, Bonnie Smith.

Directors

Carol Culver, Al Elsenrath, Sue Felton, Lisa Gist, Tamara Hansbrough, Matthew Morano, Deborah Saine, Nancy Smythe, and Ted Roberson

Professor Emerita

Eleanor A. Forbes.

Introduction

The School of Dentistry offers a four-year program leading to a doctor of dental surgery degree and 12 other advanced education programs that lead to certificates, master's degrees, or the Ph.D. At the undergraduate level, the School of Dentistry offers entry-level and advanced courses of study in dental hygiene and dental assisting. A baccalaureate degree or a certificate in dental hygiene is available to students entering the profession; a degree-completion program is offered for licensed dental hygienists holding an associate's degree or a certificate; and a 10-month certificate program is offered at the entry level for dental assistants. Additional information about the 10-month dental assistant certificate program, the pre- and postlicensure dental hygiene programs, and graduate degrees can be obtained from the School of Dentistry catalog and from the director of the Dental Hygiene Programs.

Program of Study

The degree offered is a bachelor of science with a major in dental hygiene. A certificate in dental hygiene is offered also.

Admission to the Program

Applicants may be admitted for dental hygiene study after two years of college work, provided they meet requirements of the University and the Curriculum for Dental Hygiene. Personal interviews may be requested. To assure proper planning for admission, applicants should maintain close contact with the program during the application process.

Dental hygiene certificate and associate degree graduates from other accredited institutions may qualify for admission to the degree completion program, provided they meet the entrance requirements of the University and the Curriculum for Dental Hygiene. Acceptable scores on the National Board Dental Hygiene Examination must be presented to receive credit for professional courses. Personal interviews may be requested.

Enrollment is limited, and applicants are accepted on a competitive basis. Admission to the University does not guarantee admission into the dental hygiene curriculum. Selections are based on academic achievement, character, and a sincere interest in dental hygiene as a professional career. For UNC–Chapel Hill students, application for admission to the program is usually made during the second year of General College study. Interested students should submit a supplemental dental hygiene application that can be accessed from the School of Dentistry Web site at www.dent.unc.edu. In addition, the applicant must submit three letters of recommendation. For transfer applicants, all prerequisite dental hygiene course work and General College courses taken at other institutions must be approved for transfer in advance by the Office of Undergraduate Admissions. Both a University application as well as a dental hygiene supplemental application must be submitted with three letters of recommendation and official transcripts from all schools attended (including high school).

Residents of North Carolina receive preferential consideration for admission. Prior to being admitted and enrolled, all applicants will be required to present evidence of satisfactory completion of the General College and prerequisite hygiene courses required by the major.

Majoring in Dental Hygiene: Bachelor of Science

The dental hygienist is an educator and motivator as well as a health care provider. As a practicing member of the dental health team, the hygienist is primarily concerned with the maintenance of oral health and the prevention of dental disease. Additionally, dental hygienists may assume professional leadership roles; participate in the development, implementation, and evaluation of community health programs; participate in research activities; or serve as consultants and assume managerial roles in certain types of dental care delivery systems.

The minimum course requirements for the basic professional education of dental hygienists are prescribed by the Commission on Dental Accreditation of the American Dental Association. These basic core courses combined with additional University and School of Dentistry course requirements lead to the B.S. degree.

In addition to completion of ENGL 101 and 102, a foreign language through level 3 (unless placed into level 4), a quantitative reasoning course (STOR 151 recommended), and a physical activity course, students in the University's General College must satisfy all Foundations and Approaches requirements and take at least five Connections courses, including global issues, experiential education, and U.S. diversity. Other specific requirements include the following courses:

- BIOC 107 or CHEM 101 and 101L (CHEM 101/101L satisfies the physical and life sciences with laboratory Approaches requirement.)
- BIOC 108 or CHEM 102 and 102L
- BIOL 252, EXSS 276, or PHYI 202
- COMM 100, 113, or 120 (COMM 113 satisfies the communication intensive Connections requirement.)
- MCRO 251 or MCRO 255
- PSYC 101 (satisfies the physical and life sciences Approaches requirement)
- SOCI 101 or 111 (Both courses satisfy the nonhistorical social and behavioral sciences Approaches requirement.)

Dental Hygiene Professional School Program

First Year Fall Semester (15 hours)

- CBIO 741 Introduction to Human Anatomy
- DHYG 241 Nutrition
- DHYG 252 Dental Radiology
- DHYG 253 Dental Anatomy and Oral Physiology
- DHYG 257 Introduction to Dental Hygiene
- DHYG 257L Preclinical Dental Hygiene

First Year Spring Semester (17 hours)

- DHYG 261 Dental Pharmacology
- DHYG 262 Dental Health Education
- DHYG 263 Periodontology
- DHYG 264 Histology
- DHYG 265 Dental Materials and Techniques
- DHYG 267 Dental Hygiene Theory
- DHYG 267L Clinical Dental Hygiene
- DHYG 414 Radiographic Interpretation

Second Year Fall Semester (17 hours)

- DHYG 351 General and Oral Pathology
- DHYG 352 Community Dental Health
- DHYG 357 Clinical Dental Hygiene
- DHYG 401 Oral Microbiology
- DHYG 402 Special Care in Dentistry
- DHYG 403 Current Concepts in Periodontology

Second Year Spring Semester (12–13 hours)

- DHYG 362 Community Dental Health
- DHYG 363 Dental Ethics
- DHYG 367 Clinical Dental Hygiene
- DHYG 404 Dental Hygiene Practicum
- Dental hygiene elective (one to two hours), chosen from DHYG 411, 412, 413, 415, 416, 417, 418, 419, 421, 422, 423

Certificate in Dental Hygiene

Applicants interested in the certificate program in dental hygiene may be admitted to the program without junior standing after completion of BIOL 252 or EXSS 276 or PHYI 202, CHEM 101/101L and 102/102L (or BIOC 107 and 108), COMM 113 or 120, ENGL 101 and 102, MCRO 251 or 255, and SOCI 101 or 111. After completion of the basic professional program, a certificate in dental hygiene is awarded. Continued enrollment to complete the baccalaureate degree requirements is an option for the student.

Degree-Completion Dental Hygiene Program

The School of Dentistry offers a B.S. degree in dental hygiene for dental hygienists who have obtained a certificate or associate's degree in applied science in dental hygiene. Students are eligible for admission upon submission of University and supplemental dental hygiene degree-completion applications, three letters of recommendation, documentation of successful completion of the Dental Hygiene National Board, and graduation from an accredited dental hygiene program. In addition to the prerequisite courses listed for the dental hygiene program, applicants must satisfy all Foundations and Approaches requirements and take at least five Connections courses, including global issues, experiential education, and U.S. diversity. Further information can be acquired from the coordinator of the Degree-Completion Dental Hygiene Program, CB# 7450, 3220 Old Dental Building, (919) 966-2800. Web site: www.dent.unc.edu/academic.

Dental Hygiene Degree-Completion Curriculum

- DHYG 401 Oral Microbiology
- DHYG 402 Special Care in Dentisty
- DHYG 403 Current Concepts in Periodontics
- DHYG 404 Specialty Practicum
- DHYG 414 Radiographic Interpretation
- DHYG 419 Research Methodology I
- DHYG TBA Educational Foundations and Theory
- DHYG Electives (4 hours)

All course descriptions can be found in the UNC School of Dentistry Academic Catalog (www.dent.unc.edu/academic/).

Upon provisional acceptance into the dental hygiene program, all students must provide an acceptable criminal background check and provide documentation of required immunization, as well as varicella vaccine series and/or a positive quantitative titer, hepatitis B series (three shots) and a positive quantitative titer, and the two-step tuberculosis skin test (TST). The two skin tests must be taken within a 12-month period. Specific information is provided in the School of Dentistry Academic Catalog. (www.dent.unc.edu/academic/)

One of the consequences of the delivery of the healthcare is the possibility of contracting infectious disease such as tuberculosis, hepatitis, herpes, or HIV. To minimize this risk, the UNC School of Dentistry has adopted an infectious control policy that requires wearing a clinical overgarment, protective safety eyewear, disposable gloves, and a mask when oral examinations and dental hygiene services are being provided.

Special Opportunities in Dental Hygiene

Departmental Involvement

Students are eligible to become members of the student American Dental Hygienists' Association.

Experiential Education

Students have the opportunity to participate in community-based clinical experiences as well as providing oral hygiene programs in the community. Service learning experiences are possible as an elective experience. Each semester students will be involved with hands-on experiences providing dental hygiene services.

Licensure

Certificate and degree graduates are eligible for dental hygiene licensure examinations at the state and national levels.

Undergraduate Awards

Dental hygiene students are eligible for awards through the Spurgeon Dental Society in the School of Dentistry and the Dental Foundation of North Carolina.

Undergraduate Research

Research opportunities are available at the undergraduate level for dental hygiene students. Students are encouraged to become involved in research activities pertaining to dental hygiene and dentistry.

Facilities

The dental hygiene program is located in the School of Dentistry with state of the art didactic, laboratory, and clinical facilities.

Graduate School and Career Opportunities

Upon satisfactory completion of the baccalaureate program, students are eligible for application to graduate programs in dental hygiene education, public health, and other allied areas. The School of Dentistry offers a science (M.S.) degree program in dental hygiene education to which graduates of the dental hygiene program may apply. Graduates also are eligible to apply for admission to the School of Dentistry predoctoral dental curriculum provided they complete additional prerequisites determined on an individual basis.

The growth of the dental health care field assures an excellent employment outlook for the coming years. Courses of study provide comprehensive educational experience to qualified individuals for the practice of dental hygiene in accordance with the current and changing demands for health services and in accordance with the laws and ethics pertaining to practice.

Contact Information

Questions concerning the program should be directed to Student Services Manager, Dental Hygiene Programs, CB# 7450, 3220 Old Dental Building, (919) 966-2800. Web site: www.dent.unc.edu/academic.

School of Medicine

WILLIAM L. ROPER, *Dean*
Lee K. McLean, *Associate Dean and Chair, Department of Allied Health Sciences*

DIVISION OF CLINICAL LABORATORY SCIENCE

www.med.unc.edu/ahs/clinical

SUSAN J. BECK, *Director*

Professors

Susan J. Beck, Rebecca J. Laudicina, Vicky A. LeGrys.

Associate Professor

Anthony E. Hilger.

Assistant Professors

Tara Moon, Susan Orton.

Instructor

Laine Stewart.

Introduction

Clinical laboratory science (CLS), also called medical laboratory science, is the health profession that provides laboratory information and services needed for the diagnosis and treatment of disease. The field of clinical laboratory science combines many sciences, including microbiology, hematology, chemistry, and immunology. Clinical laboratory scientists perform a variety of laboratory tests, ensure the accuracy of the test results, explain the significance of laboratory test results, and evaluate new methods for laboratory tests. They play an essential role in the diagnosis and treatment of disease. Some of the tests performed in the clinical laboratory are relatively simple. Others, like DNA analysis and flow cell cytometry, are complex and require education and extensive training.

Examples of laboratory tests performed by clinical laboratory scientists include

- Detection of the abnormal cells that cause leukemia
- Analysis of cardiac enzyme activity released during a heart attack
- Identification of the type of bacteria causing an infection
- Analysis of the coagulation factors in cases of abnormal bleeding
- Detection of blood group antibodies that cause transfusion reactions
- Analysis of genetic markers for cystic fibrosis
- Typing patients for histocompatibility matches prior to transplantation

Program of Study

The degree offered is the bachelor of science with a major in clinical laboratory science.

Admission to the Program

A maximum of 20 students are chosen for admission each year. Students are selected on the basis of science and math prerequisite courses, grades, a written application, interviews, and letters of recommendation. Students with an overall grade point average less than 2.0 cannot be considered for admission to the UNC–Chapel Hill Clinical Laboratory Science Program. Successful completion of the prerequisite courses listed under the major does not guarantee

admission to the program. Because enrollment is limited, students are encouraged to begin the application process early in the fall preceding the year of enrollment. The deadline for completed applications is January 1. Completed applications received after January 1 will be considered for admission if positions are available in the program.

Majoring in Clinical Laboratory Science: Bachelor of Science

Departmental Requirements

- BIOL 101, 101L, 202
- CHEM 101, 101L, 102, 102L, 241, 241L
- CLSC 410, 420, 420L, 430, 440, 440L, 442, 442L, 450, 450L, 460, 460L, 462, 462L, 470, 470L, 480, 480L, 510, 520, 530, 540, 542, 544, 550, 560, 562, 570, 580, 582, 620, 630
- MATH 130, 231 or STOR 151

In the first and sophomore years, clinical laboratory science majors satisfy General Education requirements and take a basic science curriculum comparable to that of other science students. In the sophomore year, students apply for admission into the final two years of the program. Students in the UNC–Chapel Hill General College are required to satisfy all Foundations and Approaches requirements and take at least five Connections courses, including global issues, experiential education, and U.S. diversity courses.

The junior year includes courses that cover the principal areas of clinical laboratory science. Students also learn and practice laboratory techniques in a student laboratory. Senior students rotate through the clinical laboratories at UNC Hospitals and other laboratories in the state. They also take advanced courses in the clinical laboratory sciences. An accelerated program involving summer clinical rotations is available for a limited number of students.

The suggested course sequence for the required preclinical laboratory science courses at UNC–Chapel Hill is listed below. Transfer students receiving placement credit may have a slightly different sequence.

First Year Fall Semester

- CHEM 101 and 101L (C- or better required)
- ENGL 101
- Foreign language 1
- MATH 130 or 231 or STOR 151
- Lifetime fitness
- Approaches course

First Year Spring Semester

- BIOL 101 and 101L
- CHEM 102 and 102L
- ENGL 102
- Foreign language 2
- Approaches/Connections course

Sophomore Year Fall Semester

- CHEM 241 and 241L
- CHEM 261 recommended
- Foreign language 3
- Approaches/Connections courses

Sophomore Year Spring Semester

- BIOL (BIOL 202 strongly recommended)
- CHEM 261 and BIOL 252, 252L are not required, but are recommended for students who have time in their schedules for additional science courses.
- Remaining Approaches and Connections courses

Junior Year Fall Semester

- CLSC 410, 420 and 420L, 430, 440 and 440L, 450 and 450L, 460 and 460L

Junior Year Spring Semester

- CLSC 442 and 442L, 462 and 462L, 470 and 470L, 480 and 480L

Senior Year

Clinical Education: Senior clinical education takes place in UNC Hospitals laboratories and other clinical laboratories in North Carolina. These laboratories are highly regarded in the field of laboratory medicine, and students have the opportunity to learn the most recent techniques in clinical laboratory science.

Courses taken during fall or spring semester:

- CLSC 510, 520, 530, 540, 543, 544, 550, 560, 562, 570, 580, 582, 620, 630

Special Opportunities in Clinical Laboratory Science

Departmental Involvement

Student ambassadors in the Department of Allied Health Sciences organize students' professional activities and social events.

Experiential Education

Senior clinical courses provide a wide range of clinical laboratory experience in chemistry, hematology, hemostasis, microbiology, transfusion medicine, immunology, histocompatibility, and molecular testing.

Certification

Upon successful completion of the clinical laboratory science curriculum, graduates receive the B.S. degree with a major in clinical laboratory science. A certificate also is awarded by the Division of Clinical Laboratory Science and the Department of Allied Health Sciences. Graduates of the program are eligible to take the national certification examination in medical laboratory science.

Accreditation

The Clinical Laboratory Science Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N River Road, Suite 720, Rosemont, IL, 60018-5119 (773) 714-8880, www.naacls.org.

Undergraduate Awards

Louise Ward Scholarship: Three scholarships are awarded to clinical laboratory science students each year based on academic excellence, potential for success as a CLS student and practitioner, and financial need.

McLendon Laboratory Scholarships: Two scholarships covering tuition and books are awarded to clinical laboratory science students each year. Recipients must agree to work for two years after graduation in the McLendon Laboratories of UNC Hospitals.

Additional scholarships available to CLS students in 2010 include

- The Lanning-Taylor Scholarship, awarded to a senior CLS student
- The Raleigh Pathology Laboratory Associates/WakeMed Scholarships, awarded to a junior and a senior student

Outstanding CLS Student: Each year a clinical laboratory science senior is named as the outstanding student based on nominations from clinical and academic faculty members.

Facilities

The laboratory facility for first-year clinical laboratory science courses includes individualized work areas with reagents, supplies, and laboratory instruments for students. In senior courses, students develop their skills in state of the art clinical laboratory facilities.

Graduate School and Career Opportunities

Clinical laboratory science provides a basis for a broad range of future endeavors. Graduates with a B.S. degree in clinical laboratory science can elect to pursue further study in medicine, dentistry, veterinary medicine, business or management, hospital administration, computer science, education, clinical chemistry, clinical microbiology, immunology, or another laboratory science area. The Division of Clinical Laboratory Science also offers a master's degree in molecular diagnostic science.

Clinical laboratory scientists are employed in hospital laboratories, commercial laboratories, physicians' office laboratories, research institutes, clinical trials, and forensic laboratories. Clinical laboratory scientists also may be employed as technical or sales representatives for corporations.

Contact Information

Susan Beck, CB# 7145, Suite 4100 Bondurant Hall, (919) 966-3011, sbeck@med.unc.edu. Web site: www/med.unc.edu/ahs/clinical.

CLSC

150 Current Topics in Clinical Laboratory Medicine (1). A survey of topics in laboratory medicine including transfusions, forensic science, infectious diseases, and hematologic diseases.

410 Laboratory Mathematics (1). Permission of the instructor for nonmajors. Basic mathematical principles, calculations, quality assurance, and method validation relevant to the clinical laboratory.

420 Clinical Laboratory Analysis (1). Permission of the instructor for nonmajors. The physical, chemical, and microscopic analysis of body fluids in the clinical laboratory with an emphasis on correlation of laboratory data.

420L Clinical Laboratory Analysis Laboratory (1). Permission of the instructor for nonmajors. Introduction to the basic skills associated with the clinical laboratory. Includes instrumentation and urinalysis.

430 Biochemistry (3). Permission of the instructor for nonmajors. Physiological biochemistry of the metabolic pathways and alterations in selected diseases. Also includes principles and applications of molecular techniques in the clinical laboratory.

440 Hematology I (2). Permission of the instructor for nonmajors. Introduction to normal hematopoiesis, blood cell function and identification, hematologic tests, principles of hemostasis, and hemostasis disorders.

440L Hematology I Laboratory (1). Permission of the instructor for nonmajors. Basic clinical assays for identification and evaluation of erythrocytes, leukocytes, and platelets with an emphasis on microscopy. Also includes coagulation testing.

442 Hematology II (2). Majors only. Hematologic disorders involving erythrocytes and leukocytes, with an emphasis on the analysis and interpretation of laboratory data.

442L Hematology II Laboratory (1). Majors only. Microscopic identification and evaluation of abnormal erythrocyte and leukocyte morphology, correlation with other laboratory data, and clinical interpretation.

450 Immunology (3). Permission of the instructor for nonmajors. Basic immunology and serology. Innate and immune body defenses. The development and properties of cellular and humoral elements and their alterations in pathological and other conditions.

450L Immunology Laboratory (1). Permission of the instructor for nonmajors. Laboratory evaluation of body defenses and correlation with disease states. Clinical serological analyses include examples of basic techniques and correlation with immunity.

460 Microbiology I (3). Permission of the instructor for nonmajors. Study of the life cycles and the infective mechanisms of the human parasites. Pathology of parasitic infections and public health considerations.

460L Microbiology I Laboratory (1). Permission of the instructor for nonmajors. Clinical laboratory diagnostic methods for human parasitic and fungal infections. Microscopic morphology of fungal organisms and parasites, including their various life cycle forms.

462 Microbiology II (2). Majors only. A comprehensive course describing bacteria that infect humans. Correlation of diseases and pathological mechanisms of bacteria.

462L Microbiology II (2). Majors only. Laboratory sessions provide practical experience in clinical identification of bacteria.

470 Clinical Chemistry (3). Majors only. An introduction to the methods of analysis used in the clinical chemistry laboratory. Emphasis on the correlation of chemistry laboratory values with disease states.

470L Clinical Chemistry Laboratory (2). Majors only. Performance of clinical laboratory assays for significant biochemical molecules. Principles of analysis, quality control, method evaluation, and basic laboratory instrumentation are presented.

480 Immunohematology (3). Majors only. Introduction to blood group serology with an emphasis on the major blood group systems, pretransfusion testing, and antibody identification.

480L Immunohematology Laboratory (2). Majors only. Laboratory techniques for red cell typing, antibody identification, and pretransfusion testing.

510 Quality Assurance Practicum (1). Majors only. Application of quality assurance and method evaluation principles in the clinical laboratory.

520 Community Laboratory Experience (2). Majors only. Clinical experience in a community laboratory facility designed to further develop and apply skills learned in the basic clinical rotations.

530 Advanced Laboratory Techniques (1). Majors only. Clinical laboratory rotation in DNA techniques including the diagnosis of genetic disorders, the detection of infectious agents, and forensic science.

540 Clinical Hematology Practicum (4). Majors only. Laboratory rotation in clinical hematology.

542 Clinical Hemostasis Practicum (2). Majors only. Laboratory rotation in clinical coagulation.

544 Case Studies in Hematology Practicum (1). Majors only. Application of hematology and hemostasis principles in the analysis of patient case information and laboratory data.

550 Clinical Immunology Practicum (1). Majors only. Laboratory rotation in clinical immunology.

560 Clinical Microbiology Practicum (4). Majors only. Laboratory rotation in clinical microbiology.

562 Special Microbiology Practicum (1). Majors only. Clinical laboratory rotation in virology, mycology, parasitology, and mycobacteriology.

570 Clinical Chemistry Practicum (4). Majors only. Laboratory rotation in clinical chemistry.

580 Clinical Immunohematology Practicum (4). Majors only. Laboratory rotation in clinical immunohematology.

582 Transplantation Medicine (1). Majors only. Clinical rotation in histocompatibility, flow cytometry, and hematopoietic progenitor cell laboratories.

620 Clinical Laboratory Management (3). Majors only. Foundation in the technical and nontechnical aspects of supervision and management of clinical laboratory testing.

630 Education and Research in Clinical Laboratory Science (3). Majors only. Introduction to the basic principles of clinical laboratory education including objectives, learning formats, test development, and clinical teaching. Introduction to research methods and designs used in clinical laboratory medicine.

DIVISION OF RADIOLOGIC SCIENCE

www.med.unc.edu/ahs/radisci

JOY RENNER, *Director*

Professor

Jordan B. Renner.

Associate Professor

Joy J. Renner.

Assistant Professors

James Barba, Melissa Jackowski, Lauren Noble, Andrew Woodward.

Instructors

Anita Culler, Caroline Goffena, Jennifer Hayden.

Professors Emeriti

Charles B. Burns, Janice C. Keene, Robert L. Thorpe.

Introduction

The School of Medicine's radiologic science program is designed to prepare individuals for professional practice and associated responsibilities in the health specialty of medical imaging.

Program of Study

The degree offered is the bachelor of science with a major in radiologic science.

Admission to the Program

Following completion of the first two years' work in the University's General College, students may be admitted to the professional major offered by the Department of Allied Health Sciences of the School of Medicine. Students enrolled at other colleges and universities who are interested in transferring to the Chapel Hill campus following their sophomore year should contact the Office of Undergraduate Admissions and the Division of Radiologic Science early in their college career to assure proper planning and transferability of courses. Students are encouraged to begin the application process early in the fall preceding the year of intended enrollment. Transfer applications should be received in the Office of Undergraduate Admissions by the designated University deadline, which is usually early January.

Since enrollment in the major is limited, completion of the student's course of study in the General College does not guarantee a position in the professional class. Students should contact the division office the fall semester preceding anticipated enrollment to receive admissions information. Student selections are made on a competitive basis with consideration given to academic achievement, character, both written and oral communication skills, and demonstrated interest in medical imaging as a professional career.

Majoring in Radiologic Science: Bachelor of Science

The schedule of academic work for radiologic science (medical imaging) majors includes the following General Education requirements. Students must complete all Foundations and Approaches requirements and take at least five Connections courses, including global issues, experiential education, and U.S. diversity. In addition, the following specific requirements apply to students in the General College:

- The Foundations quantitative reasoning requirement must be satisfied with either MATH 130, 231, or 232.
- Six courses in the physical and life sciences are required: BIOL 101/101L; BIOL 252/252L; CHEM 101/101L or BIOC 107/107L; PHYS 104/104L; PHYS 105/105L; and PSYC 101.

After admission to the program, the curriculum in radiologic science includes courses in anatomy, pathophysiology, radiography, imaging methods, research, and clinical practice. The first year of the program provides the foundation and skills for clinical practice and patient care in diagnostic radiography. The second year of the program builds on this foundation and enhances skills for career and practice advancement through communications, physics, and research. During the second year, the student elects areas of clinical concentration, such as magnetic resonance imaging, advanced diagnostic imaging, cardiac catheterization, and vascular/interventional imaging.

SSII (Junior Year)

- RADI 442 Introduction to Radiologic Science
- AHSC 440 Gross Anatomy for Allied Health Sciences

Junior Year Fall Semester

- RADI 461, 462, 463, 660

Junior Year Spring Semester

- RADI 470, 471, 472, 473

SSI and SSII (Senior Year)

- RADI 574 and 575 Clinical Internship

Senior Year Fall Semester

- RADI 583, 585, 586, 596, 694

Senior Year Spring Semester

- RADI 593, 597, 681, 686

Special Opportunities in Radiologic Science

Experiential Education

All of the clinical education courses provide students with the opportunity to gain competence and proficiency in all areas of radiologic science practice in a variety of clinical environments.

Undergraduate Awards

Undergraduate students are considered for the Faculty Award for Excellence, Award for Academic Excellence, and Tina Robbins Award.

Undergraduate Research

Students complete a research project and paper during the senior year of the program and are encouraged to submit the research projects to state and national research competitions.

Scholarships and Grants

Students in the Division of Radiologic Science are eligible for Phyllis Ann Canup Pepper Scholarships and the Buddy Clarke Loyalty Fund Scholarship.

Facilities

The program has a state of the art laboratory with digital imaging capabilities.

Graduate School and Career Opportunities

The Division of Radiologic Science bachelor of science degree program provides a basis for further study. Additional clinical specializations are available in diagnostic medical sonography (ultrasound), nuclear medicine, and radiation therapy. Graduates may elect graduate studies in health physics, education, management, and other health professions.

The clinical practice of medical imaging (radiologic technology) may include one or more of the specialty areas listed here, depending on professional preference and the type, size, and mission of the health facility where the technologist is employed: general radiography (such as orthopedics or pediatrics), vascular imaging, cardiac catheterization, computerized tomography, and magnetic resonance imaging. Responsibilities and salaries vary according to area and scope of practice.

Employment opportunities available in a variety of settings in both rural and urban areas include 1) more generalized practice in medium to small hospitals; 2) specialized clinical practice in a large hospital; 3) clinics and free-standing imaging centers, which may offer both special and general practice opportunities; or 4) clinical practice coupled with expanded responsibilities in quality control, service education, and supervision, particularly in a large hospital.

Contact Information

For additional information contact the Director, Division of Radiologic Science, CB# 7130, Suite 3050 Bondurant Hall, (919) 966-5146, jrenner@med.unc.edu.

RADI

432 Concepts and Perspectives in Radiologic Science (1). This overview of radiologic science encompasses patient care, imaging modalities for diagnosis and treatment, radiation protection, health care trends, and information management systems. Pass/Fail course.

442 Introduction to Radiologic Science (3). Majors only. Lectures, discussions, demonstrations, and laboratory exercises are combined to introduce topics including patient assessment, image characteristics, radiation protection, positioning skills, medical terminology, and the role of imaging sciences in health care.

461 Radiography I (4). Prerequisites, AHSC 440 and RADI 442. Prepares students for standard radiography of upper extremities, lower extremities, axial skeleton, bony thorax, chest, abdomen, and the basic skull, considering pathologies and gross, radiographic, and cross-sectional anatomy. Three lecture hours and two laboratory hours.

462 Radiographic Imaging I (4). Prerequisites, AHSC 440 and RADI 442. An overview of radiographic imaging methods examining the imaging process as a sequence of events from X-ray production through hard-copy processing. The imaging equipment is discussed in terms of function, influence on the image, the impact of alteration on image characteristics, and compensation techniques for changes in the sequence. Three lecture hours and two laboratory hours.

463 Clinical Education I (4). Prerequisites, AHSC 440 and RADI 442. A clinical course focusing on the application and evaluation of radiography in the hospital setting. With supervision, the student develops clinical skills through observation and participation in radiographic procedures. Twenty practicum hours.

471 Radiography II (3). Prerequisite, RADI 461. The course content prepares students for standard radiography of cranial bones, facial bones, and special cranial projections. Contrast studies include gastrointestinal, urinary, biliary, cardiovascular, and other special procedures. The course includes pathologies and gross, radiographic, and cross-sectional anatomy. Two lecture hours and two laboratory hours.

472 Radiographic Imaging II (4). Prerequisite, RADI 462. A detailed study of specific elements of the radiographic process, with an emphasis on the interrelationships of the radiographic parameters, refinement of image analysis and problem-solving skills, and quality control testing for evaluating the performance of the radiographic equipment and accessories. Three lecture hours and two laboratory hours.

473 Clinical Education II (4). Prerequisite, RADI 463. A continuation of RADI 463 with emphasis on the application and evaluation of more complex radiographic studies. Twenty practicum hours.

574 Clinical Internship (3). Prerequisite, RADI 473. Under general supervision, the student will function at an increased level of responsibility in general diagnostic radiography in a variety of clinical settings outside of the university setting.

575 Clinical Internship (5). Prerequisite, RADI 574. Under general supervision, the student will function at an increased level of responsibility in radiography in clinical settings outside of the university setting. The course includes a comprehensive review examination and case studies.

583 Clinical Education III (4). Prerequisites, RADI 574 and 575. A clinical course utilizing contract learning to provide students an opportunity to gain additional competency in specialized areas of radiology. Twenty-four practicum and independent study hours.

585 Radiologic Health Physics (3). Prerequisite, RADI 472. Permission of the instructor for students lacking the prerequisite. A course in the physics of diagnostic radiology, including radiation effects on tissue, radiation detection and measurement, protection methods and techniques, and environmental radiation issues. Three lecture hours.

586 Research in Radiologic Science I (1). Majors only. The major part of the course is devoted to an investigative project on a discipline-related topic of student interest. Select issues affecting professional affairs of radiologic technologists are also included.

591 Practicum in Radiologic Science (4). Prerequisite, RADI 593. This course offers an elective clinical experience in an area of student interest.

593 Clinical Education IV (6). Prerequisite, RADI 583. This course is a continuation of RADI 583 using learning contracts to allow students to explore and gain additional expertise in various areas of radiology. Twenty-four practicum hours.

596 Professional Communications and Interactions (3). Majors only. This course provides for a brief cognitive and skills approach to communication skills, the teaching/learning process, and methods and materials of instruction and delivery. Three lecture/discussion hours per week.

597 Leadership in Radiologic Science (3). Majors only. In this course students will analyze the theoretical literature on leadership and apply that knowledge in the analysis of various radiology environment situations. Three lecture hours.

660 Pathophysiology (3). Majors only. This course will enhance and integrate the student's knowledge of anatomy, physiology, and pathology related to all human body systems. Emphasis will be placed on understanding how structure, function, and disease are interrelated. Three lecture hours per week.

670 Integrated Principles of Radiographic Analysis (4). Prerequisite, RADI 660. This course involves students in situational problem solving and radiographic analysis. Integration of concepts and knowledge of anatomy, pathology, procedures, patient care, and imaging principles are emphasized. Four lecture hours.

672 Radiographic Imaging II (4). A detailed study of specific elements of the radiographic process, with an emphasis on the interrelationships of the radiographic parameters, refinement of image analysis and problem-solving skills, and quality. Three lectures hours and two laboratory hours.

681 Trends in Medical Imaging Practices Issues in the Radiology Practice Environment (3). Majors only. The course covers issues related to healthcare systems, medicolegal ethics, and practice and quality assurance. Three lecture hours per week.

686 Research in Radiologic Science II (2). Majors only. Students complete a research project involving a major clinical or policy issue in radiologic science. This course is an expansion of the fall semester research culminating in both a paper and presentation.

694 Clinical Decisions in Radiology (3). Majors only. This course involves the pharmacology of common radiology medications and advanced patient assessment techniques. With the additional knowledge and skills, students can make informed decisions regarding patient care. Three lecture hours.

DIVISION OF SPEECH AND HEARING SCIENCES

www.med.unc.edu/ahs/sphs

JACKSON ROUSH, *Director*

Professors

Elizabeth R Crais, Karen Erickson, Melody Harrison, Lee McLean, Jackson Roush, David E. Yoder.

Associate Professors

Katarina Haley, Sharon Williams.

Assistant Professors

Adam Jacks, Lori Leibold, Molly Losh.

Research Professors

John H. Grose, Joseph W. Hall.

Adjunct Assistant Professor

Debra R. Reinhartsen.

Clinical Associate Professors

Linda R. Watson, David Zajac.

Clinical Assistant Professors

Lisa Domby, Nancy McKenna, Brenda Mitchell, Martha Mundy, Patsy Pierce, Stephanie Sjoblad, Holly Teagle, Melissa Uhlman, Barbara Winslow.

Graduate study in speech and hearing sciences is concerned with the body of knowledge and scientific study that pertain to normal and abnormal speech, language, and hearing, and with professional, academic, and research activities in those areas. The Division of Speech and Hearing Sciences is a graduate program; however, there are preprofessional courses recommended for undergraduate students who anticipate pursuing master's or doctoral degrees in speech-language pathology or audiology. These include courses in anatomy and physiology of the speech and hearing mechanisms, language acquisition, phonetics, speech science, linguistics, audiology, and statistics. These courses may be taken at the undergraduate level through the Departments of Communication Studies and Linguistics; however, the courses are available to students in any major.

SPHS

196 Undergraduate Independent Study in Communication Sciences (1–4). Supervised undergraduate independent study on communication science topics of mutual interest to the student and a faculty member.

530 Introduction to Phonetics (COMM 530) (3). A detailed study of the International Phonetic Alphabet with emphasis on the sound system of American English. Application of phonetics to problems of pronunciation and articulation. Includes broad and narrow phonetic transcription.

540 Speech Science (COMM 540) (3). Introduction to the science of speech, including production, acoustics, and perception.

570 Anatomy and Physiology of the Speech, Language, and Hearing Mechanisms (COMM 570) (3). Anatomy and physiology of the speech producing and aural mechanisms.

582 Introductory Audiology I (COMM 582) (3). Theory and practice of the measurement of hearing, causative factors in hearing loss, evaluation of audiometric results, and demonstration of clinical procedures.

583 Introduction to Clinical Practice in Speech-Language Pathology and Audiology (3). Introduction to diagnosis and treatment of communication disorders, including articulation, fluency, voice, and language, and those resulting from autism and hearing loss.

School of Nursing

nursing.unc.edu

KRISTEN M. SWANSON, *Dean*
Gwen D. Sherwood, *Associate Dean for Academic Affairs*
Beverly Foster, *Director, Undergraduate Program*
Rumay Alexander, *Director, Office of Multicultural Affairs*
Katherine Moore, *Director, Office of Admissions and Student Services*

Professors

Linda Beeber, Linda Cronenwett, Catherine Fogel, Sandra Funk, Donna Havens, Diane Kjervik, George Knafl, Kathleen Knafl, Mary Lynn, Barbara Mark, Merle Mishel, Marilyn Oermann, Mary H. Palmer, Margarete Sandelowski, Gwen Sherwood, Anne Skelly.

Associate Professors

Barbara Carlson, Jennifer D'Auria, Edward Halloran, Cheryl Jones, Deborah Mayer, Virginia Neelon, Pamela Rowsey, Suzanne Thoyre, Marcia Van Riper, SeonAe Yeo, Debra Barksdale, Sheila Santacroce.

Assistant Professors

Anna Beeber, Diane Berry, Beth Black, Susan Brunssen, Jill Hamilton, Eric Hodges, Coretta Jenerette, Mary Lynn Piven, Mi-Kyung Song, Theresa Swift-Scanlan, Debbie Travers, Cheryl Giscombe.

Research Professors

Barbara Germino, Joanne Harrell, Margaret Miles.

Research Associate Professors

John Carlson, Jennifer Leeman.

Research Assistant Professors

Jamie Crandell, Zhen Lin, Todd Schwartz.

Research Instructors

Karl Gustafson, Phyllis Kennel.

Clinical Professors

Mary Tonges, Rumay Alexander.

Adjunct Professor

Deitra Lowdermilk.

Clinical Associate Professors

Kathy Alden, Bonnie Angel, Janna Dieckmann, Carol Durham, Noreen Esposito, Beverly Foster, Katherine Gallia, Pamela Jenkins, Jane Kaufman, Vicki Kowlowitz, Gail Mazzocco, Laura McQueen, Sonda Oppewal, Theresa Raphael-Grimm, Sheilda Rodgers, Victoria Soltis-Jarrett, Deborah Thompson.

Clinical Assistant Professors

Barbara Benjamin, Pauline Brown, Tom Bush, Marianne Cockroft, Donna Helen Crisp, Victoria Cryer, Jean Davison, Dustine Dix, Patricia Gingrich, Christina Harlan, Elaine Harwood, Sandra Hoffman, Grace Hubbard, Ann Jessup, Maureen Kelly, Liska Lackey, Beth Lamanna, Regina McCarthy, Diana McCarty, Joellyn McCrory, Margaret Miller, Katherine Moore, Laura Nasir, Ann O'Hale, Julianne Page, Susan Pelliccio, Ann Robinette, Julie Jacobson Vann, Jennie Wagner, Wanda Wazenegger, Dinah Welch, Joan Williams, Megan Williams, Virginia Wittig, Lisa Woodley, Diane Yorke, Meg Zomorodi, Nancy Crowell, Connie Domino, Denise Hirst, Carolyn McKenzie.

Clinical Instructors

Janice Bernhardt, Nakia Best, Andrea Biondi, Abigail Coffin, Susan Davidson, Suja Davis, Louise Fleming, Marquita Ford, Theodore Heiser, Rhonda Lanning, Christina Leonard, Vickie Lester, Julie Lewis, Betty Nance, Sara Owens, Beth Pack, Carrie Palmer, Mary Charles Sutphin, Elizabeth Wells, Michelle White, Kate McGettrick, Ramona Irabor, Michael Goley, Angela Clark.

Introduction

Established in 1950, the School of Nursing was the first institution in North Carolina to offer a baccalaureate degree in nursing (1950); the first to offer a master's degree program in nursing (1955); the first to offer continuing education for nurses (1964); the first in the state—and one of the first three in the nation—to offer a nurse practitioner program (1970); the first in the state to offer a doctoral program (1989); the first in the South—and one of only nine in the country—to establish a Center of Excellence in Nursing Research funded by the National Institute of Nursing Research at the National Institutes of Health (1994); and the first in the state to offer an accelerated baccalaureate degree in nursing for those who already hold undergraduate degrees in other fields (2001).

The school is committed to the enhancement and improvement of the health and well being of people through education, research, scholarship, clinical practice, and community service. Its undergraduate and graduate curricula and continuing education courses seek to reflect the changing health problems of society and to provide students with the tools to deal with those problems effectively. Admitted students exhibit the level of preparation, intellectual competence, and personal qualities judged necessary for the study of nursing in a university. School of Nursing graduates consistently achieve one of the highest NCLEX (licensure examination) passing rates in the state, well above the national average.

The school welcomes students from diverse cultural, economic, and geographic backgrounds and of both genders, as well as older individuals seeking a new career and registered nurses wishing to complete the bachelor's or master's degree. The school also admits students with a bachelor's degree in a field other than nursing.

The faculty is actively engaged in advancing the profession through research, with the conviction that this scholarly activity enhances teaching and patient care. The school is ranked in the top 10 nationally among nursing schools for receipt of research funds from the National Institutes of Health, based on the 2008 rankings. School facilities include modern research (biobehavioral) and computer-based laboratories, a comprehensive research support center, and an educational design center.

Program of Study

The degree offered is the bachelor of science in nursing.

The School of Nursing at the University of North Carolina at Chapel Hill offers an undergraduate program of study designed to provide students with the knowledge, skill, and understanding necessary to function effectively in all areas of professional nursing. The curriculum leading to the bachelor of science in nursing (B.S.N.) degree offers three options for study: 1) two years of upper-division courses in the School of Nursing, which follow two years of lower-division courses in the General College (B.S.N. Option); 2) an accelerated second degree option for students with a previous bachelor's degree (A.B.S.N. Option); and 3) an R.N.–B.S.N. option for registered nurses with an associate's degree or diploma in nursing (R.N.–B.S.N. Option).

Admission to the School

The School of Nursing curriculum has been revised to accommodate enrollment expansion and twice per year admissions. The new curriculum began in January 2007 (nursing.unc.edu).

First Degree Students

Students seeking a first bachelor's degree are admitted to the upper division (junior/senior), typically in the spring semester of the sophomore year. Students must complete all lower-division (first-year/sophomore) courses prior to matriculating into the School of Nursing. The first nursing courses begin either in the first summer session (May) preceding the junior year or in the spring semester (January) of the junior year.

Admission Criteria

Admission to the School of Nursing is very competitive. The minimum cumulative grade point average for admission to the B.S.N. option is a 2.5 on a 4.0 scale. Admission to UNC–Chapel Hill as a first-year student does not guarantee admission to the School of Nursing as a junior. Applicants must be eligible to return to all institutions previously attended.

The admissions committee critically evaluates each applicant's academic performance, descriptive essays, community service history, and special skills and abilities that have the potential to affect care delivery or contribute overall to the nursing profession. The ideal applicant will clearly demonstrate a strong academic history as well as a commitment to the ideology of nursing and service to others. Performance in required science courses is particularly important.

Application

Applications may be submitted for either spring (January) or summer (May) matriculation. UNC–Chapel Hill students applying to the School of Nursing as sophomores or juniors complete the electronic nursing supplemental application while first degree transfer students who plan to enter the University at the junior level must complete the electronic nursing transfer application. The application link, instructions, deadlines, and decision timeframe can be found on the School of Nursing Web site at nursing.unc.edu/admissions/application.html.

Second Degree Students

Students who have completed a bachelor's degree in a subject other than nursing may pursue admission to the B.S.N. option (six semesters) or the more accelerated and intensive A.B.S.N. option (four semesters) for completing the degree. Second degree students will have 60 credit hours from their previous degree counted toward the B.S.N. These students have to complete (or verify completion as part of their previous degree) only six courses from the lower-division requirements (BIOL 252, MCRO 251 or 255, PHYS 395, PSYC 101, STOR 151, and a U.S. diversity or global issues Connections course).

Admission Criteria

Admission to the School of Nursing is very competitive. The minimum cumulative grade point average for admission to the B.S.N. option is a 2.5 on a 4.0 scale, and the minimum cumulative grade point average for the A.B.S.N. option is a 3.0 on a 4.0 scale. All applicants seeking admission as second degree students must have earned the first degree prior to submitting the nursing application. Applicants must be eligible to return to all institutions previously attended. Admissions committee review is as described previously.

Application

Applications may be submitted for either spring (January) or summer (May) matriculation. Any applicant who has previously attended UNC–Chapel Hill must complete the electronic nursing readmit application. All other second degree applicants are considered transfer students and complete the electronic nursing transfer application. The application link, instructions, deadlines, and decision timeframe can be found on the School of Nursing Web site at nursing.unc.edu/admissions/application.html.

Registered Nurses

Registered nurses with an associate's degree or diploma in nursing may pursue the B.S.N. through the R.N.–B.S.N. completion option, a Web-based program known as Carolina R.N.–B.S.N. Online. Students in this option earn a total of 122 to 126 credits: 60 to 64 lower-division credits completed prior to enrollment; 35 credits for previously acquired nursing knowledge and skills (as validated by course work in the B.S.N. program); and 27 upper-division nursing credits. All upper-division major courses for this option are designed specifically for registered nurses and are offered online only. These courses are tailored to meet the needs of adult learners while providing theory-based content, critical thinking skills, and opportunities to apply concepts, theories, and research in clinical practice. Carolina R.N.–B.S.N. Online is designed to be completed in one to two calendar years depending on each student's previous course history. To access and work comfortably with online nursing course materials, students will need computer equipment that meets certain specifications. Information about computer hardware, software, and skill requirements is located on the option Web site (nursing.unc.edu/current/rn-bsn).

Admission Criteria

Admission to the School of Nursing is competitive; admissions may be limited due to resource availability. Requirements for admission to the Carolina R.N.–B.S.N. Online program are as follows:

- Current unencumbered license as a registered nurse in the state in which the student will do clinical course work. Note: an "unencumbered license" means neither the license, the licensee's practice, nor the licensee is associated with any type of restriction, encumbrance, or probationary limitations imposed by the applicable Board of Nursing or any judicial entity.
- A cumulative grade point average of at least 2.0 in all postsecondary course work and eligibility to return to all institutions previously attended

- Applicants must be eligible to return to all institutions previously attended.
- Completion of all lower-division (prerequisite) requirements prior to enrollment

Application

Applications may be submitted for spring (January), summer (May), or fall (August) matriculation. Any applicant who has previously attended UNC–Chapel Hill must complete the electronic nursing readmit application. All other applicants complete the electronic nursing transfer application. The application link, instructions, deadlines, and decision timeframe can be found on the School of Nursing Web site at nursing.unc.edu/admissions/application.html.

Majoring in Nursing: Bachelor of Science

The baccalaureate program in nursing prepares graduates to 1) understand the problems of contemporary health and illness; 2) utilize a systematic approach to assess human responses to actual and potential health problems in a variety of settings; 3) directly provide and manage competent care for individuals, families, and groups who have simple to complex health care needs throughout the life span; 4) employ interpersonal processes and therapeutic communication skills; 5) integrate professional values and role behaviors; and 6) collaborate with other groups in shaping health policies that affect both individual and community health.

Courses in the nursing major are taken at the upper-division level. The courses build on a strong foundation in the sciences and humanities to develop the knowledge and skills needed to practice nursing in contemporary society. Clinical experiences take place in a broad variety of settings that reflect current patterns of health care delivery and provide opportunities for students to develop competence in empathetic care, critical thinking, technical skills, clinical judgment and decision making, interdisciplinary collaboration, and management of care.

Lower-Division Courses in the General College

Students are admitted to the baccalaureate nursing program at the upper-division level. All lower-division courses must be completed before beginning nursing courses. Lower-division courses taken at another college or university must be approved for transfer by the UNC–Chapel Hill Office of Undergraduate Admissions as comparable to the courses offered on this campus. (For assistance refer to the transfer equivalency database at https://s4.its.unc.edu/sis/adm/xfereq.html). Prospective students can request an unofficial transfer evaluation to determine the status of compliance with lower-division requirements. The unofficial transfer evaluation request form should be attached to copies of all United States college transcripts and sent to the UNC–Chapel Hill School of Nursing address on the form. (The form is available at nursing.unc.edu/degree/pdf/transcript_evaluation_form.pdf.)

All students must meet the Foundations and Approaches requirements outlined elsewhere in this bulletin. Students with a bachelor's degree must complete only the six courses marked with an asterisk (below) or verify completion of these courses as a part of the previous degree. Note: second degree applicants may meet either the global issues or U.S. diversity prerequisite. For nursing students, these requirements must include the following courses:

- *For the Foundations quantitative reasoning requirement: either STOR 151 Basic Concepts of Statistics and Data Analysis or 155 Introduction to Statistics
- For the Approaches physical and life sciences requirements (for a total of 28 credits):
  - BIOL 101/101L Principles of Biology
  - *BIOL 252 Fundamentals of Human Anatomy and Physiology (with lab; online lab is unacceptable)
  - CHEM 101/101L and CHEM 102/102L General Descriptive Chemistry or BIOC 107 and BIOC 108 Introduction to Biochemistry
  - *MCRO 251 Introductory Medical Microbiology or MCRO 255 Elementary Pathogenic Microbiology (with lab; online lab is unacceptable)
  - *PHYI 202 Introduction to Physiology
  - *PSYC 101 General Psychology

Nursing students also must satisfy the following Connections requirements: global issues*, U.S. diversity*, and at least two others, bringing total credit hours required of B.S.N. applicants to 68. Effective with January 2011 matriculation (August 2010 application cycle), applicants must have earned at least a grade of C or better in the five key science courses: BIOL 252, PHYI 202, MCRO 251/255, PSYC 101, and STOR 151/155 (or approved equivalents).

Special Note: Effective with summer 2009 matriculation (January 2009 application deadline), A.B.S.N. option applicants must have completed ALL science prerequisites, and B.S.N. option applicants must have completed at least three of the science prerequisites at the time of application. Effective January 2010 matriculation (August 2009 application deadline), ALL B.S.N. option fall applicants (for Spring/January matriculation) must have completed physiology as one of the science prerequisites at the time of application.

Overview of the Major

Nursing courses for any of the three options are ordinarily completed in a specified sequence. For option-specific course plans and further details regarding courses in the new curriculum, see the Web site nursing.unc.edu.

A.B.S.N. and B.S.N. Options

- NURS 253, 254, 261, 354, 360, 361, 362, 364, 366, 371, 382, 454, 470, 472, 477, 479, 588, 590, and one of the following courses: 487, 488, or 489

R.N.–B.S.N. Option

- NURS 369, 377, 379, 490, 491, 494, 595, and 596

Critical Information for ALL Nursing Students

Professional Risk

The practice of nursing involves the care of individuals who are ill or injured. Communicable diseases are common in health care delivery settings and may be a threat to nursing students. During the performance of clinical practice/research activities, a student may have contact with patients/subjects with HIV/AIDS, tuberculosis, hepatitis B, hepatitis C, and other infections. Such contact, although rare when proper preventive measures are used, may result in a student's being exposed to infectious agents and/or transmitting an infectious disease to other students, faculty, patients, family members, and subjects. During pregnancy, the fetus may be at risk. As a student enrolled in the School of Nursing at the University of North Carolina at Chapel Hill, students are expected to provide care to patients who may have known or unknown communicable diseases. Application to and acceptance of an offer from the School of Nursing indicates a student's understanding of related professional risks.

Fitness for Practice

All students admitted to the School of Nursing are required by the North Carolina Board of Nursing to provide documentation of their fitness to provide safe nursing care to the public. Failure to provide requisite documentation will result in the withdrawal of the admission offer. Additionally, North Carolina law requires incoming students to present to the University, before the first day of enrollment, evidence verifying the student has received all required immunizations.

Further, federal and state statutory regulations and clinical affiliate contractual mandates require that nursing students demonstrate particular cognitive and clinical competencies consistent with their minimum professional practice standards. As such, students must attain and maintain full compliance with all requirements. The school also requires students to undergo a criminal history database check following admission acceptance. The check covers all states in which the student has lived or worked in the past seven years or since the 16th birthday, whichever is less. Database checks will address all criminal charges, felony and misdemeanor level convictions (except minor traffic related violations), and the Sexual Offender/Predator Registry for all states in which the student has lived. Questions about these requirements may be directed to the Office of Admissions and Student Services.

Disability Statement

Consistent with its mission and philosophy, the School of Nursing at the University of North Carolina at Chapel Hill is committed to providing educational opportunities to students with disabilities. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the school provides reasonable accommodations to otherwise qualified students with disabilities. The decision regarding appropriate accommodations will be based on the specifics of each case.

Students who seek reasonable accommodations for disabilities must contact the Academic Success Program for Students with LD/ADHD (formerly known as Learning Disabilities Services) for all learning disabilities or ADHD needs ([919] 962-7227) or the Department of Disability Services for all other disabilities ([919] 962-8300). These offices will determine a student's eligibility for, and recommend, appropriate accommodations and services. More information may be obtained through the respective Web sites: www.unc.edu/depts/lds/ and disabilityservices.unc.edu/.

Computer Requirements

All School of Nursing students are required to use e-mail as considerable, important information is conveyed using e-mail. All e-mail communication from the School of Nursing will be sent to the student's UNC e-mail address only. School of Nursing courses increasingly use Internet resources as part of their curriculum. For both these reasons easy access to personal computers and the Web are imperative. The School of Nursing provides a PC lab solely for the use of undergraduate students, and students may also access PC lab facilities elsewhere on campus.

Students who have computers at home are able to read e-mail, access course Web sites, perform Internet research, and do other work beneficial to their studies at the School of Nursing. In addition to the computer itself, students must have an Internet Service Provider (ISP) and either a modem (for dial-in access via standard voice grade phone lines) or an account for a high-speed access service. Students wishing to provide their own personal computer and be compatible with both school and campus information technology services should consider an IBM-compatible computer with a minimum of 64 meg RAM, a 10 meg or larger hard drive, CD drive, 17-inch monitor and Microsoft Office software. Under the Carolina Computer Initiative (CCI) attractively priced desktop and laptop computers are available to anyone affiliated with the University; preloaded software enhances ease of setup and use. For more information on the CCI program, see www.unc.edu/cci or request a copy of the CCI brochure online or through the Office of Admissions and Student Services. Note that special payment options are available.

Vehicular Requirements

Because of the broad scope of clinical facilities and locations, undergraduate nursing students must have access to a car. For information about the North Carolina requirements for automobile liability insurance, vehicle registration, and operator's license, write to the North Carolina Department of Motor Vehicles, Raleigh, NC 27602. Students and/or parents are responsible for maintaining appropriate insurance coverage. Some insurance companies may consider such travel as "business driving." Expenses for travel are the responsibility of the student.

Registered Nurse Licensure Examination Requirements

The North Carolina Board of Nursing requires all graduates of the School of Nursing who apply to take the National Council Licensure Examination (NCLEX) to undergo a routine criminal background check, which necessitates submission of a complete set of fingerprints with the NCLEX application.

Special Opportunities in Nursing

Departmental Involvement

Students are encouraged to participate in student leadership opportunities. These include the elected class governance system, the dean's Student Advisory Council or course management team options, the Association of Nursing Students (the only preprofessional nursing organization available), and the Student Health Action Coalition. More details can be found online at nursing.unc.edu/current/handbook/org_general.html.

Experiential Education

The nursing program requires extensive direct clinical practice in a wide variety of acute care, chronic care, and community- based settings considered essential for the preparation of competent practitioners. Clinical contact time varies by study option and course but averages approximately 12 to 16 hours per week for prelicensure students.

Financial Aid

Students granted admission to the School of Nursing seeking the baccalaureate degree at UNC–Chapel Hill may be considered for a variety of nursing-specific scholarships and other financial aid opportunities. For assistance, contact the Office of Scholarships and Student Aid by phone at (919) 962-8396 or through the Web at studentaid.unc.edu, or call the Office of Admissions and Student Services at (919) 966-4260.

Study Abroad

Students may participate in selected study abroad options offered through required or elective courses.

Undergraduate Awards

During the final semester of study, the top one-third of students in each option will be invited to membership in Sigma Theta Tau International Nursing Honor Society. The George Livas Award recognizes the graduating student who most clearly demonstrates academic excellence and leadership. Other awards presented during the school's commencement ceremony honor those students achieving the highest grade point average in their respective option.

Undergraduate Research

Through the honors program, the University and the School of Nursing recognize undergraduates who have demonstrated exceptional academic ability and independent work in their major (www.unc.edu/depts/honors). Qualified and interested students in their last two semesters of study will be paired with a faculty advisor who guides the student in an independent study honors project. The director of the undergraduate program supervises the honors program. Students participating in the honors program must have a cumulative University grade point average that meets University requirements. In addition, students must have and maintain a 3.4 cumulative nursing grade point average. Calculation of the cumulative grade point average is based solely on the required hours earned to date for the nursing degree. Grade point averages are not rounded. The student and honors advisor must complete a written contract, and the student must register for NURS 691H and 692H Honors Study in Nursing. Each honors course carries three hours of credit and is assigned a letter grade by the advisor. A student's project must show evidence of independent, creative, abstract, analytical, and critical thinking.

Facilities

The School of Nursing is located in Carrington Hall and its new addition. The Clinical Education and Resource Center (CERC) provides undergraduate students with a simulated clinical environment in which to practice and acquire fundamental psychomotor and psychosocial skills necessary for clinical application. Under the close supervision of nursing faculty and teaching assistants, students learn therapeutic techniques and procedures, utilize problem solving approaches, and prioritize patient care in simulated situations.

Graduate School and Career Opportunities

The school offers a Master of Science in Nursing (M.S.N.) degree in six advanced practice areas and a Ph.D. degree in nursing science. B.S.N. graduates may pursue the M.S.N. after one year of clinical practice, or they may pursue the Ph.D. directly following the B.S.N., prior to completion of any master's level coursework. For further information on the graduate program, contact the Office of Admissions and Student Services as noted below or see the school Web site.

The school works closely with University Career Services to prepare all B.S.N. graduates for the transition from student to professional practitioner. A preparatory career development series and career fair are offered annually. Additionally, the school cooperates with clinical agencies across the country to make available to students an array of information on employment opportunities in a myriad of settings and entry-level roles.

Contact Information

For general information on the School of Nursing, contact the Office of Admissions and Student Services, School of Nursing, CB# 7460, Carrington Hall, (919) 966-4260. Web site: nursing.unc.edu. E-mail: nursing@unc.edu.

NURS

253 Individual Development across the Lifespan (2). Majors only. This course emphasizes a lifespan approach to theories and perspectives on individual growth and development. Content focuses on physical, cognitive, and socioemotional development, and risk factors from birth to death.

254 Discipline of Nursing I (1). Majors only. This course introduces the discipline, profession, and practice of nursing through a study of history, values, culture, legal issues, and education. Critical thinking central to nursing practice is introduced.

261 Nursing Role in Normal Nutrition (2). Majors only. This course involves the nursing application of nutritional concepts to the care of individuals, families, groups, and populations across the life span.

354 Discipline of Nursing II (1). Prerequisite, NURS 254. Majors only. This course introduces the student to concepts and knowledge germane to the practice of artful nursing. Caring compassion, spirituality, presence, hope, truth telling, advocacy, and principles of ethics are explored.

360 Concepts, Processes, and Skills for Evidence-Based Nursing (4). Majors only. The course focuses on understanding basic nursing concepts. The development of communication, teaching, and psychomotor skills are emphasized in conjunction with nursing process. Research as a basis for practice is recognized.

361 Pathophysiology (3). Majors only. This course is concerned with alterations involved in disruptions of normal physiology as well as pathophysiological principles underlying therapeutic interventions and outcomes.

362 Pharmacology across the Lifespan (3). Majors only. Using the science of pharmacology and pharmacologic principles underlying therapeutic interventions, this course focuses on an introduction to nursing responsibilities regarding pharmacologic therapy across the lifespan.

364 Nursing Care of Adults with Major Health Problems, Part I (6). Prerequisites, NURS 253, 261, 361, and 366. Corequisites, NURS 360 and 362. Majors only. This is the first of two adult health courses in which students apply critical thinking skills to nursing care of adults with major health problems.

366 Health Assessment (3). Majors only. This course addresses concepts and methods of comprehensive health assessment of children, adults, and elders. Emphasis will be on data collection as a basis for initiation of caring and decision making in nursing practice.

369 Physical Assessment (3). Permission of the school. Majors only. This course provides an introduction to patient assessment, including interviewing, history taking, physical exam, and recording, analysis, and use of assessment data in planning patient care.

371 Introduction to Nursing Research (3). Prerequisite, NURS 360. One other clinical course course is required as prerequisite. Majors only. This course helps students conceptualize both the

basic research process and the importance of research to nursing, and enables students to understand and use published health care research.

377 Research in Nursing Practice (3). Majors only. This course introduces the registered nursing student to the components of the research process with application to the theory and practice of nursing.

379 Leadership in Nursing Practice (3). Majors only. Students will examine health care organizations from a systems perspective and develop leadership skills necessary in professional practice.

382 Family-Centered Genomic Health Care (1). Majors only. This course explores essential competencies in genetics and genomics for registered nurses. The learner gains knowledge about family assessment and the impact of genomic issues on individuals and families.

454 Discipline of Nursing III (1). Corequisites, NURS 254 and 354. Majors only. This course emphasizes professional development through exploration of a variety of roles and practice environments. Students analyze personal and professional goals and values to develop a framework for nursing practice.

470 Public Health Nursing (5). Prerequisites, NURS 364 and 371. Corequisites, NURS 472, 477, and 479. Majors only. Students apply public health concepts to community practice to improve health and reduce disparities across the lifespan, emphasizing interventions using partnership strategies at individual/family, organizational, and policy levels.

472 Nursing Care of Infants, Children, and Their Family (5). Prerequisites, NURS 253, 261, 360, 361, 362, 364, and 366. Majors only. Nursing care of infants, children, and their families is explored. Knowledge from a variety of disciplines is applied through the nursing process to the direct care of infants and children.

477 Psychiatric Mental Health Concepts for Broad Clinical Application in Nursing (5). Prerequisites, NURS 253, 361, and 362. Corequisites, NURS 364 and 382. Majors only. Using theories of psychosocial development, psychopathology, therapeutic communication, and psychotherapy, this course requires students to examine the range and complexities of human emotional suffering and methods of effective intervention.

479 Maternal/Newborn Nursing (5). Prerequisites, NURS 253, 254, 261, 360, 361, 362, 364, and 366. Majors only. The course focuses on application of caring and critical thinking skills in providing evidence-based nursing care to childbearing families.

487 Practicum in Nursing: Nursing Assistant Work Experience (3). Prerequisites, NURS 254 and 364. Majors only. Certification as a Nurse Aide I and Nurse Aide II also required as pre- or corequisite. Practice in health care settings is the course focus. Students participate in a reflective experience that provides the context to integrate classroom and experiential learning into an evolving professional identity.

488 Practicum in Nursing: Health Services Improvement Work Experience (3). Prerequisites, NURS 254 and 364. Majors only. Certification as a Nurse Aide I and Nurse Aide II also required as pre- or corequisite. Practice in health care settings is the course focus. Students participate in a reflective experience that provides the context to integrate classroom and experiential learning into an evolving professional identity.

489 Practicum in Nursing: Global Health Experience (3). Prerequisites, NURS 254 and 364. Majors only. Certification as a Nurse Aide I and Nurse Aide II also required. Practice in global health care settings is the course focus. Students participate in a reflective experience that provides the context to integrate classroom and experiential learning into an evolving professional identity.

490 Conceptual Bases of Professional Nursing Practice (3). Majors only. Selected concepts and theories are explored as a basis for making judgments and decisions in nursing practice. Critical thinking skills are developed as an essential component of professional practice.

491 Improving Nursing Practice: Application of Concepts, Theories, and Research (3). Majors only. This course emphasizes analysis of clinical problems that affect the nursing care of selected populations. Students apply the nursing process, therapeutic communication skills, and teaching-learning principles in clinical situations.

494 Community Health Nursing for the Public's Health (3–6). Majors only. Prepares R.N. students for population-focused practice in community health nursing. Analyses and applications of selected theories; health promotion/protection and disease prevention strategies are emphasized.

496 Advanced Practicum in Nursing (1–3). Majors only. The focus of this course is the development of knowledge and experience related to research or service learning and its application to the practice of nursing and health care.

588 Leadership in Health Care Organizations (4). Prerequisites, NURS 364, 371, and 487 or 488 or 489, and 472 or 477 or 479. Majors only. This course explores organizational leadership and management practices and theories. Current social, economic, legal, ethical, and policy issues affecting practice, education, and the profession of nursing are examined.

590 Nursing Care of Adults with Major Health Problems, Part II (8). Prerequisites, NURS 354, 364, 371, 472, 477, and 487 or 488 or 489. Corequisite, NURS 470. Majors only. This senior-level course focuses on applying critical thinking, clinical decision making, and evidence-based nursing practice to complex health problems of adults. Unique health needs of older adults are addressed.

595 Alternative Paradigms for Nursing Practice (3). Majors only. Concepts and principles underlying biomedical and biopsychosocial approaches to health care delivery are analyzed to determine their impact on health and to provide a framework for integrating both approaches to care.

596 Contemporary Issues in Nursing Practice (3). Majors only. The context of professional nursing practice will be analyzed from a social, economic, and policy perspective. Analysis will include projections for the future of the profession.

610 Healthy Aging (1). Permission of the instructor for nonmajors. The concept of healthy aging for older adults living in the community is explored. Physical, social, and psychological changes and the adaptations necessary for independent living are identified.

685 Care of the Dying and Bereaved throughout the Life Span (3). Permission of the the instructor for nonmajors. Students from a variety of health sciences-related disciplines gain an understanding of issues in working with dying and bereaved individuals of all ages and their families.

686 Advanced Concepts in the Clinical Care of Older Adults (2). Majors only or permission of the instructor. Focuses on advanced concepts for nursing management of older adults and their families with an emphasis on interdisciplinary care

687 Ethical Issues in Nursing (2). Majors only. One clinical nursing course or R.N. status is required as prerequisite. Examination and discussion of major ethical issues arising in the professional practice of nursing in the context of systematic consideration of the nature of ethical choice.

691H Honors in Nursing, Part I (3). Permission of the program director. Majors only. Preparation of a two-semester honors project under the direction of department advisors.

692H Honors in Nursing, Part II (3). Permission of the program director. Majors only. Preparation of a two-semester honors project under the direction of department advisors.

UNC Eshelman School of Pharmacy

www.pharmacy.unc.edu

ROBERT A. BLOUIN, *Dean*
Gary M. Pollack, *Executive Associate Dean*
Kevin L. Almond, *Associate Dean*
Pamela U. Joyner, *Associate Dean*
Rudy Juliano, *Associate Dean*
Mike Patil, *Associate Dean*
Wayne Pittman, *Associate Dean*
Dhiren R. Thakker, *Associate Dean*

Professors

Kim Brouwer, Michael Crimmins, Joseph DeSimone, Fred Eckel, Klaus Hahn, Anthony Hickey, Leaf Huang, Michael Jay, Rudy Juliano, Harold Kohn, David Lawrence, K.H. Lee, Weili Lin, Howard McLeod, Russell Mumper, Michael Murray, J. Herbert Patterson, Gary Pollack, Bryan Roth, Betsy Sleath, Dhiren Thakker, Alexander Tropsha, Xiao Xiao.

Associate Professors

Kenneth Bastow, Susan Blalock, Stephen Caiola, Moo Cho, James Hall, Richard Hansen, Timothy Ives, Michael Jarstfer, Angela Kashuba, Richard Kowalsky, Andrew Lee, Jian Liu, Rihe Liu, Thomas O'Connell, Wayne Pittman, Ralph Raasch, Jaya Rao, Robert Shrewsbury, Scott Singleton, Philip Smith, Tim Wiltshire, Dennis Williams, William Zamboni.

Assistant Professors

Lynn Dressler, Joel Farley, Craig Lee, Mary Paine, Mary Roth, Constance Vance, Christine Walko, Qisheng Zhang.

Research Professors

Stephen Frye, Bill Janzen, Clark Jeffries.

Research Associate Professors

Patricia Deverka, Lucila Garcia-Contreras, Jian Jin, Juan Li, Feng Liu, Susan Morris-Natschke, Thomas O'Connell.

Research Assistant Professors

Todd Auman, Arlene P. Bridges, Lucila Garcia-Contreras, Julie Dumond, Alexander Golbraikh, M. Karthikeyan, Peiqu Hu, Xiuling Lu, Kyoto Nakagawa-Goto, Chunping Qiao, Mary Roederer, Qunzhao Wang, Xiang Wang, Xiaodong Wang, Donglei Yu, Hao Zhu.

Clinical Professors

Bruce Canaday, Doyle M. Cummings, Peter Gal, Heyward Hull.

Clinical Associate Professors

Stephen Dedrick, Kimberly Deloatch, Robert Dupuis, Pamela Joyner, Peter Koval, Macary Marciniak, Elizabeth Michalets, Susan Miller, Karen Oles, Jo Ellen Rodgers, Philip Rodgers, Mollie Scott, Kimberly Thrasher.

Clinical Assistant Professors

Melissa Blair, Paige Brown, Mary Elizabeth Bryant-Shilliday, Jena Burkhart, Kristen Campbell, Stacy Campbell-Bright, Amanda Corbett, Wendy Cox, Rowell Daniels, Tammie Davis, Lisa Dinkins, Stephen Eckel, Rebecca Edwards, Anthony Emekalam, Elizabeth Farrington, Stefanie Ferreri, Leigh Foushee, Deborah Futrell, Michael Gabriel, Roy Hawke, Amanda Himes, Bill Hitch, Luke Huets, Martha Jones, Debra Kemp, Dionne Knapp, Barbara Kostic, Kim Leadon, Robert Malone, Elizabeth Michalets, Adam Persky, Dawn Pettus, Britt Ritter, Jennifer Robertson, Tracie Rothrock-Christian, Dawn Rush, Kelly Scolaro, Joan Settlemyer, Jennifer Stegall-Zanation, Paige Stocks, Tracy Thomason, Toyin Tofade, John Valgus, K.T. Vaughan, Carla White Harris.

Professor Emeritus

George Cocolas.

Introduction

Pharmacy is an evolving profession with opportunities for generalist and specialist practitioners. Generalists may practice in a variety of environments, including community pharmacies, health-system pharmacies, and the pharmaceutical and health-care industries. Specialty pharmacy practitioners pursue training beyond the Pharm.D. in the form of residencies and fellowships and may ultimately practice in medical areas such as pediatrics, geriatrics, cardiology, oncology, ambulatory/community care, and others.

Pharmacists must be able to evaluate complex approaches to drug therapy and advise patients and other health-care professionals on strategies to achieve the best results from pharmaceutical care. Other pharmacists are engaged in practices that involve monitoring, managing, and implementing policies affecting drug prescribing and use across large groups of patients, such as those enrolled in a health plan.

The UNC Eshelman School of Pharmacy offers graduate education and training programs in addition to the clinical practice (Pharm.D.) degree. The school offers an M.S. in health-system pharmacy and a Ph.D. in pharmaceutical sciences with concentrations in molecular pharmaceutics, pharmacotherapy and experimental therapeutics, medicinal chemistry and natural products, and pharmaceutical outcomes and policy.

Additionally, a satellite campus of the doctor of pharmacy (Pharm.D.) program, operated in partnership with Elizabeth City State University, enrolled its first students in August 2005. This partnership program provides students the opportunity to complete requirements for the UNC–Chapel Hill doctor of pharmacy degree while attending classes on the ECSU campus. The doctor of pharmacy program, including the ECSU satellite, is accredited by the Accreditation Council for Pharmacy Education. Graduates of the school's Pharm.D. program may sit for the state licensure examination for pharmacists.

Program of Study

The doctor of pharmacy, also known as the Pharm.D., grants entry into the profession and practice of pharmacy. The Pharm.D. is neither an undergraduate nor a graduate degree program, but rather a professional degree such as an M.D. or D.D.S. Students without an undergraduate degree may also be eligible to receive a bachelor of science with a major in pharmaceutical sciences.

The Pharm.D. curriculum requires a minimum of two years to satisfy requirements normally completed in the General College followed by four years of professional course work. During the professional program, 11 months are spent in professional practice experiences under the direct supervision of practicing pharmacists. Nine months of these practice experiences occur during the final year.

Pharm.D. curriculum requirements and costs of attendance are the same for students on the Chapel Hill and Elizabeth City campuses. Pharm.D. students on the ECSU campus remain on the ECSU campus, with the exception of special events, for the first three years of the professional program. Instruction is delivered to students on the ECSU campus through live and recorded video teleconferencing, Web-based instruction, and instruction by ECSU-based faculty. Students from both campuses complete the 11-month experiential requirements through the Area Health Education Center (AHEC) system.

Students graduating from the UNC Eshelman School of Pharmacy must demonstrate professional practice competencies, including, but not limited to, the ability to

- Develop patient-specific therapeutic plans
- Select an appropriate route and method of medication administration
- Determine the appropriate dose and dosage schedule for a medication
- Provide and manage systems for delivering pharmaceutical products
- Counsel patients regarding the importance, nature, scope, and methods of delivery of the drug products and therapeutic plans being implemented
- Monitor drug therapy and educate patients with regard to self-monitoring to help manage disease
- Communicate effectively with patients, patient advocates, and other health-care professionals
- Organize, plan, direct, and manage a pharmaceutical-care practice or system

In addition, pharmacy graduates must pass national and state licensing examinations in order to practice as a pharmacist.

Admission Requirements

Students are admitted to the Pharm.D. program (the four-year program of professional studies) in the UNC Eshelman School of Pharmacy upon completion of at least two years (the prepharmacy years) of collegiate work in the General College of UNC–Chapel Hill or in any accredited institution of higher learning in the United States. Criteria for admission include satisfactory completion (with a grade of C- or better) of all prepharmacy courses prior to beginning the pharmacy program. Other considerations for admission include overall quality of academic performance in prepharmacy courses, Pharmacy College Admissions Test (PCAT) scores, interview scores, involvement in extracurricular activities, and two letters of recommendation.

Application Procedures

Students applying to the UNC Eshelman School of Pharmacy must submit complete applications to the Pharm.D. program through the Pharmacy College Application Service (PharmCAS) and the School. For application deadlines, processes, and procedures, visit our Web site at www.pharmacy.unc.edu. Those who wish to be considered for admission to the partnership program on the ECSU campus should complete a PharmCAS application for the UNC–Chapel Hill program and note their campus preference on the required form in the School of Pharmacy supplemental application materials.

In addition, because pharmacy students are health-care workers, the UNC Eshelman School of Pharmacy requires that accepted applicants complete immunizations in addition to those required for the general population. To enroll in this program, a student must have been fully immunized against hepatitis B. Note that the hepatitis B vaccination series takes a minimum of six months to complete, so students should start the series no later than January 15 of the year in which they plan to enroll.

Prerequisites and Program Requirements

The General Education requirements and program prerequisites for the UNC Eshelman School of Pharmacy can be found on the school's Web site at www.pharmacy.unc.edu.

Honors in Pharmacy

The School offers a departmental honors program to provide professional growth to highly motivated students. The honors program of the school is an enrichment of the Pharm.D. curriculum designed to help develop critical-thinking skills and expand the range of possibilities available to academically talented and motivated pharmacy students. Students are invited to participate in the honors program seminar during the fall semester of their first year of pharmacy school. Students must complete an application and interview with the honors program committee. Once admitted into the program, the students must meet several requirements for retention in the program. Honors program students complete all required course work in the curriculum and have the additional opportunity to work closely with individual faculty members on topics of particular interest. In addition, they participate in a weekly seminar series and conduct original research in collaboration with a faculty member. Most research projects lead to publication in a professional or scientific journal, and students often find that the honors program is an avenue to expanded career opportunities. Approximately 10 to 12 students are admitted each year to the program.

Special Opportunities in the School of Pharmacy

Departmental Involvement

Pharmacy students are very active in campus and community activities. They belong to groups that link them to such national professional organizations as the American Pharmacists Association and the American Society of Health System Pharmacists. Pharmacy students provide medication reviews for elderly citizens, staff clinics for indigent patients, and participate in health fairs on campus and in local malls or corporations. Several times each year trips are planned to attend meetings across the nation.

Experiential Education

The Professional Experience Program provides entry-level doctor of pharmacy students with a structured, supervised program of participation in the practice of pharmacy. Students gain experience in problem solving and providing patient care while applying the basic and pharmaceutical sciences learned in the classroom and laboratories. Under the supervision of faculty and selected preceptors, students learn to make decisions based on professional knowledge and judgment. The Professional Experience Program requires 11 months of full-time precepted practice with early practice experience in the second and third professional year, followed by nine months of advanced practice experiences in the fourth professional year. Students receive four hours of academic credit for each month of professional experience. The 11-month Professional Experience Program meets the North Carolina Board of Pharmacy experience requirement (1,500 hours) to sit for the licensure examination.

Laboratory Teaching Internships and Assistantships

Approximately 25 laboratory teaching assistantships, which provide a modest stipend, are available for students in their third professional year to serve as course facilitators to students in the first-year pharmaceutical care laboratory courses. Students may apply for these assistantships in the spring of their second professional year. Eligibility criteria for these positions include excellent communication and problem-solving skills and completion of first- and second-year laboratory courses with a grade of B or better.

Residencies and Fellowships

To increase the depth of their education, a growing number of Pharm.D. graduates are seeking residency training in pharmacy practice. Pharmacy residencies, like medical residencies, provide stipends for further clinical training. There are approximately 800 pharmacy residency positions in the United States with sites in hospitals, community pharmacies, and some specialized facilities. Residency programs may be taken in general pharmacy practice and in specialty areas such as pediatrics, drug information, infectious diseases, oncology, psychiatry, and many others. Some Pharm.D. graduates seek additional training in research methods in drug development, pharmacokinetics, pharmacoeconomics, or pharmacotherapy. Postgraduate fellowship programs involve advanced training in these areas and may occur at academic centers or in the pharmaceutical industry. Like residencies, they are paid positions.

Facilities

The UNC Eshelman School of Pharmacy houses state-of-the-art teaching and research laboratory facilities. Two lecture halls and two small group classrooms house cutting-edge video teleconferencing and recording equipment used primarily for delivery of instruction to the satellite campus at ECSU but also available to graduate and continuing education.

Graduate School and Career Opportunities

Graduate degrees offered through the UNC Eshelman School of Pharmacy are administered by the Graduate School of the University of North Carolina at Chapel Hill. Students may pursue graduate study in pharmaceutical sciences with concentration in molecular pharmaceutics, pharmacotherapy and experimental therapeutics, medicinal chemistry and natural products, or pharmaceutical outcomes and policy. A master of science in health system pharmacy is also offered through the school.

Pharmacy offers a variety of opportunities for career advancement and job security. Because pharmacy education draws from the chemical, physical, biological, and behavioral sciences to develop its knowledge base, pharmacists can contribute to the rational use of medications in many settings. Pharmacists work in all areas of the health-care system, including

- Community pharmacy, as a practitioner or a manager in a retail pharmacy, clinic, or office practice
- Health system pharmacy, as practitioner, supervisor, or manager in large or small hospitals, nursing homes, extended care facilities, and health maintenance organizations
- Pharmaceutical industry, in positions involving research, production, product development, product marketing, and drug information
- Government, in the United States Public Health Service, Veterans Administration, Drug Enforcement Administration, Food and Drug Administration, and military services

Contact Information

For further information, please visit the school's Web site at www.pharmacy.unc.edu.

Gillings School of Global Public Health

www.sph.unc.edu

BARBARA K. RIMER, *Dean*
Peggy Leatt, *Associate Dean for Academic Programs*
Felicia Mebane, *Assistant Dean for Students*

Lists of faculty in the four departments offering undergraduate degrees—biostatistics, environmental science and engineering, health policy and management, and nutrition—are included with information about those undergraduate majors.

Introduction

The UNC Gillings School of Global Public Health provides exceptional teaching, conducts ground-breaking research, and delivers dedicated service to people across North Carolina, throughout the United States and around the world. Ranked the top public school of public health by *U.S. News and World Report* in 2007 (and tied with Harvard University for number two overall), the school's mission is to improve public health, promote individual well-being, and eliminate health disparities.

The school, accredited by the Council on Education for Public Health, offers undergraduate and graduate programs on our campus, located near UNC's Schools of Medicine, Nursing, Dentistry, and Pharmacy, and through our state-of-the-art distance-education programs. Our new research center and our many renovated labs and classrooms provide an environment highly conducive to learning about public health and discovering new ways to improve and promote better health worldwide.

Beyond campus, we teach, conduct research, and serve communities across our state and nation and around the world. Our Office of Global Health organizes the school's global health activities. The school's service and outreach arm, the North Carolina Institute for Public Health, brings public health scholarship and practice communities together. Carolina Public Health Solutions, our newest initiative funded by the Gillings Gift, enables us to anticipate new public health challenges, quickly find solutions, and accelerate the delivery of best practices to improve people's lives.

To learn more about the field of public health, visit www.whatispublichealth.org. Developed by the Association of Schools of Public Health, the site describes public health, its effect on our lives, and the variety of public health careers.

Programs of Study

The undergraduate degree offered is the bachelor of science in public health (B.S.P.H.). The program consists of four majors: biostatistics, environmental health science, health policy and management, and nutrition. Each of these majors combines features of a broad-based education with concentrated study in a specific public health discipline. The programs prepare individuals for preprofessional positions in health-related fields and provide a firm base for graduate study.

Admission to the School

Students who wish to obtain the B.S.P.H. degree typically spend two years in the General College of the University of North Carolina at Chapel Hill (or in an equivalent core program of academic study elsewhere) and two subsequent years under the administration of the Gillings School of Global Public Health. Enrollment in the B.S.P.H. degree programs is limited. Students are typically selected in the latter half of their sophomore year and are admitted on a competitive basis. The minimum recommended grade point average for admission to biostatistics, environmental health science, health policy and management, and nutrition is 3.0.

For current UNC–Chapel Hill students, the B.S.P.H. application is available online at http://accesscarolina.unc.edu/dt.

Transfer students must apply through the Office of Undergraduate Admissions (http://www.admissions.unc.edu/).

Requirements Common to All Undergraduate Majors in the School of Public Health

The last 30 hours of degree credit must be taken in residence in Chapel Hill. The School of Public Health requires that students earn a C (not C-) or better in prerequisite, core public health, and department-required courses. The Department of Nutrition requires at least a B- in BIOL 252, CHEM 102, CHEM 261, and NUTR 240.

At the end of the sophomore year students are expected to have earned approximately 60 semester hours of credit. These must include all Foundations and Approaches requirements and at least five Connections courses, including courses in global issues, experiential education, and U.S. diversity. One of the two physical and life science Approaches courses must be BIOL 101 and 101L.

The junior/senior total of approximately 60 semester hours includes BIOS 600, ENVR 600, EPID 600, and for most departments, a minimum of three electives (seven credit hours) outside the School of Public Health.

The specific requirements of the four majors are outlined below.

DEPARTMENT OF BIOSTATISTICS

MICHAEL R. KOSOROK, *Chair*
Jianwen Cai, *Associate Chair*

Professors

Jianwen Cai, Jason P. Fine, Joseph G. Ibrahim, William D. Kalsbeek, Gary G. Koch, Michael R. Kosorok, Lawrence L. Kupper, Danyu Lin, James Marron, Andrew Nobel, Pranab K. Sen, Richard Smith, Chirayath M. Suchindran, Kinh-Nhue Truong, Fred Wright, Haibo Zhou.

Associate Professors

Lloyd J. Edwards, Amy H. Herring, Anastasia Ivanova, Bahjat F. Qaqish, Donglin Zeng, Hongtu Zhu, Fei Zou.

Assistant Professors

Ethan Lange, Yun Li, Wei Sun, Michael Wu.

Research Professors

Shrikant I. Bangdiwala, Richard E. Bilsborrow, Lloyd E. Chambless, Clarence E. Davis, Robert M. Hamer, Lisa LaVange, John S. Preisser Jr.

Research Associate Professors

Diane J. Catellier, Haitao Chu, David J. Couper, Rosalie Dominik, Michael G. Hudgens, Paul W. Stewart.

Research Assistant Professors

J.L. Crandell, Denise Esserman, Pei-Fan Kuan, Todd A. Schwartz.

Adjunct Professors

Paul Biemer, David B. Dunson, Herman E. Mitchell, Sally C. Morton, Shyamal Peddada, Ibrahim A. Salama, Clarice R. Weinberg, Russell D. Wolfinger.

Adjunct Associate Professors

J. Michael Bowling, Hrishikesh Chakraborty, Maura E. Stokes.

Adjunct Assistant Professors

Karen Kesler, Sandra S. Stinnett, Dennis D. Wallace, Daolong Wang, Mark Weaver.

Clinical Assistant Professor

Jane Monaco.

Research Instructor

Katherine J. Roggenkamp.

Professors Emeriti

James R. Abernathy, Regina C. Elandt-Johnson, James E. Grizzle, Ronald W. Helms, Keith E. Muller, Dana E. Quade, Michael J. Symons, Craig D. Turnbull.

Majoring in Biostatistics: Bachelor of Science in Public Health

Departmental Requirements

- BIOL 201 or 202
- BIOS 511, 545, 550, 600, 664, 668, 691
- MATH 381, 521 or 528, 547

Additional Requirements

- BIOL 101/101L, COMP 110 or 116 are required before matriculation into program
- MATH 231, 232, 233 are required before admission into the program
- Public health core courses: EPID 600 and ENVR 600
- Three electives outside the Gillings School of Global Public Health

Biostatistics is a discipline concerned with the improvement of human health through the application and advancement of statistical science. The undergraduate major in biostatistics prepares

students to apply quantitative skills to a variety of health-related issues, including clinical trials, environmental studies, population studies, health service costs and effects studies, and studies involving patterns of disease, disability, and death. The curriculum consists of a strong mathematical background, advanced course work in statistical applications, theory and computing, as well as an understanding of the public health sciences.

The Department of Biostatistics in the Gillings School of Global Public Health was the first undergraduate program in the country to offer an undergraduate degree in biostatistics. The program has graduated approximately 200 students. The degree provides an excellent foundation for continued studies (primarily graduate school in biostatistics or medical school) and a strong foundation for employment in the health care industry.

Honors in Biostatistics

The Department of Biostatistics has an honors program in which undergraduate seniors can pursue individualized study and undertake a special project. The program is intended for undergraduates who show their potential talent to do research and is not designed to award academic achievement. Students who have a grade point average of 3.2 or higher are eligible to participate in honors research and write an honors thesis. Faculty member readiness to guide the students in their honors work governs the final selection of those allowed to enter the program.

Special Opportunities in the Department of Biostatistics

Experiential Education

Students are required to take BIOS 691 Field Observations in Biostatistics during the fall semester of the senior year. This course consists of an orientation to and observation of six major nonacademic institutions in North Carolina's Research Triangle Park area that employ biostatisticians, including pharmaceutical companies, contract research organizations, nonprofit companies and government agencies. The course does not fulfill the General Education experiential education requirement. Beginning in the spring 2011, BIOS 664 Survey Sampling Methodology will fulfill the experiential education requirement.

Laboratory Teaching Internships and Assistantships

Students are encouraged to investigate part-time employment during the academic year and full-time employment during the summer after their junior year with our faculty and their collaborators on current research and service projects.

Study Abroad

Students are encouraged to participate in the University's study abroad programs in the summers or before matriculating to the B.S.P.H. in biostatistics program. Identification of a study abroad program early in the student's career is necessary for course planning purposes.

Undergraduate Awards

Our Theta Chapter of Delta Omega honors up to 10 percent of the department's graduates with an award of excellence. Awards are presented in the spring as part of the biostatistics awards ceremony.

Undergraduate Research

Students are encouraged to consider doing senior honors research and should consult individual faculty members for opportunities. However, some students choose to take advantage of the myriad part-time employment opportunities with our faculty on their research and service projects or opportunities within nearby Research Triangle Park.

Facilities

The Department of Biostatistics has a student library, a student study room, and computer facilities for its students.

Graduate School and Career Opportunities

In recent years, the majority of students have chosen to attend medical school or graduate school in biostatistics (or other fields) following graduation. Previous graduates who chose to seek employment have taken positions in the pharmaceutical industry, contract research organizations (CROs), medical settings and government agencies. The department is not aware of any B.S.P.H. graduates who are unemployed and seeking employment. Traditionally, the career opportunities have been excellent for skilled biostatisticians.

Contact Information

Go to www.sph.unc.edu/bios or contact the Department of Biostatistics at (919) 966-7250.

BIOS

392 Undergraduate Internship (1–3). Academic credit for approved internship experience.

397 Readings in Biostatistics (1–21). Directed readings or laboratory study. May be taken more than once. Two to six laboratory hours a week.

511 Introduction to Statistical Computing and Data Management (4). Required preparation, previous or concurrent course in applied statistics or permission of the instructor. Introduction to computer use to process and analyze data, concepts and techniques of research data management, use of statistical software and interpretation. Focus is on SAS for data management, with introduction to SAS reporting and analysis.

540 Problems in Biostatistics (1–21). Arrangements to be made with the faculty in each case. A course for students of public health who wish to make a study of some special problem in the statistics of the life sciences and public health.

541 Quantitative Methods for Health Care Professionals I (4). Permission of the instructor. For health care professionals needing to appraise the design and analysis of health care studies and intending to pursue academic research careers. Basics of statistical inference, ANOVA, multiple regression, categorical data analysis. Introductory logistic regression and survival analysis. Emphasis on applied data analysis of major health-related studies.

542 Quantitative Methods for Health Care Professionals II (4). Prerequisite, BIOS 541. Permission of the instructor. Continuation of BIOS 541. Main emphasis is on logistic regression; other topics include exploratory data analysis and survival analysis.

545 Principles of Experimental Analysis (3). Permission of the instructor for nonmajors. Required preparation, basic familiar-

ity with statistical software (preferably SAS able to do multiple linear regression) and introductory biostatistics, such as BIOS 600. Continuation of BIOS 600. Analysis of experimental and observational data, including multiple regression and analysis of variance and covariance.

550 Basic Elements of Probability and Statistical Inference I (GNET 636) (4). Required preparation, two semesters of calculus (such as MATH 231, 232). Fundamentals of probability; discrete and continuous distributions; functions of random variables; descriptive statistics; fundamentals of statistical inference, including estimation and hypothesis testing.

600 Principles of Statistical Inference (3). Required preparation, knowledge of basic descriptive statistics. Major topics include elementary probability theory, probability distributions, estimation, tests of hypotheses, chi-squared procedures, regression, and correlation.

613 Data Management in Clinical and Public Health Research (3). Familiarity with basic health research designs (For example, BIOS 664 or 668, EPID 726 or 733, MHCH 713, INLS 780) or equivalent or permission of the instructor required. This course introduces theoretical and practical aspects of data management architecture, processes and applications in clinical and public health research.

660 Probability and Statistical Inference I (3). Required preparation, three semesters of calculus (such as MATH 231, 232, 233). Introduction to probability; discrete and continuous random variables; expectation theory; bivariate and multivariate distribution theory; regression and correlation; linear functions of random variables; theory of sampling; introduction to estimation and hypothesis testing.

661 Probability and Statistical Inference II (3). Prerequisite, BIOS 660. Permission of the instructor for students lacking the prerequisite. Distribution of functions of random variables; Helmert transformation theory; central limit theorem and other asymptotic theory; estimation theory; maximum likelihood methods; hypothesis testing; power; Neyman-Pearson Theorem, likelihood ratio, score, and Wald tests; noncentral distributions.

662 Intermediate Statistical Methods (4). Pre- or corequisites, BIOS 511 and 550. Principles of study design, descriptive statistics, sampling from finite and infinite populations, inferences about location and scale. Both distribution-free and parametric approaches are considered. Gaussian, binomial, and Poisson models, one-way and two-way contingency tables.

663 Intermediate Linear Models (4). Required preparation, BIOS 662. Matrix-based treatment of regression, one-way and two-way ANOVA, and ANCOVA, emphasizing the general linear model and hypothesis, as well as diagnostics and model building. Reviews matrix algebra. Includes statistical power for linear models and binary response regression methods.

664 Sample Survey Methodology (STOR 358) (4). Required preparation, BIOS 550. Permission of the instructor for students lacking the perspective. Fundamental principles and methods of sampling populations, with emphasis on simple, random, stratified, and cluster sampling. Sample weights, nonsampling error, and analysis of data from complex designs are covered. Practical experience through participation in the design, execution, and analysis of a sampling project.

665 Analysis of Categorical Data (3). Prerequisites, BIOS 545, 550, and 662. Permission of the instructor for students lacking the prerequisites. Introduction to the analysis of categorized data: rates, ratios, and proportions; relative risk and odds ratio; Cochran-Mantel-Haenszel procedure; survivorship and life table methods; linear models for categorical data. Applications in demography, epidemiology, and medicine.

666 Applied Multivariate Analysis (3). Prerequisite, BIOS 663. Application of multivariate techniques, with emphasis on the use of computer programs. Multivariate analysis of variance, multivariate multiple regression, weighted least squares, principal component analysis, canonical correlation, and related techniques.

667 Applied Longitudinal Data Analysis (3). Analysis of variance and multiple linear regression course at the level of BIOS 545 or 663 required. Familiarity with matrix algebra recommended. Univariate and multivariate repeated measures ANOVA, GLM for longitudinal data, linear mixed models. Estimation and inference, maximum and restricted maximum likelihood, fixed and random effects.

668 Design of Public Health Studies (3). Prerequisites, BIOS 545 and 550. Statistical concepts in basic public health study designs: cross-sectional, case-control, prospective, and experimental (including clinical trials). Validity, measurement of response, sample size determination, matching and random allocation methods.

670 Demographic Techniques I (3). Source and interpretation of demographic data; rates and ratios, standardization, complete and abridged life tables; estimation and projection of fertility, mortality, migration, and population composition.

680 Introductory Survivorship Analysis (3). Prerequisite, BIOS 661. Permission of the instructor for students lacking the prerequisite. Introduction to concepts and techniques used in the analysis of time to event data, including censoring, hazard rates, estimation of survival curves, regression techniques, applications to clinical trials.

691 Field Observations in Biostatistics (1). Field visits to, and evaluation of, major nonacademic biostatistical programs in the Research Triangle area. Field fee: $25.

692H Honors Research in Biostatistics (3). Directed research. Written and oral reports required.

DEPARTMENT OF ENVIRONMENTAL SCIENCES AND ENGINEERING

MICHAEL AITKEN, *Chair*
David Leith, *Associate Chair*

Professors

Michael D. Aitken, Louise M. Ball, Michael R. Flynn, Avram Gold, William G. Gray, Harvey Jeffries, Richard M. Kamens, David Leith, Cass T. Miller, Leena Nylander-French, Frederic K. Pfaender, Philip C. Singer, Mark D. Sobsey, James A. Swenberg, Dale Whittington.

Associate Professors

Gregory W. Characklis, Ivan Rusyn, Stephen C. Whalen.

Assistant Professors

Rose M. Cory, Rebecca C. Fry, Jacqueline A. MacDonald, Marc L. Serre, William Vizuete, J. Jason West.

Joint Professors

Richard N.L. Andrews, John M. Bane, Milton S. Heath Jr., Ilona Jaspers, Richard A. Luettich Jr., Christopher S. Martens, David McNelis, Rachel T. Noble, Hans W. Paerl, Paul B. Watkins.

Research Associate Professor

Lori A. Todd.

Research Assistant Professors

Wanda Bodnar, Jun Nakamura.

Adjunct Professors

Francis Binkowski, Linda S. Birnbaum, Daniel L. Costa, David DeMarini, Alfred Eisner, David S. Ensor, Chong Kim, Joellen Lewtas, Paul W. Prendiville, Donald A. Tyndall, Barbara Walton, Paul Watkins, William E. Wilson.

Adjunct Associate Professors

Michael A. Berry, Gaylen Brubaker, Larry D. Claxton, Nelson Couch, John M. Dement, M. Ian Gilmour, Phillip E. Hamrick, R. Timothy Hitchcock, Linda W. Little, Michael Madden, Michael F. Piehler, Joseph Pinto, Joachim D. Pleil, Jane Ellen Simmons, Thomas Starr.

Adjunct Assistant Professors

Jane Gallagher, M., Daniel L. Norwood, Andrew Petkash, Terrence K. Pierson, Woodhall Stopford, David B. Washburn, Russell W. Wiener.

Adjunct Lecturer

Raymond Hackney.

Professors Emeriti

Russell F. Christman, Douglas J. Crawford-Brown, Francis A. DiGiano, Donald E. Francisco, William H. Glaze, Robert L. Harris, J. Donald Johnson, Donald L. Lauria, Parker C. Reist, Morris A. Shiffman, Charles M. Weiss.

Majoring in Environmental Health Science: Bachelor of Science in Public Health

The undergraduate major in environmental health science is designed to develop a comprehensive understanding of the environmental factors that impact human health; the physical, chemical, and biological processes that underlie the impact of human activity on the environment and human health; methods used to assess the impact of human activity on the environment and human health; and science-based solutions for environmental problems. Students may choose to emphasize either human health or environmental protection. Admission into the program requires satisfactory completion of course work in biology, chemistry, and mathematics. Recent graduates have entered graduate programs in environmental science, microbiology, marine science, applied mathematics, and environmental engineering. Students who pursued employment after completing the B.S.P.H. degree are working in environmental advocacy organizations, environmental consulting firms, industry, and investment banking firms.

First-Year/Sophomore Required Courses

- BIOL 101/101L, 201, and 202
- CHEM 101/101L, 102/102L, and 261
- COMP 116
- MATH 231 or MATH 241 and MATH 232 or 283.
- PHYS 104 or 116,* 105 or 117* (* = preferred)

Junior/Senior Required Courses

All students, regardless of track, must complete each of the following courses during the junior and senior years. These provide an overview of the principles of environmental science and their application to environmental problems.

- ENVR 230, and 430, 698 (to be taken in the senior year)
- Additional required courses for the human health protection emphasis: BIOL 205; CHEM 262/262L, and 430
- Environmental health electives: All students must complete four advanced (400 level or above) courses within the department or in environmental health-related departments on campus.

Honors in Environmental Health Science

Students who have a grade point average of 3.3 or higher are eligible to participate in honors research and to write an honors thesis.

Special Opportunities in Environmental Health Science

Study Abroad

There are several opportunities for pursuing environmental study abroad, both through the department and through the Study Abroad Office at the University.

Undergraduate Research

Many undergraduate students participate in the research programs of the department. Students are encouraged to consult individual faculty members for opportunities to participate in such research. In addition, the department has information concerning fellowships and internships, some of which are combined with research opportunities in laboratories or field settings.

Facilities

The Department of Environmental Sciences and Engineering houses research laboratories located in Rosenau Hall, McGavran-Greenberg Building, Michael Hooker Research Center, the Baity Building, and off-campus research facilities. These research labs are involved in important research in groundwater, wastewater, and drinking water quality, atmospheric chemistry, air pollution, industrial engineering, mutagenic effects of environmental chemicals, and occupational health and safety.

The department also offers labs for modeling and computational analysis of environmental systems, such as atmospheric circulation and air quality models, ground and surface water flow and transport models, fluid flow and contaminant transport models for indoor air environments, exposure analysis and health effects, risk assessment, and environmental epidemiology.

More detailed information about the individual labs and centers can be found on the department's Web site: www.sph.unc.edu/envr/research_188_552.html.

Graduate School and Career Opportunities

While undergraduate education prepares students for citizenship in ways that go beyond professional concerns, the program in environmental health science also provides skills needed for employment and graduate study. Students ending their studies at the undergraduate level gain skills necessary to work in positions as risk analysts in consulting firms and regulatory agencies; research assistants in local, state, and national environmental and environmental health departments; and scientific advisors to environmental

organizations. The degree also prepares students for graduate study in the environmental sciences, environmental health science, environmental studies, toxicology, and professional disciplines such as medicine, environmental law, and public health.

Students have opportunities to explore possibilities for employment through the rich network of connections among the department, the University, and the numerous environmental organizations in the Research Triangle Park area, which is home to the highest concentration of environmental health science groups in the nation.

Contact Information

Go to www.sph.unc.edu/envr or contact the Department of Environmental Sciences and Engineering at (919) 966-3844 or the Carolina Environmental Program at (919) 962-9805.

ENVR

190 Selected Topics in Undergraduate Studies (1–3). Permission of the instructor. Current topics of interest in environmental science and their application to understanding environmental issues are directed towards undergraduates. Topics and instructors will change. One to three lecture hours per week.

230 Environmental Health Issues (3). Examines key events that have shaped our understanding of the impacts of environmental agents on human health and uses them to introduce basic concepts in environmental health.

312 Risk-Based International Environmental Decisions (ENST 312) (3). See ENST 312 for description.

400 Seminar Series (1). Presents the results of ongoing research projects in the Department of Environmental Sciences and Engineering. Topics and presenters are selected from among the departmental graduate students and faculty.

401 Unifying Concepts (3). Unifying concepts of environmental systems, including conservation principles, modeling, economics, and policy with applications from throughout natural, engineered, human systems. Interfaces among scientific, engineering, and policy aspects of the field.

402 Problem-Based Learning (2). Permission of the instructor. A problem common to the field of environmental science will be studied in detail through the use of small groups of students from the various disciplinary areas in the department.

403 Environmental Chemistry Processes (ENST 403) (3). Required preparation, a background in chemistry and mathematics, including ordinary differential equations. Chemical processes occurring in natural and engineered systems: chemical cycles; transport and transformation processes of chemicals in air, water, and multimedia environments; chemical dynamics; thermodynamics; structure/activity relationships.

411 Laboratory Techniques and Field Measurements (3). Students learn laboratory, field, and analytical skills. Provides a solid introduction to experimental research in environmental sciences and engineering. Students are provided with applications in limnology, aquatic chemistry, and industrial hygiene.

412 Ecological Microbiology (3). Required preparation, one course in general microbiology. A description of microbial populations and communities, the environmental processes they influence, and how they can be controlled to the benefit of humankind.

413 Limnology (3). Required preparation, introductory biology, chemistry, and physics. Basic aspects of freshwater ecosystem function. Emphasis on trophic level interactions and integration of physical, chemical, and biological principles for a holistic view of lake ecosystem dynamics.

415 Biogeochemical Processes (ENST 450, GEOL 450, MASC 450) (4). See ENST 450 for description.

416 Aerosol Technology (4). Admission to the Department of Environmental Sciences and Engineering or permission of the instructor. Physical and chemical principles underlying behavior of particles suspended in air. Topics include rectilinear and curvilinear motion of the particles in a force field, diffusion, evaporation, and condensation, electrical and optical properties, and particle coagulation, as well as the behavior of the cloud in toto. Three lecture hours and two laboratory hours a week.

417 Oceanography (BIOL 350, GEOL 403, MASC 401) (3). See MASC 401 for description.

419 Chemical Equilibria in Natural Waters (3). Principles and applications of chemical equilibria to natural waters. Acid-base, solubility, complex formation, and redox reactions are discussed. This course uses a problem-solving approach to illustrate chemical speciation and environmental implications. Three lecture hours per week.

421 Environmental Health Microbiology (3). Required preparation, introductory course in microbiology or permission of the instructor. Presentation of the microbes of public health importance in water, food, and air, including their detection, occurrence, transport, and survival in the environment; epidemiology and risks from environmental exposure. Two lecture and two laboratory hours per week.

422 Air and Industrial Hygiene (3). Problem definition, sources of information, health effects, legislative framework, and control methods for chemical, physical, and biological hazards. Recognition, evaluation, and remediation of hazards associated with community and industrial environments. Three lecture hours per week.

423 Industrial Toxicology (PHNU 423) (3). See PHNU 423 for description.

430 Health Effects of Environmental Agents (3). Required preparation, basic biology, chemistry through organic, math through calculus. Permission of the instructor for students lacking this preparation. Interactions of environmental agents (chemicals, infectious organisms, radiation) with biological systems including humans, with particular attention to routes of entry, distribution, metabolism, elimination, and mechanisms of adverse effects. Three lecture hours per week.

431 Techniques in Environmental Health Sciences (2). Required preparation, basic biology, chemistry through organic, math through calculus; permission of the instructor for students lacking this preparation. A practical introduction to the measurement of biological end-points, emphasizing adverse effects of environmental agents, using laboratory and field techniques. Two laboratory hours per week.

432 Occupational Safety and Ergonomics (PHNU 786, PUBH 786) (3). Fundamentals of occupational safety and ergonomics with emphasis on legislation and organization of industrial safety and ergonomic programs, including hazard recognition,

analysis, control, and motivational factors pertaining to industrial accident and cumulative trauma disorder prevention.

433 Health Hazards of Industrial Operation (3). Prerequisite, ENVR 422. An introduction to the health hazards associated with the various unit operations of industry. Field trips to local industries planned.

434 Theory and Practice of Exposure Evaluation (3). Prerequisite, ENVR 416. Methodology and philosophy of evaluating exposures to air contaminants in the workplace. Course is divided into lectures, case-study analyses, and a hands-on term project. Three lecture hours per week.

442 Biochemical Toxicology (BIOC 442, TOXC 442) (3). Prerequisite, CHEM 430. Required preparation, one course in biochemistry. Permission of the instructor for students lacking the prerequisites. Biochemical actions of toxicants and assessment of cellular damage by biochemical measurements. Three lecture hours per week.

449 Ecology of Wetlands (MASC 449) (4). Required preparation, one year of biology, one year of chemistry, one semester of ecology, and permission of the instructor. An introduction to the functioning of freshwater and estuarine marsh and swamp ecosystems, with emphasis on systems of the southeastern United States.

450 Principles and Applications of Environmental Engineering (3). Principles that govern the behavior of contaminants in air and water. Application of these principles to engineered processes that control air and water quality. Three lecture hours per week.

451 Process Dynamics in Environmental Systems (3). Prerequisite, MATH 524. Permission of the instructor for students lacking the prerequisite. Application of fluid transport, mass transfer, and chemical reactor principles to describe important processes in water/wastewater treatment, air pollution control, and natural systems. Three lecture hours per week.

452 Fluid Dynamics (GEOL 560, MASC 560, PHYS 660) (3). See MASC 560 for description.

453 Groundwater Hydrology (3). Required preparation, math through differential equations and some familiarity with fluid mechanics. Conservation principles for mass, momentum, and energy developed and applied to groundwater systems. Scope includes the movement of water, gas, and organic liquid phases, the transport and reaction of contaminants. Three lecture hours per week.

461 Environmental Systems Modeling (ENST 415, GEOL 415, MASC 415) (3). See ENST 415 for description.

462 Geostatistics for Spatial/Temporal Environmental Phenomena (3). Required preparation, statistics. Stochastic analysis of space-time environmental phenomena. Random field modeling of physical laws. Geostatistical estimation and simulation. Natural heterogeneity. Stochastic PDE of groundwater flow and solute transport.

463 Random Field Modeling of Physical Processes (3). Recommended preparation, calculus through differential equations is desirable. Science of the probable. Random fields. Physical significance and methodological theses. Spatial and spatiotemporal variability. Ordinary and generalized fields of natural processes. Transport-type models. Bayesian/Maximum maximum entropy estimation. Three lecture hours per week.

468 Advanced Functions of Temporal GIS (ENST 468) (3). Advanced functions of temporal geographical information systems (TGIS). These fields describe natural, epidemiological, economic, and social phenomena distributed across space and time. Three lecture hours per week.

470 Environmental Risk Assessment (ENST 470) (3). Prerequisites, ENVR 403 and 430. Methods of environmental risk assessment, including hazard identification, exposure assessment, exposure-response assessment, and risk characterization, are developed and applied. Three lecture hours per week.

471 Quantitative Risk Assessment in Environmental Health Microbiology (3). Recommended preparation, microbiology, epidemiology, and infectious diseases. Survey of alternative approaches, frameworks, and decision-making tools for quantitative risk assessment of microbial pathogens that infect humans and cause disease by the exposure routes of water, food, air, and other vehicles.

480 Marine Systems Modeling (GEOL 480, MASC 480) (1–3). See MASC 480 for description.

505 Chemical Oceanography (GEOL 505, MASC 505) (4). See MASC 505 for description.

516 Aerosol Science Laboratory (2). Pre- or corequisite, ENVR 416. Basic laboratory exercises in aerosol sciences.

520 Biological Oceanography (BIOL 657, MASC 504) (4). See MASC 504 for description.

522 Environmental Change and Human Health (ENST 522) (3). See ENST 522 for description.

552 Organic Geochemistry (GEOL 552, MASC 552) (3). See MASC 552 for description.

585 American Environmental Policy (ENST 585, PLAN 585, PLCY 585) (3). Intensive introduction to environmental management and policy, including environmental and health risks, policy institutions, processes, and instruments, policy analysis, and major elements of American environmental policy. Lectures and case studies. Three lecture hours per week.

600 Environmental Health (2). Survey course: relationship between environmental quality, human health, and welfare. Contamination in human environment; physical, biological, and social factors; trade-offs regarding prevention and remediation measures. Lectures, group discussions, and projects. Emphasizes critical thinking. Satisfies core School of Public Health requirement. Two lecture hours per week.

661 Scientific Computation I (MATH 661) (3). See MATH 661 for description.

662 Scientific Computation II (COMP 662, MATH 662) (3). See MATH 662 for description.

668 Methods of Applied Mathematics I (MATH 668) (3). See MATH 668 for description.

669 Methods of Applied Mathematics II (MATH 669) (3). See MATH 669 for description.

681 Undergraduate Practicum in Environmental Health Sciences (1–6). A practical experience in a setting relevant to environmental health.

685 Water and Sanitation Planning and Policy in Developing Countries (PLAN 685) (3). See PLAN 685 for description.

686 Policy Instruments for Environmental Management (ENST 686, PLAN 686, PLCY 686) (3). See PLCY 686 for description.

691 Undergraduate Research (3). Directed readings or laboratory study. Written reports are required. May be taken more than once for credit. Six to nine hours per week.

691H Honors Research (3). Permission of the instructor. Directed readings or laboratory study of a selected topic. A written report is required in the form of an honors thesis (ENVR 692H). Six to nine hours per week.

692H Honors Thesis (3). Students complete honors research projects.

698 Analysis and Solution of Environmental Decisions (ENST 698) (3). See ENST 698 for description.

DEPARTMENT OF HEALTH POLICY AND MANAGEMENT

PEGGY LEATT, *Chair*
Laurel A. Files, *Associate Chair*

Professors

Peggy Dilworth-Anderson, Edward Foster, Peggy Leatt, Joseph Morrissey, George Pink (Distinguished),Thomas C. Ricketts, R. Gary Rozier, Sally C. Stearns, Morris Weinberger (Distinguished), William N. Zelman.

Associate Professors

Andrea Biddle, Marisa E. Domino, Laurel A. Files, Bruce J. Fried, Jessica Lee, Shoou-Yih Daniel Lee, Jonathan Oberlander, Bryan Weiner.

Assistant Professors

Kristen Hassmiller Lich, Kristin Reiter, Harsha Thirumurthy, John Vernon, Rebecca Wells.

Research Professors

Edward Baker Jr., Sheila Leatherman, Kathleen Lohr, William A. Sollecito.

Professor of the Practice

Sandra Greene.

Visiting Professor of the Practice

Leah Delvin.

Research Assistant Professor

William Carpenter.

Research Associate

Leslie Zeldin.

Adjunct Professors

Stuart Altman, William K. Atkinson II, Dan Beauchamp, Hayden Bosworth, Fred T. Brown Jr., William H. Campbell, Young Moon Chae, Margaret Dardess, Edward Dauer, John Figueroa, Steven Garfinkel, Paul Halverson, Donald Holzworth, Lily Kelly-Radford, Joan Krause, Barbara Mark, Edward Norton, Carmen Odom, Betsy Sleath, Judith Tintinalli, James Veney, Wendee Wechsberg.

Adjunct Associate Professors

Amy Abernethy, Mary A. Beck, Patricia Deverka, Bryan Goldstein, Nancy Henley, Matthew Maciejewski, Patricia Mac Taggart, Michael Markowitz, Michael O'Malley, Janet Porter, Pamela Pure, Arjun Rajaratnam, Jaya Rayo, Richard Saver, Steven J. Sloate.

Adjunct Assistant Professors

Oscar Aylor, Carolyn Carpenter, Kathleen Dalton, Susan Hogue, George Holmes, Frederick K. Homan, George Jackson, Melissa Kaluzny, Shalini Kulasingham, Michel Landry, Rebecca Mabe, Benjamin Meier, Gary Nestler, David Potenziani, Stuart Rennie, Richard Scoville, Ashley Skinner, Karen Stitzenberg, Debbie Travers, Karl Umble, Gary West, Christopher Woods.

Adjunct Instructors

David Bergmire-Sweat, Dawn Carter, Nelson Couch, Robert Crawford, Wade DeHate, E. Maynard Drake, Randall Egsegian, Franklin Farmer, Kay Goss, Eric Griffin, Kay Grinnell, Jacqueline Horsley, Pamela R. Jenkins, Douglas A. Johnston, Lawrence K. Mandelkehr, Donald Markle, Paul Morlock, Gary Palmer, Michael Patterson, Robert Patterson, William Pilkington, Patricia Pozella, Ericka Rentz, Harry Reynolds, Lucy Savitz, William S. Service, Fred Sexton, John Staley, Robert Stevens, Scott Stewart, Franklin Walker.

Clinical Professor

Thomas Bacon.

Clinical Associate Professors

Edward F. Brooks, Dean Harris, Suzanne Havala Hobbs, John Paul, Pam Silberman.

Clinical Assistant Professors

Felicia Mebane, James V. Porto Jr., Christopher M. Shea, Jeffrey Simms, Margaret Thomas, John Waters.

Clinical Instructor

Melanie Studer.

Lecturers

William Gentry, Jay Levy, Danielle Remmy, Sanford West.

Professors Emeriti

Sagar Jain, Arnold Kaluzny, Kerry Kilpatrick.

Majoring in Health Policy and Management: Bachelor of Science in Public Health

Departmental Requirements

- BIOS 600, ENVR 600, EPID 600
- ECON 310 (may be taken prior to junior year)
- HPM 230, 301 (requires a $400.00 field training fee), 310, 320, 330, 340, 341, 350, 351, 352, 532
- Three credit hours of elective course work within the department

Additional Requirements (to be completed prior to beginning the program)

- BIOL 101/101L
- BUSI 100
- ECON 101
- STOR 155
- One of the following courses (or credit by exam): MATH 130, 152, 231, 232, 233

The bachelor of science in public health (B.S.P.H.) in health policy and management is intended for students who plan to seek careers in a variety of health organizations such as hospitals, medical group practices, government agencies, not-for-profits, health insurance companies, pharmaceutical companies, and consulting firms. The program also provides a foundation for positions in policy analysis and program development in health services research organizations. Graduates of the B.S.P.H. program have been successful in their pursuit of graduate degrees in a broad range of fields, including public health, law, medicine, dentistry, pharmacy, business administration, and health services research.

The sequenced program of courses is designed to provide students with a solid understanding of health services in the United States and skills for effective management of health system resources, including human, financial, and health information. The internship experience, placed between the junior and senior years, provides students an opportunity to apply new skills, anticipate learning needs, and clarify personal career goals.

The objective of the department's undergraduate degree program is to develop responsible and successful graduates who have the necessary knowledge, skills, and abilities to perform effectively in early-career positions and who aspire to hold a leadership role.

Prerequisites for admission to the B.S.P.H. program in health policy and management:

- BIOL 101/101L
- BUSI 100
- ECON 101
- STOR 155
- One of the following courses (or credit by exam): MATH 130, 152, 231, 232, 233

Junior/Senior Required Courses

- BIOS 600, ECON 310 (may be taken prior to junior year), ENVR 600, EPID 600
- HPM 230, 301, 310, 320, 330, 340, 341, 350, 351, and three hours of elective course work within the department. There is a $400.00 field training fee for HPM 301.

Honors in Health Policy and Management

The department offers an honors program. Students who have at least a 3.3 grade point average at the completion of their junior year are invited to participate in the two-semester honors program in their senior year. HPM 691H is offered as a seminar in the fall semester. This seminar counts as the required HPM elective. HPM 692H is offered as an independent study in the spring semester. Students defend their theses at the HPM Annual Poster Day in April.

Special Opportunities in Health Policy and Management

Departmental Involvement

Opportunities exist for involvement in such student organizations as the Healthcare Executives Student Association (HESA) (an affiliate of the American College for Healthcare Executives Higher Education Network), the Healthcare Information and Management Systems Society (HIMSS) Student Interest Group, and the department's Student Council. Students also have volunteered to help with the management of SHAC, a student-run health care clinic.

Experiential Education

Each student in the department is required to complete a 12-week, field-based practicum or internship. Usually, this is completed during the summer between the junior and senior years.

Study Abroad

Students in the department may complete their 12-week internship in a country other than the United States, provided that the internship meets all other criteria.

Undergraduate Awards

The department presents awards for undergraduate students at the HPM Annual Awards Day in late spring.

Undergraduate Research

See the honors program description.

Graduate School and Career Opportunities

See program description above.

Contact Information

For additional information go to www.sph.unc.edu/hpm or contact the Department of Health Policy and Management at (919) 966-7391.

HPM

220 Writing for Health Administrators (3). Focuses on communication skills development, with an emphasis on clarity, conciseness, and effectiveness of writing memoranda, reports, proposals, letters.

230 Management of Human Resources (3). Introduction to the field of human resource management in health organizations in the United States. Detailed treatment of selected topics with a view to help develop operational skills.

249 Clinical Informatics for Outcomes Management (3). Explores the practical role of clinical informatics skills and tools in health care organizational performance improvement and how this role is currently evolving in hospitals, group practices, and provider organizations.

301 Field Training in Health Policy and Management I (3). Restricted to HPM B.S.P.H. students. Required of all B.S.P.H. students in HPM. The first six weeks of a supervised 12-week administrative internship in a health care organization.

302 Field Training in Health Policy and Management (3). Prerequisite, HPM 301. Restricted to HPM majors. Orientation to health services organizations, under faculty supervision. Relevant to School of Public Health course work in all majors; can contribute to development of acceptable plans for internships. Field training fee: $400.00.

310 Introduction to Law and Ethics in Health Administration (3). Prerequisite, HPM 350. An introduction to health law and ethics for health administration undergraduate seniors.

320 Introduction to Strategic Planning and Marketing (3). This course will provide students with a working knowledge of the various forms of health care consulting, including internal consulting. Students will enhance their analytical, presentation, teamwork, and project management skills.

330 Introduction to Organization Leadership, Management, and Behavior (3). Restricted to HPM B.S.P.H. students. Introduction to the roles of managers in health organizations. Emphasizes a systems perspective of organizations.

340 Foundations of Health Care Financial Management (3). Prerequisite, BUSI 100. Permission of the instructor for nonmajors. Basic methods and techniques in financial management of health care programs, including financial statement analysis, cost determination and allocation, pricing of services, and budgeting.

341 Computers in Health Administration (3). Permission of the instructor for nonmajors. The purpose of this course is to provide a foundation for understanding information system and information management issues for managers and policy makers. The course focuses on skill development in such applications as Microsoft Excel and Access.

350 Introduction to Health Services Systems (3). Restricted to HPM B.S.P.H. students. An introduction to the current organization, financing, emerging trends, practices, and issues in the delivery of health services.

351 Policy Issues in Health Services Delivery (2). Restricted to HPM B.S.P.H. students. This seminar addresses current health services delivery concerns from policy perspectives. Guest speakers, debates, and development of issue papers are used to explore implications for access and quality of health care.

352 Introduction to Health Services Systems II (3). HPM 352, in conjunction with HPM 350, provides an overview of the U.S. health services system, including such topics as quality of care and managed care. The course also introduces students to careers in the field of health policy and management and helps students develop necessary communication skills.

380 Database Design for Health Care Applications (3). Hands-on introduction to the design and implementation of relational databases to manage and analyze health care data (using Microsoft Access). Includes design of fully automated databases as well as the use of Access as an analysis tool in conjunction with Microsoft Excel.

396 Readings in Health Policy and Administration (1–3). Permission of the instructor. For undergraduates enrolled in the department's bachelor's degree program. Directed readings or research; written reports are required.

404 Management Principles and Practices (3). Provides an overview of knowledge and skills required for effective health services management. Aimed primarily at individuals who plan on assuming management roles in health services and related fields.

405 Organization and Administration of Multihospital Systems (3). Legal, financial, and organizational issues of multihospital systems development and management.

435 Marketing for Not-for-Profit Organizations (3). Permission of the instructor. Application of basic principles of marketing and marketing decision models to problems in health care and other not-for-profit organizations.

440 Introduction to Management Information Systems in Health Care (3). Conceptual and practical aspects in the analysis, development, and utilization of computer-based information and control systems with emphasis on application to the health care environment.

455 Long-Term Care and Aging Policy Issues (3). Long-term care and aging policy in the United States from the early 1960s through the late 1990s will be reviewed along with Medicare, Medicaid, and public/private long-term policies.

456 Geriatric Health and Medical Care (3). Presents a comprehensive survey of geriatric health and medical care from both a clinical and policy perspective.

465 Managed Care, Market Reform, and the Impact on Vulnerable Populations (3). Students will gain an understanding of how the changes in the health care market affect care for underserved populations and develop strategies to ensure the needs of these populations are met.

466 Competition, Regulation, and Insurance (3). Examines alternative approaches to containing health care costs adapted by public and private payers.

470 Statistical Methods for Health Policy and Administration (3). Introduction of linear model approach to analysis of data in health care settings. Topics include probability distributions, estimation tests of hypotheses, methods in multiple regression, and analysis of variance and covariance.

471 Introduction to Health Services Research (3). Restricted to MPH students. Provides systematic introduction to selected methods for health services research, literature, and research writing.

472 Program Evaluation (3). Concepts and methods of the program evaluation paradigm as applied in health administration.

480 Database Design for Health Care Applications II (3). Hands-on introduction to the design and implementation of relational databases for managing and analyzing health care data (using Microsoft Access).

496 Readings in Health Policy and Management (1–3). Directed readings or research. Written reports are required.

510 Ethical Issues in Health Policy and Administration (3). Introduction to ethical issues in HPM including rationing, managed care, clinical research, organizational ethics and compliance programs, administrative ethics, and bioethical issues such as assisted suicide.

520 Long-Term Care Administration I (3). Restricted to HPM majors. Introduction to administration of long-term care facilities. Evolution of long-term care and survey of the current field. Examination of state and national requirements.

521 Long-Term Care Administration II (3). Prerequisite, HPM 520. Permission of the instructor for students lacking the prerequisite. Nursing home care, organization monitoring, costs, and financing. Exploration of trends and issues such as cost controls, productivity, quality assurance, medical staffing, and organization.

522 Aging, Family, and Long-Term Care: Cultural, Ethnic, and Racial Issues (3). Current issues pertaining to the health and well being of older Americans, and how such issues influence family dynamics and choices about long-term care. Critical topics on chronic illness, family and community caregiving, ethnicity/culture, and socioeconomic status will be covered in the course.

530 Ambulatory Care (3). Major policy issues in primary care and managed care. Emphasis on practice management, rate setting, contracting, utilization control, and quality assurance as case issues for management.

531 Physician Practice Management (3). Permission of the instructor. Restricted to seniors. Course targets students interested in a health care career. Topics include structure of group practices, governance/ownership, risk management, malpractice, physician compensation, operational and financial management.

532 Health Care Consulting (3). This course will provide students with a working knowledge of the various forms of health care consulting, including internal consulting. Students will enhance their analytical, presentation, teamwork, and project management skills.

550 Medical Journalism (HBHE 660, JOMC 560) (3). See JOMC 560 for description.

551 Medical Reporting for the Electronic Media (HBHE 561, JOMC 561) (3). See JOMC 561 for description.

552 Science Documentary Television (HBHE 562, JOMC 562) (3). See JOMC 562 for description.

560 Media and Health Policy (3). Introduces students to news media organizations and their role in health policy development. Students will learn how to evaluate media content and strategies and to communicate effectively via mass media.

564 Health Care in the United States: Administrative and Policy Issues (3). Restricted to HPM majors. An overview of key health services issues including quality, access, financing, insurance, ethics, and delivery systems plus an introduction to health care policy and politics.

570 Theory and Practice of Health Policy and Administration (3). Policy and management issues and ideals, including their historical derivations and international implications, in relation to current state and local practice.

600 Introduction to Health Policy and Administration (2). Permission of the instructor. Restricted to seniors. Does not qualify as a core course or elective for HPM undergraduate majors. Provides an overview of the United States health system, emphasizing role of policy development and administrative decision making through case examples.

601 Issues in Health Care (1). Lectures on current topics in health care.

602 Concurrent Practice (1–3). Permission of the program director. Supervised activities in an approved health organization, to include one or more specific projects, approved by HPM faculty member and directed by an approved preceptor/mentor in the organization.

604 Theory and Practice of Health Policy and Administration (3). Policy and management issues and ideals.

634 Public Health Issues in Community Preparedness and Disaster Management (PWAD 634) (3). Examines conventional public health constructs of community preparedness and disaster management. Includes a review of traditional and emerging literature. Emphasizes conceptual development and application of adaptive leadership strategies.

650 Pharmaceutical Research, Development, and Marketing (DPOP 800) (3). Acquaints future regulators, policy analysts, and corporate managers with the internal and external environments influencing decision making and management in the discovery, development, and marketing of pharmaceuticals.

652 Economic Evaluation of Health Care Technology (DPOP 802) (3). Focus is on determination of costs and benefits associated with alternative resource allocation schemes. Crucial economic concepts (e.g., utility valuation of health states and marginal analysis) are presented.

660 International and Comparative Health Systems (3). Methods of comparing health systems, examinations of related national health systems, and analysis of related high prevalence health issues.

661 Management of Foreign Aid in Health and Population (3). Examines selected policy and management issues in foreign assistance from the point of view of both the donors and the recipients.

662 Health and Population Policy Development and Implementation (3). Selected methods for studying policy development process and converting a policy into an action plan.

663 International Cooperation in Health and Population (2). Roles, problems, and opportunities for different kinds of international organizations in health and population fields.

664 Globalization and Health (MHCH 664) (3). Globalization—its economic, environmental, political, technological, institutional, and sociocultural dimensions—historically and currently contributes to beneficial and adverse effects on population, community, and family and individual health.

670 Systems Simulation for Health Services (3). Course will prepare students to simulate health services using the MedModel simulation software. Basic concepts of discrete event simulation.

691H Honors Research (3). Required preparation, overall grade point average of 3.2 by end of junior year in all UNC–Chapel Hill courses. Readings and seminars for undergraduates showing potential and talent for research. Students will design an independent research project, write a proposal, and complete an IRB application as partial completion of an honors thesis.

692H Independent Honors Research (1–3). Prerequisite, HPM 691H. Permission of the instructor. Students collect data, analyze and report findings, and make recommendations to complete an honor thesis and present findings in presentation/poster format.

DEPARTMENT OF NUTRITION

JUNE STEVENS, *Chair*

Professors

Linda S. Adair, Alice Ammerman, Melinda Beck, Margaret Bentley, Cynthia Bulik, Marci Campbell, Stephen G. Chaney, Rosalind A. Coleman, Anthony Hackney, Mark Koruda, Kay Lund, Nobuyo Maeda, Elizabeth Mayer-Davis, Robert G. McMurray, Daniel Pomp, Barry M. Popkin, June Stevens, James Swenberg, Dianne S. Ward, Steven H. Zeisel.

Associate Professors

Penny Gordon-Larsen, Ka He, Jessie Satia, Sangita Sharma, Anna Maria Siega-Riz, Miroslav Styblo.

Assistant Professors

Terry Combs, Liza Mokawski, Mihai Niculescu, Deborah Tate.

Clinical Associate Professor

Suzanne Havala Hobbs.

Clinical Assistant Professor

Amanda Holliday.

Research Professor

Martin Kohlmeier.

Research Assistant Professors

Marlyn Allicock, Kerry-Ann da Costa, Zuzana Drobna, Shufu Du, Leslie Fischer, Kristine Kelsey, Shu Wen Ng, Eric Park, Amy Ries, Carmen Samuel-Hodge, Patricia Sheridan, Kimberly Truesdale.

Adjunct Professors

John Anderson, Janice M. Dodds, Bernard Gutin, Rudolf Salganik, Richard Theuer.

Adjunct Associate Professors

Alvin Berger, Katherine Flegal, Pamela S. Haines, Temitope Keku.

Adjunct Assistant Professors

Majorie Busby, Melissa Daniels, Juhaeri Juhaeri.

Adjunct Instructor

Angelo Mojica.

Professors Emeriti

Rebecca Broach Bryan, Joseph Chike Edozien, Mary Ann C. Farthing, Mildred Kaufman.

Majoring in Nutrition: Bachelor of Science in Public Health

The bachelor of science in public health program in nutrition introduces the undergraduate student to the science of nutrition in health and disease and to social and behavioral aspects of eating in the context of public and individual health. The Department of Nutrition is one of the top-ranked nutrition departments in the country. The curriculum offers a wide range of courses on the nutritional and epidemiological aspects of human diseases. Students who graduate with a B.S.P.H. degree in nutrition have the necessary prerequisites for applying to medical school, dental school, pharmacy school, veterinary school, and other graduate programs in nutrition and participate in nutrition research projects or explore other related areas of interest.

Prerequisite Courses Required for Admission

- BIOL 101/101L and 252
- CHEM 101/101L, 102/102L, and 261
- MATH 130, and 231 or 241
- NUTR 240

Courses in mathematics not completed during the first two years may be taken during the junior year.

Junior/Senior Courses

- BIOS 600, ENVR 600, EPID 600, HPM 600
- NUTR 400, 600, 611, 615, 620

Additional Requirements

- BIOL 202
- CHEM 241/241L and 262/262L
- PHYS 104 or 116
- PHYS 105 or 117

Honors in Nutrition

The Department of Nutrition provides an opportunity for honors study for qualified students. To be eligible for admission to the honors program, students must have, at a minimum, a cumulative grade point average of 3.2 at the end of the semester preceding the semester in which the student intends to begin honors work. Students register for nine to 12 credit hours in acceptable research, readings, and/or NUTR 692H honors course in the Department of Nutrition.

Special Opportunities in Nutrition

Departmental Involvement

The Nutrition Student Coalition is an organization of students enrolled in the four degree programs of the Department of Nutrition. The coalition meets several times each semester to address student concerns and to plan service and social activities. Open to the entire department, the coalition strives to broaden the scope of understanding of the various fields and environments where nutrition is making advances. "A is for Apple" is a student-led, volunteer organization to teach basic nutrition principles to local elementary school students. Career development workshops are available each year to provide guidance for students applying to graduate and medical schools.

Experiential Education

Two courses in nutrition include experiential components (e.g., NUTR 295 and 611). However, only NUTR 295 fulfills the General Education experiential education requirement for nutrition majors only.

Undergraduate Awards

Nutrition honors research students may apply for the Honors Undergraduate Research Awards. The application is available on the Honors Program Web site: www.honors.unc.edu. Students may also be considered for any of the following awards: Chancellor's Awards for Excellence in Student Activities and Leadership, The Order of the Golden Fleece, The Order of the Grail-Valkyries, The Order of the Old Well, Frank Porter Graham Honor Society, Phi Beta Kappa, and the Joseph Edozien Outstanding Undergraduate Award in Nutrition.

Undergraduate Research

To enhance students' general education and to help them decide whether a research career is something they might pursue in the future, all B.S.P.H. nutrition students are are required to complete nutrition research, either as part of the honors thesis or as independent research.

Contact Information

For additional information, go to www.sph.unc.edu/nutr/degrees or contact the Department of Nutrition at (919) 966-7212.

NUTR

240 Introduction to Human Nutrition (3). Prerequisites, BIOL 101/101L and CHEM 102/102L. Relationships of human nutrition to health and disease. Integration of biology, chemistry, and social sciences as related to human function. Nutrient composition of foods and safety of the food supply.

295 Undergraduate Research Experience in Nutrition (3). Permission of the instructor. For undergraduates enrolled in the department's baccalaureate degree program. Directed readings or laboratory study on a selected topic. May be taken more than once for credit.

400 Introduction to Medical Nutrition (3). Prerequisites, BIOL 101, CHEM 101 and 102, and NUTR 240. Permission of the instructor for students lacking the prerequisites. Function of the human body focusing on nutrient interaction. Review of structure and function of cells and organs. For advanced undergraduates and graduate students needing to enhance background prior to NUTR 600.

600 Human Metabolism: Macronutrients (3). Prerequisite, NUTR 400. Permission of the instructor for students lacking the prerequisite. Cell biochemistry and physiology emphasizing integration of proteins, carbohydrates, and lipids in whole-body metabolism; regulation of energy expenditure, food intake, metabolic adaptations, and gene expression; and macronutrient-related diseases (atherosclerosis, obesity).

611 Nutrition of Children and Mothers (MHCH 611) (3). Prerequisite, NUTR 400. Permission of the instructor for students lacking the prerequisite. Biologic bases for nutrient requirements and dietary recommendations as they vary throughout the life cycle. Covers the nutritional needs of women during childbearing years, infants, children, and adolescents.

615 Nutrition in the Elderly (1). Prerequisite, NUTR 400. Permission of the instructor for students lacking the prerequisite. Special dietary and nutritional needs and conditions of the elderly. Includes overview of biology and demography of aging, discussion of nutritional requirements, and assessment of the elderly as well as nutrition in health and various disease states of the elderly.

620 Human Metabolism: Micronutrients (3). Prerequisites, NUTR 400 and 600. Permission of the instructor for students lacking the prerequisites. Cell biochemistry and physiology emphasizing metabolism of vitamins and minerals including antioxidant protection, immune function, nutrient control of gene expression, and disease states induced by deficiencies (e.g., iron-deficient anemia).

630 Nutrition Assessment and Counseling Skills (3). Prerequisite, NUTR 240. Permission of the instructor for students lacking the prerequisite. Functions of a nutritionist working with individuals, emphasizing interviewing, assessment, nutrition care planning, counseling, and service documentation in prevention and therapeutic situations. Practice in the use of current dietary analysis software programs and development of educational materials included.

640 Medical Nutrition Therapy I: Chronic Disease Management (3). Prerequisite, NUTR 630. Course designed to examine the rationale and implementation of diet therapy and nutrition support in the prevention or treatment of chronic disease.

642 Medical Nutrition Therapy II: Acute Disease Management (3). Prerequisite, NUTR 640. Course designed to examine the rationale and implementation of diet therapy and nutrition support in the prevention or treatment of acute diseases.

644 Medical Nutrition Therapy Case Seminar (1). Prerequisite, NUTR 642. Course designed to introduce the student to clinical nutrition practice. Students learn case-based medical nutrition therapy, professional interdisciplinary communication and documentation skills.

650 Food Science, Production and Meal Preparation (2). Prerequisite, NUTR 400. Introduction to foods, food composition and properties; factors affecting selection, handling, and prep of foods; food safety; basic food industry knowledge; meal planning. NUTR 650 laboratory required.

650L Food Science, Production and Meal Preparation Laboratory (1). Concurrent with NUTR 650. This is the laboratory that accompanies NUTR 650. This laboratory applies the basic concepts of meal preparation, food production, and food science. Laboratory fee required. Three laboratory hours per week.

660 Food Service Systems Management (2). Permission of the instructor for nonmajors. Basic concepts of institutional food service systems management applied to small and medium-sized health care facilities in the community.

660L Food Service Systems Management Experience (1). Corequisite, NUTR 660. This is a food service management practicum that applies the basic concepts of institutional food service systems. Two laboratory hours per week.

692H Honors Research in Nutrition (3). Permission of the instructor. Directed readings or laboratory study of a selected topic. Requires a written proposal to be submitted to and approved by the B.S.P.H. Committee and faculty research director. A written report is required. May be taken more than once for credit. Six laboratory hours per week.

695 Nutrition Research (1–9). Permission of the instructor. Individual arrangements with faculty for bachelor and master students to participate in ongoing research.

696 Readings in Nutrition (1–9). Permission of the instructor. Reading and tutorial guidance in special areas of nutrition.

The William and Ida Friday Center for Continuing Education

fridaycenter.unc.edu

NORMAN LOEWENTHAL, *Director*
Timothy Sanford, *Associate Director for Credit Programs for Part-Time Students*
Annette Madden, *Associate Director for Professional Development and Enrichment Programs*
Ruthie Lawson Bynum, *Associate Director for Friday Center Conference Services*
June Blackwelder, *Associate Director for Communication and Instructional Design*
R.J. Vaccarelli, *Associate Director for Finance*
Brick Oettinger, *Associate Director for Correctional Education*

The Friday Center for Continuing Education is the University's arm for extending credit and noncredit instruction to North Carolinians who wish to further their education on a part-time basis or through short, intensive periods of study. The Friday Center's conference facility is designed to accommodate varied continuing education activities.

Through self-paced courses, students may complete degree-related correspondence and online courses under the direction

of UNC–Chapel Hill instructors. UNC–Chapel Hill serves as the administrative center for this statewide program that also offers courses from seven other member institutions of the University of North Carolina system. Carolina Courses Online is a distance education program that offers courses via the Internet. Class sessions are not required, but courses generally follow the semester schedule. World Wide Web access and e-mail are required in order to enroll.

Part-Time Classroom Studies enables part-time students to enroll in undergraduate and graduate evening and daytime courses. Off-Campus Credit Studies provides classroom instruction in locations away from campus or in flexible time formats. The Correctional Education program enables qualified inmates in the North Carolina prison system to take correspondence courses and on-site classes, and provides assistance in transition to study release.

Professional Development and Enrichment Programs provides consultative and management services in developing continuing education programs in a variety of formats. A number of noncredit conferences and institutes are held at UNC–Chapel Hill each year, usually with the cosponsorship of a University school or department or an educational or professional organization. Enrichment programs for the local community are also offered.

Academic Procedures

Regulations and Requirements

By University policy, the regulations in this bulletin are not necessarily valid beyond the academic year for which it was published. The faculty reserves the right to make any changes deemed necessary in the curricula and in regulations. Ordinarily, students may expect to receive a degree by fulfilling the requirements of a curriculum as specified in the *Undergraduate Bulletin* for the year in which the student first enrolled in college after completing high school; for transfer students, the catalog year is based upon the official number of terms in residence, which is determined upon entry to the degree program. The University is not strictly obligated to fulfill this expectation since changes to the structure of degree requirements may entail widespread curricular adjustments, but it will make every effort to modulate changes so that appropriate substitutes for particular requirements, or particular courses, are available to students operating under a previous set of expectations. Students are responsible for observing the procedures, regulations, and requirements of the University as they are set forth here and in other official University publications. This section describes many of the requirements and regulations that apply to undergraduates, but it is not a complete list of all such regulations and requirements. Unless otherwise stated, the regulations described below will govern the academic progress of the students from their first year in the General College through their final semester in the College of Arts and Sciences or one of the undergraduate professional schools. The staff of the University will gladly provide students with detailed information concerning their academic program or academic problems, but this does not relieve any student of individual responsibility for meeting the University's requirements and observing University regulations.

Policy on Awarding of Undergraduate Degrees and Transcript Notations

The College of Arts and Sciences

The College of Arts and Sciences at the University of North Carolina at Chapel Hill will award only one bachelor's degree to a student, regardless of possible second-major declaration, and will not admit or award a degree to a student who has already earned a bachelor's degree through another school of the University or at another college. Undergraduates in the professional schools in the Divisions of Academic Affairs and Health Affairs may earn a second major (not a second degree) in the College of Arts and Sciences, but the first major must be in the professional school. A student may earn a second bachelor's degree in one of several health profession schools of the University after receiving a bachelor's degree from the College of Arts and Sciences if the student is admitted to the professional school.

Students pursuing two major fields of study for the bachelor of arts degree earn one degree and receive one diploma. Both the diploma and the official transcript will indicate the degree and the two majors.

Students completing the requirements for both a bachelor of science degree and a bachelor of arts earn only the bachelor of science degree and receive only that diploma. Students completing the requirements for both a bachelor of arts degree and a bachelor of fine arts or bachelor of music degree earn only the bachelor of fine arts or bachelor of music degree and receive only that diploma. Note that these students must complete Supplemental General Education requirements and any other General Education requirements pertinent to the bachelor of arts as well as all requirements for the bachelor of science, bachelor of fine arts, or bachelor of music degree. Both the diploma and the official transcript will indicate the degree (with its major) and the second major.

Students completing the requirements for two bachelor of science degrees in the College of Arts and Sciences earn only one degree and receive only one diploma. Both the diploma and the official transcript will indicate the degree (with its major) and the second bachelor of science major program for which requirements were completed.

Related Policies

Only one undergraduate degree is awarded to students in the College of Arts and Sciences, and all graduation requirements must be completed before a degree is awarded. Undergraduates who meet the criteria for a degree in both the College of Arts and Sciences and the Division of Health Affairs cannot receive two degrees on the same degree award date. The degree from the College of Arts and Sciences must be awarded first; the second degree can be awarded at a subsequent graduation, provided all degree requirements have been met. Under no circumstances can a second undergraduate degree be awarded in academic affairs after one has been earned in health affairs. In the rare instance that an undergraduate student completes the requirements for an undergraduate degree and a graduate degree at the same time, the two degrees cannot be awarded at the same graduation. The undergraduate degree must be awarded first, and the graduate degree awarded at a subsequent degree award date.

Students who apply to graduate on a given degree award date, but who must complete requirements (such as courses with grades of IN) after that degree award date, must reapply to graduate on a degree award date that follows the actual completion of requirements. Course work taken after the degree award date cannot be used to change a degree already awarded or to retroactively complete a degree or to retroactively add a second major or a minor. Ordinarily, adjustments may be made to a transcript only for one year following the date of graduation. Grade protests, for instance, can be initiated after graduation. Courses with temporary grades not affecting graduation (AB or IN) can be completed after the date of graduation and the grade point average changes accordingly; however, the student's status at the time of graduation is not affected. Graduation with distinction, for instance, is based only on the grade point average at the date of graduation and may not be awarded retroactively. Students who neglect to declare a second major or a minor at the time of graduation may request that the dean's office verify that the requirements had been satisfied at the time of graduation. In such cases, indication of the second major or minor can be added to the transcript within one year after the graduation date.

Registration

General Policies

The majority of UNC–Chapel Hill students use the Web site at MyUNC to register for courses. Specific steps toward accomplishing registration are outlined in the online Directory of Classes, regweb.oit.unc.edu/resources/directory.php, which is available online in late March for the summer and fall terms and in late October for the spring term. Students should refer to the Web Registration Quick Reference on the Office of the University Registrar's Web site at regweb.oit.unc.edu/students/regref.php for instructions regarding registration.

Students who register during the billing period must pay tuition and fees or give notice of anticipated aid to the University Cashier's Office by the published tuition and fees due date or their schedule will be cancelled and all their classes dropped before the beginning of classes. Students who register after the billing period must pay estimated tuition and fees or give notice of anticipated aid to the University cashier before they can register for that semester. Students who register after the date designated for official registration must pay an additional fee of $20 for late registration. If the delay results from circumstances clearly beyond the student's control, an appeal may be made in writing to the registrar. The appeal must show sufficient justification for the delay and has to be approved by the dean of the school in which the student is enrolled. Approval of the dean is required before the appeal is submitted to the Office of the University Registrar.

North Carolina law requires that no person shall attend a college or university in North Carolina without presenting a certificate of immunization to the college or university on or before the first day of matriculation. This certificate indicates that the student has received immunizations required by law. New students at UNC–Chapel Hill must provide the director of Campus Health Services with an immunization record certified by a physician. Students who fail to present the required certificate of immunization within 30 days of enrollment will be withdrawn from the University. Their enrollment will not be reinstated until they have provided a certificate of immunization to Campus Health Services.

Registration for credit for any course at the start of the semester is limited to the first five days of classes unless a late registration is approved by the course instructor and the student's dean or academic advisor. Registration changes that are limited to dropping courses may be effected by the student during the first 10 days of classes and must be in accordance with University requirements governing minimum academic hours of enrollment. After these deadlines, students must obtain a registration/drop/add form from a department or their school dean's office with appropriate signatures as required by their dean. Any courses added after the first five days of classes must also be approved by the teaching department, specifically course instructors. Any student who has not registered for courses as of the tuition and fees due date each term will be removed from accessing the registration system for that term and must apply for readmission.

First-Year Students and Sophomores

Students are assigned to a primary academic advisor. Advisors' names and office locations are posted on the Web at advising.unc.edu.

All first-year students must meet with their advisor for registration advising during their first year in order to be cleared to register for their third semester on campus. Advisors will answer students' questions and review students' tentative course selections to ensure appropriate academic progress. In subsequent semesters, students are encouraged to discuss academic progress with their academic advisor in the Academic Advising Program in the College of Arts and Sciences. Students should follow instructions received from the Office of the University Registrar, which may be accessed by logging on to MyUNC.

Juniors and Seniors

Juniors and seniors receive academic advising during registration periods according to the directives set out by their college/professional school and major. Juniors and seniors in the College of Arts and Sciences have a departmental advisor in their major department and a college advisor in the offices of the Academic Advising Program. The department in which the student's major is housed determines the procedures juniors and seniors must follow for registration. In some cases, the student must meet with his or her major departmental advisor before being able to register each semester. Departmental advisors are excellent resources for students who have questions specific to the major and to graduate and career opportunities in the field. The student's total graduation requirements must be determined, however, by advisors in the Academic Advising Program. Students admitted to a professional school (education, journalism, nursing, information and library science, public health, business, dentistry) will receive advising and assistance on all academic matters from an advisor in their school, where total graduation requirements will be determined.

Classification (Class Standing)

All students who begin their undergraduate career at UNC–Chapel Hill are considered first-year students for the first and second semesters. In their third semester and thereafter, a student's classification (sophomore, junior, senior) is determined by the cumulative number of credit hours earned:

1–29 credit hours earned: First-Year Student.
30–59 credit hours earned: Sophomore.
60–89 credit hours earned: Junior
90 + credit hours earned: Senior

For criteria that determine the class standing of transfer students, please see "Transfer Candidates" in the Undergraduate Admissions section of this bulletin.

Please note: A student's first available date for registration (registration priority) is based on the number of semesters completed. See "Registration Priority" below.

Registration Priority

By policy of the Faculty Council (Resolution 2007-3), the University limits students to eight semesters of full-time study. Registration priority is based on the number of semesters completed. Students who have completed more semesters are granted higher priority to ensure their graduation within the eight-semester limit. Students' registration priority will be governed by number of semesters completed, effective for enrollment in fall 2010.

Ordinarily, a semester is a fall or spring term of full-time enrollment. For students who are approved to take a part-time course load, each full multiple of 15 credit hours passed is regarded as one semester completed. For information about how transfer credit affects terms of enrollment, see "Calculation of Transferred Semesters Based on the Number of Transferred Credit Hours."

Cancellation of Enrollment

A cancellation is, in effect, the same as not having a registration at all. No entry is made on the student's permanent record, and no tuition and fees are charged. A registration cancellation will be processed for any student who has a "registration cancellation University stop" on the tuition and fees due date for each term. A cancellation notice will be mailed to the student's grade/billing address. A cancellation will be processed if a student is not cleared financially; is not academically eligible to continue in school; or shows a cashier stop, Office of Undergraduate Admissions stop, dean's office stop, or Student Health Services cancellation stop. Students may either come by the Office of the University Registrar or call to request a registration cancellation. For a cancellation after classes begin, however, students must process the cancellation through their school dean's office.

Administrative Changes to Course Registration

It is the student's responsibility to maintain the accuracy of his/her course schedule. A department or curriculum in the College of Arts and Sciences has the option to drop a course from a student's registration if the student fails to attend both of the first two class meetings (or the first class meeting if the course meets only once each week). The appropriate dean's office will be responsible for informing departments of approved late-arrival students who cannot attend the first two class meetings because of illness or other reasons approved by a dean. Students should never presume that an instructor or department/curriculum will systematically drop classes from the student's schedule. However, if such action is taken by a department/curriculum, the registration openings resulting from these drops will be offered to other students seeking enrollment in the courses during the official add period (first five days of classes) or thereafter, as determined by the instructor of the class or by the department, curriculum, or school.

Before the last day to reduce a course load for financial credit, departments/curricula can drop students' courses using the computerized registration system. To effect such a drop after that date, a student must submit a completed registration drop/add form first to the student's dean's office for approval and then to the Office of the University Registrar.

Auditing Courses

To audit a course, students must get written permission from the course instructor and from the department chair. Students can request this permission only after the end of the official registration period. Auditing is permitted only in lecture-based courses and never in courses that include laboratories or performances. Auditing is not permitted in courses that focus on the development of written or oral communication skills or that rely heavily on class participation. Auditing is not permitted in independent studies courses, internships, special topics, directed readings, or similar courses. Students may not audit courses offered through the Friday Center for Continuing Education (Part-Time Classroom Studies, Carolina Courses Online, Self-Paced Courses, or tutorial programs) or courses preparing students for credit by examination. Students auditing a course do not write examinations, papers or other work, nor should they request grades or the review of written work by the instructor. Auditors should refrain from participating in class discussions unless otherwise directed by the course instructor. Students who audit a course may not subsequently receive course credit for that course.

Students officially registered for other courses during a semester or summer session may audit a course without paying a fee. Those not officially registered must pay a $20 fee to the University Cashier and must file a copy of the receipt with the course instructor at the beginning of the term.

Changes in Fall and Spring Semester Schedules

Continuous Course Enrollment

Students admitted as first-year students or sophomore transfers are required to maintain continuous enrollment in ENGL 101 and 102 (ENGL 100, 101, and 102, if applicable) and foreign language Foundations courses until they have completed these Foundations requirements. Students are not permitted to drop ENGL 100, 101, or 102, or levels 1 through 3 of foreign language courses being used to fulfill the Foundations requirement, at any time during the semester, unless approved by a dean in the Academic Advising Program. Such approval will be for exceptional circumstances only. Students should not stop attending English composition and rhetoric and Foundations foreign language classes without speaking with a dean in the Academic Advising Program.

Course Schedule Changes before the End of the Eighth Week of Classes

Insofar as possible, changes in course registration schedules should be made during the first five days of classes. During this time, students may add courses using the online registration system. After the first five days of classes, the addition of a course to a student's registration schedule requires the permission of the course instructor or the department concerned. Additionally, students must obtain a registration/drop/add form from their academic advisor, the concerned department, or their professional school. Students are required to obtain the signatures of both their instructor and their school dean (or dean's designee) if they wish to register or make additions to their schedule after the final day to add classes through online registration. For students in the General College and the College of Arts and Sciences, only the associate dean for advising (or dean's designee) has this authority. After the final day to add classes, deans will approve only those registrations or course additions that have first been approved by the instructor.

During the first two weeks of classes, students may drop a course using the online registration system, but they are responsible for ensuring that their schedules do not fall below the minimum 12 academic hours required for full-time registration. After the second and before the end of the eighth week of classes, students who wish to drop a course must obtain a registration/drop/add form from their academic advisor, the concerned department, or their school. Students are required to have the signature of their advisor or dean on the form. If permission is granted, a registration/drop/add form is submitted to the Office of the University Registrar on behalf of the student.

Course Schedule Changes after the Eighth Week of Classes

After the eighth week of classes, students must petition to drop courses through the dean's office of the school in which they are enrolled. For students in the General College and the College of Arts and Sciences, the associate dean for advising (or designee) has this authority.

To drop a course after the eighth week of classes, students must complete and submit a petition form to the appeals committee of their college or school. In the General College and the College of Arts and Sciences, these committees meet weekly after the eighth week of classes to examine evidence and consider student petitions. Possible legitimate reasons for requesting a course drop after the eighth week of classes include serious illness, personal or family problems, financial problems requiring employment, or other serious problems that prevent students from meeting their academic responsibilities.

Students must first discuss their reasons for requesting a late course drop with an academic advisor or their academic dean. The advisor or dean provides the student with a standard form that explains the process for an appeal. The appeal must include a statement from the student, an evaluation of performance and class attendance from the course instructor, and any pertinent documentation that provides compelling support for the appeal. The student must submit the completed form to the office of the associate dean for advising in the Academic Advising Program of the College of Arts and Sciences and General College. Because submission of a petition does not ensure that the request will be granted, students must continue to attend classes until informed of the committee's decision. If a course drop is approved, the registration/drop/add form is processed through the Office of the University Registrar. All drops approved by the committees appear with the notation of W (withdrawn) unless an exception is made and the dean's office lists "no W" on the registration/drop/add form. If a petition is denied and a student believes that additional compelling evidence not already presented to the appeals committee would alter the decision, then the student may submit a second petition with the additional supporting evidence.

Students enrolled in professional schools should acquaint themselves with the appropriate appeals procedures in their schools.

The notation of W (withdrawn) is employed for course drops made after the end of the eighth week of classes or proportional equivalent for summer terms and other nonstandard enrollment periods, unless an exception is made by the dean.

Policies and Guidelines for a Cooperative Learning Environment

Teaching and learning occur simultaneously through a partnership between instructor and student. Instructors share knowledge, experience, and ideas with their students. Students process these thoughts, generate new ones, and share them with their teachers and classmates. In most cases, students and instructors communicate clearly and effectively. However, misunderstandings do occur. In an attempt to foster a positive academic environment, the Faculty Council, upon recommendation of the Educational Policy Committee, establishes the following policies and guidelines.

The Faculty Council resolves:

Part I. Policies

Section 1.

The Faculty Council recognizes and affirms the following policies. This recognition is not to be interpreted as precluding modification of any policy by the appropriate authority.

- The Honor Code. The faculty should inform students of the provisions of the honor code and be aware of their own responsibilities specified in the honor code. Faculty responsibilities are stated in the Instrument of Student Judicial Governance.
- Student Grievance Procedures. According to UNC–Chapel Hill Student Grievance Committee procedures, students may file a grievance against a UNC–Chapel Hill employee, EPA nonfaculty employee, staff employee, or student employee (when acting in the role of employee) when there is a violation of one of the following:
  A. The UNC–Chapel Hill Sexual Harassment Policy;
  B. The UNC–Chapel Hill Racial Harassment Policy;
  C. The UNC–Chapel Hill Policy on Sexual Orientation;
  D. The Americans with Disabilities Act;
  E. Title IX, which prohibits exclusion from participation on the basis of sex;
  F. Section 504 of the Rehabilitation Act of 1973, which outlaws discrimination on the basis of a handicap; or
  G. The Family Educational Rights and Privacy Act, which allows students to challenge the content of their educational records.

  Copies of these can be obtained from the Office of the Dean of Students. They contain information about how to file a grievance. A grievance based on incidents that occurred more than six months before the complaint was filed will not be considered.
- Student Access to Academic Records—Protection against Improper Disclosure. As stated in The Family Educational Rights and Privacy Act of 1974, students may have access to their full academic records. Individuals who are, or have been, in attendance at UNC–Chapel Hill may inspect and review their education records. Otherwise, education records are subject to confidentiality requirements as specified by law and may not be disclosed improperly. Requests for recommendations imply that the student has given consent to the disclosure of information related to ability and performance. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student. "Education records" are those records directly related to a student that are maintained by an educational institution. Particular University policy provisions are found in the University of North Carolina at Chapel Hill's Policies and Procedures under the Family Educational Rights and Privacy Act of 1974.
- Appealing a Grade. The University has systems for appealing a grade. The exact procedures vary among the academic units. Students should consult with their dean or department chairperson to obtain information about grade appeal procedures. See the section on "Grade Protests."

Part II. Guidelines

Section 2.

The Faculty Council endorses the following guidelines for the faculty–student relationship. This endorsement shall not be construed as faculty legislation, is not intended to establish a contractual undertaking by the University or any individual, and shall not constitute the basis for civil action in a court or a claim in any administrative or judicial body of the University of North Carolina at Chapel Hill.

- Clear Definition of Potential Honor Code Violations. In an attempt to avoid unintended misunderstanding, instructors should clearly state what is acceptable in their class. When study aids such as computers are allowed, the instructor is responsible for explaining what constitutes proper use of these items. These

rules should be established at the beginning of the course and should not be changed without giving students proper notice.

- Assignment of Graded Work during the Last Week of the Semester. Instructors may not assign graded work during the last week of classes unless the course syllabus clearly states that such an assignment will be given.
- Suggested Classroom Procedures. In general, instructors are strongly encouraged to follow the guidelines for course design and classroom procedures recommended by the Center for Faculty Excellence. When students enter into a learning relationship, they have certain needs and expectations. They are entitled to information about course procedures, content, and goals. Instructors should provide a syllabus that describes the course and methods of evaluation. Particular attention should be paid to several areas of special concern to students, including provision of reserve readings and grading policy.

  Evaluated assignments should be returned to the students within a reasonable amount of time. Since part of the purpose of such assignments is to provide feedback, students should be given time to assess and to learn from their mistakes. Ideally, such assessment would take place while the relevant topics are still fresh in their minds.

  Extra credit, if offered, should be announced publicly and made available to the entire class.
- Students Should Have Freedom of Expression. Students should be free to take reasoned exception to the data or views offered in any course of study. They are responsible, however, for learning the content of any course of study for which they are enrolled. Incorrect facts and poorly supported arguments or opinions inevitably have an impact on grades. Nothing herein shall be construed to limit the freedom of the faculty to assign grades according to appropriate academic standards.
- Responsibilities of Students and Teachers. Just as students ought to expect instructors who are knowledgeable and well prepared, so should teachers expect their students to be motivated, eager to learn, and actively engaged in class. It is the responsibility of teachers to make their courses serious intellectual experiences for themselves and for their students. It is the responsibility of students to take seriously the courses in which they enroll. Good teachers need good learners.

  Students should understand that they are members of a community of scholars, and membership in such a community is not a passive activity. To be full participants in the educational community and to maximize the educational value of a class, preclass preparation is necessary. Proper class preparation involves obtaining course materials as they are needed and completing assignments as they are due. Full participation in a class requires regular attendance, arriving on time and remaining until class conclusion, and active involvement in the work of the class.

  Students should also consider the extent of their own involvement in a class in assessing the educational value of a class.

Class Attendance Policy

The following legislation by the Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her classes: "Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings." If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor may report the facts to the student's academic dean. However, only instructors excuse absences from class for valid reasons (illness or family emergency, etc.). A student should present his or her explanation for any absences to the instructor in advance if the reason for the absence can be foreseen, or at the next meeting if the reason for the absence could not be foreseen. Faculty members are encouraged to make reasonable accommodations for students requesting to miss class to observe religious holidays.

A student may appeal an instructor's denial of a request that an absence be excused if the request to be excused from class and the reasons for the request are presented to the instructor in writing at least two weeks in advance of the date of the absence. The appeal is to be made to the instructor's immediate academic supervisor.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the instructor before the date(s) of the scheduled absence.

Policy Statement on Gender Inclusive Language

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community. Consistent with that commitment, gender inclusive terms (chair; first-year student; upper-level student, etc.) should be used on University documents, Web sites, and policies. A guidance handout (Gender-Sensitive Language) may be found on the UNC Writing Center Web site at www.unc.edu/depts/wcweb/handouts/gender.html.

Improper Relationships between Students and Employees

On March 15, 1996, The University of North Carolina Board of Governors adopted a system-wide policy that prohibits amorous or sexual relationships between faculty or staff employees and 1) students they evaluate or supervise by virtue of their teaching, research, administrative, or other employment responsibility and 2) students who are minors below the age of 18. The policy also states that faculty or staff employees may not supervise or evaluate students to whom they are related by blood, law, or marriage. For the full guidelines based on the board's policy, please see hr.unc.edu/Data/SPA/employeerelations/harassment/improper-relations.

Final Examinations

Undergraduate courses taught on campus must include a final assessment (i.e., final examination) unless the provost grants an exception. A traditional final examination is written, is administered at a predetermined time as specified in the final examination schedule, and takes place at a designated location.

The final examination schedule, announced prior to the beginning of the semester, sets the time for each examination. Once having been established, the schedule cannot be changed. Examinations must be held at the time shown on the schedule. No special preparation quizzes may be given during the last five days of classes (last two days of classes for summer school) before the beginning of the final examination period. No examination may start later than 7:00 p.m. Final examinations for a full course should ordinarily cover a minimum of two hours and should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours.

Only the provost can grant exceptions to the scheduled time and location of a traditional examination after review and approval by the appropriate department head and the dean. No examination (except for laboratory sections) may be held at a time other than that specified in the general schedule except with the advance approval of the provost (see below.)

An instructor may, due to highly unusual circumstances, petition for a change in the examination schedule. The petition must be made before the first day of final examinations, and it must be cleared by the department head and the appropriate dean before consideration by the provost. If the petition is approved, the instructor assumes responsibility for making special arrangements to give the examination to any student who has a schedule conflict as a result of the change.

Chairs (i.e., heads of instructional units) must give permission for faculty members to use nontraditional examinations, such as a portfolio of a semester's work or a take-home examination. The chair should submit to the appropriate dean an annual summary of the exceptions that were granted. For multidisciplinary and cotaught courses, permission to give a nontraditional examination must be granted solely by the chair of the instructional unit in which the course is based.

All regular final examinations must be held in Chapel Hill. Students who are absent from an examination receive a course grade of AB (absent), which is equivalent to F (zero quality points), or FA (absent and failing regardless of performance on the final examination). When students are unable, for reasons clearly beyond their control, to take a final examination at the scheduled time, they can be excused only by the director of Campus Health Services (who can authorize the registrar to issue an "official permit to take final examination") or their academic dean (who can issue an "examination excuse"). An absence may be excused for severe health problems leading to the student's placement on the Infirmary List, for serious personal or family problems, or for a scheduling conflict involving multiple examinations. In cases of illness or personal or family emergency, additional documentation may be required by the dean.

- ***Campus Health Services.*** Students who are seriously ill during the time of their final examination(s) should consult Campus Health Services or Counseling and Wellness Services about having their names entered on the Infirmary List. In some cases, outpatient treatment can also result in a student's name being entered on the Infirmary List. Students on the Infirmary List may obtain an official permit from the Office of the University Registrar to take the final examination to remove a grade of AB. They must make arrangements to take the final examination with their course instructor and provide the instructor with their official permit. If students are treated at Campus Health Services or Counseling and Wellness Services but do not appear on the Infirmary List, they should see the dean of their college as soon as possible.
- ***Academic Dean.*** If students know in advance that they must miss one or more final examinations because of illness or other serious problems, they should see the dean of the school in which they are enrolled before the final examinations are given. If this is not possible, they should see their dean as soon after the fact as possible. For students in the College of Arts and Sciences, only the associate dean for advising (or designee) is authorized to issue examination excuses for reasons other than three exams in 24 hours or two exams at the same time. For other students, only the dean of the school in which the student is enrolled has that authority. The dean may require documentation of a student's illness or problems.

Assuming that a student did not take a final examination for one of the reasons previously cited, the dean will issue an official examination excuse, which the student must present to the course instructor when arrangements are made for a suitable time to take the final examination.

If a student presents an examination excuse or an official permit to take the final exam to an instructor or the instructor's chair or dean, then a final examination must be given to the student at a time subsequent to the regularly scheduled exam but no later than the end of the following semester.

A student who has three final examinations scheduled by the Office of the University Registrar within a 24-hour period or two scheduled at the same time may request his or her dean (or designee) for permission to have one of the scheduled examinations rescheduled. In the event that one of the scheduled examinations is a common final examination for a multiple-section course, that examination is the one to be rescheduled.

Students who have secured an examination excuse or an official permit and who transmit the document to the instructor or the instructor's chair or dean must be granted permission to take the exam at an alternate time, although students will need to arrange a mutually convenient time with the instructor. Except when the provost has provided an exception in writing, the exam will be taken at a time subsequent to the regularly scheduled exam, though no later than the end of the following semester.

The final examination in any course may be taken only by regularly enrolled members of the class whose registration has been certified and by students certified to be eligible to take a special examination in that course. The certifying authority is the Office of the University Registrar.

Each student is required to sign a full and explicit Honor Code pledge certifying that he or she has neither given nor received aid during the examination.

Academic Course Load

Fall and Spring Semesters

To meet the minimum graduation requirement of 120 academic hours within the eight-semester limit, students should average 15 hours each semester. However, four-hour foreign language courses and four-hour laboratory science courses often account for course loads of 16 to 18 hours. Students may not enroll in more than 18 academic hours unless they have earned a 3.000 grade point average in the preceding regular semester and have a cumulative 2.500 grade point average. Exceptions require the approval of the student's dean. With approval of their dean, seniors meeting graduation requirements during their final semester in residence may enroll in 20 academic hours if they have a cumulative and preceding semester grade point average of 2.000.

The minimum course load for a single semester is 12 academic hours. Students may not go below the 12-academic-hour minimum without permission of their dean. All students should discuss semester enrollment of fewer than 15 academic hours with their advisor because such enrollments may affect academic eligibility and the ability to complete all degree requirements in the required eight semesters.

The approved maximum course load for students in a part-time program is eight credit hours in a fall, spring, or summer term.

Students who enter the University as first-year students in summer 2007 or later, as sophomore transfer students in summer 2008 or later, or as junior transfer students in summer 2009 or later, must petition if they wish to enroll in a ninth semester. Permission to enroll in a ninth semester or beyond must be secured in advance from the appropriate officials in the college or school in which the student is enrolled. Students who are granted permission to enroll in an additional semester will graduate with one major only and no minors.

Summer School

The summer term begins with the first day of Maymester and continues through the last day of the Summer Session II. Administered by Summer School, summer courses are offered in two sessions (Summer Session I and Summer Session II), with a Maymester period overlapping the first three weeks of Summer Session I. For UNC–Chapel Hill students, credit hours and grades count the same as in fall or spring terms. For visiting students, transfer of grades or credit is determined by their home institution.

The typical full course load is two courses, usually six credit hours. However, students may enroll in up to eight credit hours each in Summer Session I and in Summer Session II to allow for a four-credit course or an extra one-credit laboratory or physical activity course. Students with a 2.000 cumulative grade point average may enroll in a maximum of nine hours during a summer session with the approval of their dean. It is recommended that, if students enroll in a Maymester course, they not enroll in a second Maymester or Summer Session I class.

Fifty Percent Tuition Surcharge

Undergraduate students seeking a baccalaureate degree at UNC–Chapel Hill are subject to a fifty percent tuition surcharge in some circumstances, as required by Section 9.10 (b), G.S. 116–143.7 (a). For detailed information, please see the Web site for the Office of the University Registrar at regweb.unc.edu/students/tuition.php.

Students Subject to the Surcharge

The surcharge should be imposed on all counted credit hours in excess of the threshold defined below for each of the following three categories of undergraduates:

A. For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all counted credit hours in excess of 140.
B. For students earning a first baccalaureate degree in a board-approved program that requires more than 128 counted credit hours, the surcharge shall be applied to all credit hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs, as well as those involving double majors or combined bachelor's/master's degrees.
C. For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all counted credit hours that exceed 110 percent of the minimum additional credit hours needed to earn the additional baccalaureate degree.

Counted Credit Hours

The undergraduate credit hours to be counted for this purpose include 1) all regular session degree-creditable courses taken at UNC–Chapel Hill, including repeated courses, failed courses, and those dropped after the end of the second week of class; and 2) all transfer credit hours accepted by UNC–Chapel Hill. The following credit hours shall be excluded from the calculation: 1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs; 2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit; and 3) those earned through summer sessions, the Friday Center for Continuing Education, or another UNC institution.

Grading System

Permanent Letter Grades

A letter-grade and plus/minus system for evaluating academic performance is employed for all undergraduates. Each letter grade corresponds to a number of grade points. Each letter-graded course receives a numerical value of quality points (quality points equal grade points times semester credit hours per course) to use in determining a student's average (per credit hour) in a particular term and to find a student's cumulative grade point average (per credit hour).

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	F = 0.0
B+ = 3.3	C+ = 2.3	D+ = 1.3	

To determine the grade point average for a term, first determine the total quality points earned in the term by multiplying the number of grade points awarded for each course by the course's assigned number of semester credit hours and adding the resulting quality points earned for each course in the term. Then divide the total quality points earned in the term by the number of semester credit hours attempted (for letter grades) in the term.

Example

Course	Grade	Grade Points	x	Credit Hours	=	Quality Points
Course A	C+	2.3	x	3.0	=	6.90
Course B	B-	2.7	x	3.0	=	8.10
Course C	B	3.0	x	4.0	=	12.00
Course D	C-	1.7	x	3.0	=	5.10
Course E	A-	3.7	x	1.0	=	3.70
Course F	F	0.0	x	1.0	=	0.00
Course G	A	4.0	x	3.0	=	4.00
Total quality points earned:						39.80
Total graded hours:						18.0
Term grade point average:						39.80 ÷ 18.0 = 2.211

Permanent grades are defined as follows:

A Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Grades earned and semester hours attempted at other institutions are not included in the calculation of the University grade point average.

Plus/minus grades earned prior to the 1978 fall semester are not assigned a particular numerical quality point value; the value of the basic letter grade A, B, C, or D alone is used in computing a grade point average.

Records of progress are kept by this institution on all students. Students have three methods to gain access to term grades:

- Using a browser to access MyUNC
- Submitting a written request for printed grades (submitted after the first day of classes but before the last day of classes) each enrolled term and sent to Office of the University Registrar, CB# 2100, UNC–Chapel Hill, Chapel Hill, NC 27599-2100. The request should include the student's full name, personal identification number, term for which grades should be mailed, and college/school in which the student is enrolled.
- Making a request in person at the Office of the University Registrar. Students should call the Office of the University Registrar at (919) 962-0495 if they have questions about grade reporting services.

Temporary Grades (FA, IN, and AB)

Any student who ceases to attend a class without officially being dropped may receive a temporary grade of AB or IN or a permanent grade of FA.

Students who do not complete all requirements in a course by the end of the semester receive a temporary grade of IN (incomplete) or AB (absent from the final exam) in place of a permanent letter grade. Grades of IN and AB carry the value of an F grade (zero quality points) and are used in the computation of semester and cumulative grade point averages. Students who do not complete the course requirements within a specified period of time are assigned permanent F* grades on their academic transcripts by the Office of the University Registrar.

The instructor must report the grade of AB for any student who did not take the final examination and who, by taking the final examination, could pass the course. This AB grade translates to an F in computing the student's cumulative and semester grade point average, and later converts to an F* unless the student arranges to take the final examination before the last class day of the next scheduled semester (fall or spring) after receiving the grade. If the student cannot pass the course regardless of a final examination performance, the instructor must report the grade FA. The grade of FA (cannot pass the class) is a permanent failing grade. A grade of F may be assigned instead of a temporary grade or a grade of FA where a final examination is not required in the course.

When submitting an AB, an instructor must enter the grade on the instructor's grade report and must also complete a temporary grade assignment form supplied by the Office of the University Registrar. The purpose of this form is to establish a record of what arrangements, if any, have been made between student and instructor to clear the AB.

Absence from a final examination may be officially excused only by the student's dean or the director of Campus Health Services or Counseling and Wellness Services. An absence may be excused for significant physical or emotional illness or for serious personal or family problems. Please see "Final Examinations" for information about final examination excuses.

The grade IN may only be assigned by an instructor to a student who took the final examination in a course but did not complete some other course requirement (including signing the honor pledge) and who, by virtue of completing that missing work, might pass the course. An IN translates to an F (zero quality points) in computing a student's cumulative and semester grade point average. Unless removed within eight weeks of the beginning of the regularly scheduled semester (fall or spring) following its assignment, an IN converts to an F*.

When submitting a grade of IN, an instructor must enter the grade on the instructor's grade report and must also complete a temporary grade assignment form supplied by the Office of the University Registrar. The purpose of this form is to establish a record of what arrangements, if any, have been made between student and instructor to clear the IN.

Important Rules and Procedures Pertaining to AB and IN Grades

The decision to report an IN grade is solely the responsibility of the course instructor; however, a student may present proper justification for the instructor's consideration.

Temporary grades should be cleared by completion of the work outstanding, preferably no later than the start of the following semester. The deadline for clearing a temporary grade of AB is the last class day of the next regularly scheduled semester (fall or spring) after the AB grade is awarded. A temporary grade of IN must be cleared within the first eight weeks of the regularly scheduled semester (fall or spring) after the IN grade is awarded.

If students intend to remove IN or excused AB grades, they should not officially enroll in the course(s) during the next semester or summer session. If recommended by the course instructor, a student may attend a part of that instructor's section of the course or another instructor's section of the same course in which the temporary grade was awarded.

If a student enrolls in a course in which a temporary grade has been previously received, the second enrollment is taken as evidence that the student could not or is not permitted to remove the temporary grade. This results in the replacement of the temporary grade by F* after the deadline for removing the temporary grade.

The grade earned during the second enrollment is also reported on the student's academic transcript and is used along with the F* grade in the computation of a cumulative grade point average.

Other Grades and Notations

A notation of BE (by examination) is entered in the grade column of students' academic transcripts if they are awarded credit for a course as a result of evaluation by examination. BE credit confers credit hours and can be used to fulfill General Education requirements. For first-time, first-year students entering UNC–Chapel Hill in fall 2009 or thereafter, no more than two courses (six to eight credit hours) of BE credit can be applied to a major and no more than one course (three to four credit hours) of BE credit can be applied to a minor in the College of Arts and Sciences. BE credit may not be used to satisfy the requirement that students earn at least 18 hours of C or better grades in courses making up the major.

A notation of NG (no grade) is not used by individual instructors but rather is assigned by the Office of the University Registrar when a permanent grade is pending a judicial review by the Honor Court.

A notation of PL (placement) is entered in the grade column of students' academic transcripts if they are awarded exemption for a course as a result of an evaluation that would ordinarily place them in a succeeding course. PL does not confer credit hours.

There are some courses for which only a grade of PS (pass) or F (fail) can be awarded. For all other courses, a grade of PS (pass) indicates a passing grade in a course taken on a Pass/D+/D/Fail basis. The rules governing the use of the Pass/D+/D/Fail option are presented later in this section.

A grade of SP (satisfactory progress) may be used in the first course of a departmental undergraduate honors program. The honors program runs through two semesters, and a final grade is not reported until completion of the second course. When the final grade is reported, the previously assigned SP grade must be changed to the appropriate permanent letter grade by an official grade change form. Credit hours are awarded for the first honors course only after a letter grade replaces the SP grade. An SP grade is not computed in the grade point average.

A notation of W (withdrawn) is entered in the grade column of students' academic transcripts if they are permitted by their school to drop a course after the eighth week of classes or proportional equivalent for summer terms and other nonstandard enrollment periods. This notation is automatically entered unless the student's academic dean specifies otherwise.

A blank space is shown in the grade column when the instructor has not submitted the official grade for the student.

Repeating Course Enrollments

Students who have received passing grades in courses may not enroll in the same courses at a later time without the written approval of their academic dean. If a student proceeds with such an enrollment without securing permission, any grade received beyond the initial enrollment may be administratively removed from the student's academic transcript.

A second enrollment in a course for which a student has received a grade less than C through a previous enrollment at the University will be approved by an academic dean at the request of the student if any of the following apply:

- The course is specifically required by the student's academic major and is a prerequisite to other courses required in the major;
- At least a grade of C (2.000) must be earned in a course specifically required in the student's academic major to satisfy graduation requirements in the academic major;
- Several years have elapsed since a student's initial enrollment in a course and a current, satisfactory knowledge of the course material is either required or advisable.

In some circumstances, permission may be granted to repeat a specific course regardless of the grade earned during the initial enrollment.

If a student is permitted to repeat a course in which a passing grade previously has been earned, no additional credit hours beyond the first enrollment will be counted toward the fulfillment of the University's minimum graduation requirement of 120 academic hours. Grades and academic hours earned as a result of both enrollments, however, will be computed in the student's semester and cumulative grade point averages.

Certain University courses (e.g., applied music, special studies, undergraduate research, etc.) may be taken more than once for credit and are so designated under individual department course descriptions in this publication. A particular physical education activity (PHYA) course may be taken more than once. However, a different level of the same course (beginning, intermediate, and advanced) must be taken during each separate enrollment. PHYA courses numbered above 200 do not award credit hours, but the grade is factored into the cumulative grade point average. Students may count up to two lifetime fitness (LFIT) courses in their credit hours toward graduation; any additional lifetime fitness courses will not count toward graduation and will not be factored into the student's grade point average.

Grades Earned at Other Institutions

With the exception of courses taken via interinstitutional registration (see below), grades earned and semester hours attempted at other institutions are not included in the computation of a grade point average at the University. A grade point average earned at another university may not be used to restore academic eligibility; however, academic hours earned at another university may be used to restore academic eligibility if the student is lacking only credit hours and has a satisfactory grade point average. Special rules regarding transfer courses apply, see "Transfer of Credit." Also see "Academic Eligibility."

Grade Protests

The grades of H, HP, P, LP, L, A, A-, B+, B, B-, C+, C, C-, D+, D, PS, F, FA, F*, and numerical grades in the Law School are considered to be permanent grades. Once reported, the instructor's grade report may not be changed except under certain conditions. For a grade change to be considered, it must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

- Arithmetic or clerical error
- Arbitrariness, possibly including discrimination based on race, sex, religion, or national origin of the student
- Personal malice
- Student conduct cognizable under the Instrument of Student Judicial Governance

A grade appeal must be made no later than the last day of classes for the succeeding fall or spring semester.

- ***Grade Appeals Correcting a Clerical or Arithmetical Error.*** An instructor who has reported an incorrect grade for a student

because of an error in calculating the grade, or in transporting it on the official class roll and grade report, may change the grade to one of the other letter grades, provided this change is made no later than the last day of classes of the succeeding fall or spring semester. Such a change must be reported to the Office of the University Registrar on an official report of grade change form. This report must contain a statement to the effect that the grade change is due to clerical, arithmetical, or transposition error and must contain the written approval of the department chair concerned.

- ***Other Grade Appeals.*** Any student who protests a course grade shall first attempt to resolve this disagreement with the instructor concerned. (As explained in the preceding paragraph, an instructor may change a permanent grade only when a clerical or arithmetical error is involved.) Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined below. Such appeal must be made no later than the last day of classes of the succeeding fall or spring semester.

Students should present the appeal in writing to the dean of their school (for students in the College of Arts and Sciences, this is the associate dean for advising). The dean will refer the appeal to the administrative board of his/her school, which will meet to consider whether the student has offered sufficient grounds for referring the appeal to the chair of the department concerned. If the administrative board determines that further review by the academic department is appropriate, the department chair will then appoint a committee to consider the appeal and will make a recommendation to the administrative board based on the committee's findings. The administrative board will make the final decision, and no change of grade will be made except as a result of the decision by the board. The chair will report such decision to change the grade to the Office of the University Registrar.

Pass/D+/D/Fail Option

The Pass/D+/D/Fail option provides students an opportunity to enroll in an additional course (beyond the usual load of five academic courses) or to reduce their concerns about competing with prospective majors in a course in which they have considerable interest. Students who declare a course on the Pass/D+/D/Fail option will receive the grade of PS (pass) when a letter grade of A through C- is recorded on the official grade roll, a D+ or D when a letter grade of D+ or D is recorded on the grade roll, or F when the course is failed. For the purpose of computing a grade point average, a PS grade does not count as hours attempted; therefore, a PS grade does not affect a student's grade point average. Grades of D+, D, or F under the Pass/D+/D/Fail option count as hours attempted and are treated in the same manner as D+, D, and F grades earned in any other course.

Course content and requirements are the same for Pass/D+/D/Fail registrants as for regular registrants. The minimum performance for a PS grade is equivalent to the minimum performance for the letter grade of C-.

Regulations Governing the Pass/D+/D/Fail Option

The following regulations govern the use of the Pass/D+/D/Fail option:

A. Students must take at least nine academic hours for regular letter-grade credit in the semester in which other hours are declared Pass/D+/D/Fail.
B. No more than four credit hours (e.g., one three-hour academic course and a physical education activity course) may be taken on the Pass/D+/D/Fail grading system during a single semester.
C. A maximum of 11 hours of Pass/D+/D/Fail credit may be taken in a student's undergraduate career.
D. Not to be counted in the limits specified in B and C above are up to seven hours taken in courses for which ONLY PS or F grades are assigned.
E. The following courses may not be declared Pass/D+/D/Fail:
    - Courses used to satisfy General Education requirements (with the exceptions of lifetime fitness courses and some forms of experiential education that award only Pass/Fail credit)
    - Courses in a student's major or minor department or curriculum (or cross-listed with those departments or curricula), even if used as an elective. However, students who change their major (or minor) may count in the new major (or minor) one course previously completed with the grade PS.
    - Courses specifically required by the major or minor, including foreign language courses and any additional required courses (but see note 1 below)
    - Summer School courses
    - Carolina Courses Online
    - An honors seminar or honors section of a course (note that some honors seminars are designated by the Honors Office to receive only Pass/Fail credit)
    - Courses taken via interinstitutional enrollment
    - First-year seminars
    - Students who place into level 4 of a foreign language (and will receive credit for level 3 upon successful completion of level 4) may not declare level 4 Pass/D+/D/Fail if using that language to satisfy the Foundations foreign language requirement.

Note 1: Students pursuing a B.S. degree in one of the natural sciences may declare a foreign language course Pass/D+/D/Fail if that course is not used to satisfy the minimum Foundations foreign language requirement (e.g., level 4 for students who placed into level 1, 2, or 3). Prerequisites to courses specifically required for the major or minor also may be taken Pass/D+/D/Fail unless a specific grade is required in the prerequisite course.

Pass/D+/D/Fail Declaration Procedure

To declare a course on the Pass/D+/D/Fail grading system, a student must complete the Pass/D+/D/Fail course declaration form. It is obtained from the academic advisor or dean's office. Students should always discuss the advisability of taking a course on the Pass/D+/D/Fail grading system with their advisor before committing themselves to a formal declaration.

The period for making Pass/D+/D/Fail declarations begins on the fifth day of classes of each semester and concludes at the end of the eighth week of classes. Pass/D+/D/Fail request forms may not be submitted after the eighth week of classes.

Academic Eligibility

Academic Eligibility Standards Effective Summer 2007

New academic eligibility standards were passed by Faculty Council in February 2007. These rules apply to first-year students entering the University on or after May 14, 2007. They also apply to sophomore transfer students entering the University in or after the 2008 summer sessions and to junior transfer students entering the University in or after the 2009 summer sessions.

Eligibility Standards for Continued Enrollment

Good Standing entitles a student to enroll in a fall or spring term. Good Standing is not required for students to enroll in summer sessions or Carolina Courses Online. A student in an Ineligibility Pending status enrolling during the summer continues to be an eligible student for financial aid purposes. The Ineligibility Pending status allows a student to continue enrolling in credits that will be applied toward his or her degree.

Ordinary Good Standing. The requirements for ordinary Good Standing are as follows:

A 2.000 cumulative UNC–Chapel Hill grade point average and the following number of academic semester credit hours passed:

- 9 academic hours to enter a second semester (15 hours is recommended)
- 24 academic hours to enter a third semester (30 hours is recommended)
- 36 academic hours to enter a fourth semester (45 hours is recommended)
- 51 academic hours to enter a fifth semester (60 hours is recommended)
- 63 academic hours to enter a sixth semester (75 hours is recommended)
- 78 academic hours to enter a seventh semester (90 hours is recommended)
- 93 academic hours to enter an eighth semester (105 hours is recommended)
- Special permission of the dean to enter a ninth semester

Good Standing—On Probation. Students who fall short of the standards for ordinary Good Standing will be considered in "Good Standing—On Probation" for one semester provided they passed at least nine credit hours of graded coursework (excluding BE or PL credits) in the preceding semester and were not already on probation. During the probationary semester, students must complete a four-step academic intervention program found at www.student-success.unc.edu. If students do not complete the interventions, a "stop" will be placed on their account preventing them from registering for the following fall or spring semester.

Academic Ineligibility. Students who do not qualify for automatic probation or who do not meet cumulative eligibility standards after a probationary term are academically ineligible and may not enroll in a spring or fall semester. They may, however, seek to regain Good Standing, as discussed in the section "Restoration of Academic Eligibility" below.

Appeals

Under extraordinary circumstances, students may submit an appeal requesting to be approved for one semester of academic probation. The appeal must be made in writing and presented to the dean of their school; for students in the College of Arts and Sciences, this is the associate dean for advising. The dean will refer the appeal to the appeals committee of the College's administrative board.

Calculation of Transferred Semesters Based on the Number of Transferred Credit Hours

Several academic procedures, including determination of academic eligibility, depend on the tally of semesters that students have completed. A student is allowed a maximum of eight fall or spring semesters of full-time enrollment at the University; therefore, when credit hours are transferred, a calculation must be made as to the number of semesters the student is regarded as having used up. This calculation is based on the number of credit hours accepted by UNC–Chapel Hill for transfer, not on the number of semesters in which the student was enrolled at other colleges. Credit hours awarded for courses taken prior to high school graduation are not included in this calculation.

Students are regarded as having used up one semester for every full multiple of 15.0 semester credit hours accepted for transfer. When credits are transferred from a college that operates on the quarter-term system, one quarter-term credit hour equals two-thirds of a semester credit hour. More specifically,

- A student having fewer than 15.0 credit hours accepted for transfer will be regarded as having exhausted no semesters
- A student having between 15.0 and 29.9 credit hours accepted for transfer will be regarded as having exhausted one semester
- A student having between 30.0 and 44.9 credit hours accepted for transfer will be regarded as having exhausted two semesters
- A student having between 45.0 and 59.9 credit hours accepted for transfer will be regarded as having exhausted three semesters
- A student having between 60.0 and 74.9 credit hours accepted for transfer will be regarded as having exhausted four semesters
- A student having 75.0 credit hours accepted for transfer will be regarded as having exhausted five semesters

The same formula is applied to credit hours that a student earns while enrolled in a part-time program of study at UNC–Chapel Hill, with 90 hours regarded as six semesters and 105 hours regarded as seven semesters.

If a student takes courses at other institutions after matriculating at UNC–Chapel Hill, the above formula is applied to transfer credit hours awarded for any such courses taken at other institutions during fall or spring semesters, but not for those taken during summer terms.

Academic Eligibility Standards for Students Enrolled in Part-Time Programs of Study

There are academic eligibility standards unique to students pursuing part-time enrollment. The following standards apply to students entering the University as new first-year students in or after the 2007 summer sessions, sophomore transfer students entering the University in or after the 2008 summer sessions, and junior transfer students entering the University in or after the 2009 summer sessions.

Once they have attempted nine or more credit hours in UNC–Chapel Hill courses, students enrolled in a part-time program of study (administered by the Friday Center for Continuing Education) must maintain a minimum cumulative UNC–Chapel Hill grade point average of 2.000 in order to remain in Good Standing. Students who fail to meet this standard are placed on probation and must make a grade point average of 2.000 during the probationary semester to continue in the program.

Students who earn 15 or more semester credit hours for courses taken while enrolled in a part-time program of study will be regarded as having used up one or more of the eight full-time fall and spring semesters in which degree-seeking students are allowed to enroll. See "Calculation of Transferred Semesters Based on the Number of Transferred Credit Hours" above.

Restoration of Academic Eligibility

Certain procedures are required of students who wish to restore their academic eligibility. Information can be obtained from the student's academic advisor or dean. Students can locate information regarding their academic eligibility status at MyUNC and should

check their eligibility at the end of each semester. Students failing to meet the minimum cumulative grade point average of 2.000 may attempt to restore or retain their academic eligibility by the following means:

- Taking courses in Summer School at UNC–Chapel Hill;
- Taking courses through the Carolina Courses Online program of Internet courses that follow the semester schedule at UNC–Chapel Hill (but see limits below under "Distance-Learning Courses via the Friday Center for Continuing Education"); or
- Removing excused AB or IN grades.

Students satisfying the minimum cumulative UNC–Chapel Hill grade point average of 2.000, but failing to satisfy the requirement for cumulative semester hours passed, may use one or more of the above procedures in attempting to retain or restore academic eligibility. To satisfy the requirement for cumulative hours passed, students also may use semester hours of approved transfer credit from another institution. Students wishing to use transfer credit for this purpose should obtain approval from the Office of Undergraduate Admissions and their academic dean or advisor before enrolling in these courses. (Not all courses are acceptable for transfer credit.) To receive credit hours for a course taken at another institution, a student must earn a grade of C- or higher in the course; however, grades earned at another institution are not included in a student's UNC–Chapel Hill grade point average.

In addition, students should understand the following regulations concerning restoration of academic eligibility:

- If students earn 15 or more transfer semester credit hours for courses taken at other institutions cumulatively over the fall/spring semesters before applying for readmission to the University, a calculation will be made as to how many semesters the student is regarded as having used up, based on the number of hours accepted for transfer credit. The resulting tally of total semesters completed will determine requirements for restoring academic eligibility. See "Calculation of Transferred Semesters Based on the Number of Transferred Credit Hours" above.
- Students who are academically ineligible or who have pending academic ineligibility because of their cumulative grade point average should consult with their academic dean if they are considering taking classes at another institution. Grades do not transfer, and credit hours accumulated through enrollment in fall and spring semesters at other schools can affect the number of remaining semesters that students have to complete their degree requirements at UNC–Chapel Hill.
- Students who are declared academically ineligible, who attend another institution (summer, fall, or spring), and who apply for readmission, must have at least a 2.000 (C) average in work at the other institution.
- Academically ineligible students who have a housing assignment or a housing contract on file for the following semester should either cancel their application or contract or notify the University's Department of Housing and Residential Education of their plan to seek continued admission by restoring their academic eligibility.

Summer School

Good Standing is not required for UNC–Chapel Hill students to enroll in Maymester, Summer Session I, or Summer Session II. Students whose standing is On Probation, Academically Ineligible, or Ineligibility Pending are strongly encouraged to attend summer school to restore their academic eligibility.

Students not regularly enrolled in courses on campus during a spring semester must apply for readmission in order to attend the University's summer session of that same year. For more information, visit http://www.admissions.unc.edu/Apply/Readmission_Students/default.htm and see the "Admissions" section of this *Undergraduate Bulletin* (following the "Introduction").

Summer sessions do not count toward the eight-semester limit for the undergraduate degree.

Distance-Learning Courses via the Friday Center for Continuing Education

A new and revised policy governing the use of distance learning courses via the Friday Center for Continuing Education became effective July 1, 2008, for all new and transfer students admitted to the College of Arts and Sciences as degree-seeking students (both full-time and part-time) in fall 2008. The new regulations do not apply to coursework taken prior to matriculation as degree-seeking students. The Friday Center for Continuing Education offers two kinds of distance-learning courses: Carolina Courses Online (Internet) and Self-Paced Courses (Internet or print-based). The following policies apply to courses offered via either distance-learning option:

- Courses offered in this modality follow established University policy. Each online course must have appropriate methods for assignments, grading, examinations, and course evaluations appropriate to online instruction while at the same time keeping the course equivalent to that taught in the traditional format. The number of assignments may vary, as may their value.
- No more than six online courses or 18 credit hours (all of which must be designated UNC–Chapel Hill) can be counted toward a degree in the College of Arts and Sciences. Online courses required for a degree are not included in this total.
- First-year students may not take online courses in other than exceptional circumstances and must secure the permission of their academic dean in advance of enrolling in such courses.
- No more than two online courses in any one department or curriculum may count toward a major, minor, or degree in the College of Arts and Sciences.
- Self-paced courses cannot be counted towards a degree in the College of Arts and Sciences in other than exceptional circumstances. Students must secure the permission of their academic dean in advance of enrolling in such courses.

Carolina Courses Online

Carolina Courses Online is a distance education program that offers courses over the Internet. Class sessions are not required, but courses follow the semester schedule. The courses are administered through the Friday Center for Continuing Education, (919) 962-1134, fridaycenter.unc.edu. To enroll, contact the Friday Center or visit its Web page. Certain restrictions may apply. Students should consult the dean's office of their school for details.

Removing AB or IN Grades

For information about completing courses with grades of AB (absent from final examination) or IN (incomplete), see the grading system information in the pages of this Undergraduate Bulletin immediately preceding this section on academic eligibility.

Readmission Standards

After their first enrollment at UNC–Chapel Hill, students who withdraw from or do not enroll in one or more fall or spring semesters must apply for readmission in order to return to courses on the UNC–Chapel Hill campus in a subsequent fall, spring, or summer term.

The following requirements for readmission apply to students entering the University as new first-year students in or after the 2007 summer sessions, sophomore transfer students entering the University in or after the 2008 summer sessions, and junior transfer students entering the University in or after the 2009 summer sessions.

To be readmitted to a fall or spring semester, a student must have a 2.000 cumulative UNC–Chapel Hill grade point average and the following number of academic semester credit hours passed:

- 9 academic hours to enter a second semester
- 24 academic hours to enter a third semester
- 36 academic hours to enter a fourth semester
- 51 academic hours to enter a fifth semester
- 63 academic hours to enter a sixth semester
- 78 academic hours to enter a seventh semester
- 93 academic hours to enter an eighth semester
- Special permission of the dean to enter a ninth semester

If a student who is approved to enroll in a fall or spring semester On Probation either withdraws from or does not enroll in that probationary semester, the student may employ that probationary status, if needed, when next applying for readmission to a fall or spring semester.

Nontraditional Readmission

The University's policy for traditional readmission as an undergraduate requires that former University students fulfill certain minimal requirements. These requirements include a specified cumulative grade point average and number of academic hours passed based on their total number of semesters in residence.

Although the traditional policy for readmission is the norm, the University recognizes that individuals can gain personal and intellectual maturity over a period of years. In such cases, the University may choose to evaluate applicants for readmission on the basis of their current academic promise rather than their earlier academic performance.

Under this policy, the University will review applicants who have not been enrolled full time in a formal educational program for at least five years and who by their special life experiences might be considered nontraditional applicants. Readmission to the General College or the College of Arts and Sciences under this policy requires the approval of the associate dean for advising or the appeals committee of the college. Readmission to a professional school under this policy requires the approval of the professional school to which the student is seeking readmission.

Advising and degree-granting bodies within the University will monitor the performances of all individuals admitted under this policy. This monitoring will provide up-to-date guidance and counseling and ensure that each person readmitted fulfills the requirements for continued enrollment as specified in the letter from the student's dean's office. Students who fail to meet these requirements and who lose their academic eligibility must then meet traditional readmission requirements before they will be permitted to continue their enrollment at the University. A nontraditional readmission to the University is granted only once.

Withdrawal

Students withdrawing from the University should complete an official withdrawal through the appropriate University office (see sections on medical and academic withdrawal below) before the end of classes during a semester or summer session. Students considering withdrawal should contact their dean's office, Campus Health Services, or Counseling and Wellness Services prior to the last week of classes for deadlines for any given semester. An official withdrawal constitutes an honorable dismissal from the University and may facilitate readmission. Failure to withdraw officially results in the assignment of an AB or FA course grade that is computed as an F grade in establishing grade point averages and academic eligibility. Students who do not withdraw officially will be responsible for the tuition and fee payments associated with the course(s).

Medical Withdrawal

If a student decides to withdraw for reasons of illness, either physical or psychological, the student should contact Campus Health Services or Counseling and Wellness Services, whether the treatment was received there or elsewhere. If a medical withdrawal is authorized, the official withdrawal will be handled through the Office of the Director of Campus Health Services or Counseling and Wellness Services. A medical withdrawal is effected without grades and without a semester in residence.

Academic Withdrawal from All Courses

If a student decides to withdraw for reasons other than illness from all courses, or if a medical withdrawal cannot be authorized, the student must contact the dean's office of the school in which he or she is enrolled. An official withdrawal involves the completion of an application for withdrawal form.

The student must obtain clearance signatures from course instructors and certain University offices, as determined by their dean's office, before the form is submitted. In determining an undergraduate student's eligibility for readmission the following conditions apply:

- Students who officially withdraw from the University are assigned a semester in residence if their withdrawal is initiated before the end of classes during a fall or spring semester and if it is accompanied by the recording of six or more academic hours of F grades for that semester's work. This means that the F grades will be computed in the semester and cumulative grade point average.
- Withdrawal from a summer session is not counted as a semester in residence. Failing grades are recorded, however, if the student is reported as below passing in five or more academic hours. Students enrolled as summer session visitors must withdraw through the Office of the Dean of the Summer School.
- If a student completes an official withdrawal or is withdrawn administratively for any reason from a fall or spring semester, tuition and fees will be prorated over a period of nine weeks at a rate of one-tenth of the semester's bill, after deducting an administrative charge. The last date for credit on a student's financial account for withdrawal is nine weeks after registration. If a student completes official withdrawal from a summer session, tuition and fees will be prorated after deducting an administrative charge.
- If students withdraw from the University during a semester and they receive financial aid funds prior to the date of withdrawal, they may be expected to repay a portion of the funds to the aid program(s). The repayment will be calculated by the Office of Scholarships and Student Aid when the student is cleared by that office at the time of withdrawal.

Retroactive Withdrawal

Students may request a retroactive withdrawal from a semester or summer session on the basis of extraordinary circumstances. Such requests must be made in writing to the appeals committee of the administrative board of the college or school in which the student is currently enrolled. The decision of that appeals committee is final. If the retroactive withdrawal is approved, the date when this action is effective is always the last day of classes in the term or session. No refunds are ever provided when a retroactive withdrawal from a semester or summer session is approved.

Graduation

To qualify for an undergraduate degree, a student must successfully complete at least 120 academic semester hours (requirements are higher than this minimum in some bachelor of science degree curricula). Also, the student must have a 2.000 average on all work attempted at the University of North Carolina at Chapel Hill.

A minimum of 45 academic credit hours must be earned from UNC–Chapel Hill courses, and at least 24 of the last 30 academic credit hours applied to the degree requirements must be earned from UNC–Chapel Hill courses. These may include credits from study abroad programs sponsored by the University; up to 18 credit-hours earned through Carolina Courses Online; and in exceptional circumstances, Self-Paced Courses offered by UNC-Chapel Hill.

Beginning with the first day of classes in the term for which students expect to graduate, they should file an application for a degree in the office of the dean. For students in the College of Arts and Sciences, this is the office of the Academic Advising Program. A student who has not filed an application for graduation on or before the announced deadlines for fall graduation and for spring graduation will not be included in the graduation program.

Students must pay tuition, fees, and other obligations owed the University before receiving a diploma.

Degrees with Distinction

To graduate with distinction or with highest distinction, a student must have completed at least 45 academic hours at UNC–Chapel Hill and have an overall grade point average of at least 3.500 or 3.800 respectively. The grade point average is based on the grades received and recorded by the Office of the University Registrar as of the degree award date. No changes are permitted to the awards after that date.

Transcripts of Record

A statement of official academic record includes all significant recorded information concerning the student's admission, classification, and scholarship. No partial or incomplete scholastic record will be given.

The student's transcript notes his or her academic eligibility status. A statement of honorable dismissal will not be granted to students whose conduct and character would not entitle them to remain enrolled at the University, or whose transcripts contain a notation of any probation, suspension, or other temporary restriction imposed for unsatisfactory conduct and still in force when the statement is made.

The University does not release an official transcript unless tuition, fees, and other obligations due the University have been paid. Students have two methods by which they may obtain a transcript from the Office of the University Registrar: in person or in writing. These methods require the student's signature before the Office of the University Registrar can release the transcript. Students may inspect their academic records at the Office of the University Registrar, Student and Academic Services Building North. For more information on how to request a transcript, please call (919) 962-3954.

Interinstitutional Registration

A student regularly enrolled in a degree program at the University may enroll by interinstitutional registration for a course at Duke University, North Carolina Central University, North Carolina State University, the University of North Carolina at Charlotte, or the University of North Carolina at Greensboro under the following conditions:

- Space must be available in the course.
- The student's academic dean must certify 1) that the course is appropriate for the student's degree program, and 2) that an equivalent course is not available at this University during the same term.
- Enrollment in interinstitutional registration is limited to one course per term, provided that the student is also registered for the balance of his or her normal load at the home institution. All enrollment transactions must be processed by the Office of the University Registrar.
- A student will be billed by his or her home institution for all the courses taken (including interinstitutional courses) at the prevailing tuition rate. The University of North Carolina at Chapel Hill will receive no fees from an interinstitutional student taking courses at this campus unless there is a special fee associated with a particular course. In such a case, the student must pay the fee.
- Students must comply with the academic calendar of their home institution for all dates such as the drop and add deadline.

Additional information, procedural instructions and forms are available at the Office of the University Registrar, Student and Academic Services Building North.

Veterans Educational Benefits

Students who expect to use their veterans' educational benefits must contact the Veterans Services Assistant in the Office of the University Registrar, located in the Student and Academic Services Building North. Students must maintain satisfactory academic progress to be eligible for VA educational benefits. Students who are not in Good Standing at the end of the term will not be eligible for veteran's educational benefits in subsequent terms until they regain Good Standing. For further information, please visit regweb.unc.edu/veterans/va_services.php or call (919) 962-9864.

Loan Deferments and Certification/ Verification of Enrollment Status

The Office of the University Registrar provides confirmation of student enrollment data to financial institutions, organizations, or agencies requiring proof of registration. To obtain enrollment certification, students may complete an online request at regweb.unc.edu/regweb/enrollment_proof, or call (919) 962-3954, or come to Student and Academic Services Building North, or mail their request to the Office of the University Registrar, CB# 2100, Chapel Hill, NC 27599-2100.

Division of Student Affairs

WINSTON B. CRISP, *Vice Chancellor for Student Affairs*
Melissa Exum, *Associate Vice Chancellor and Dean of Students*
Christopher Payne, *Associate Vice Chancellor*
Sarah Jonczak, *Executive Director for Student Affairs Administration*
Mary Murray, *Director of Development and External Relations*
Salvador Mena, *Assistant to the Vice Chancellor for Student Affairs*

Mission Statement: The Division of Student Affairs serves the University of North Carolina at Chapel Hill in collaboration with academic programs by providing transformational opportunities for students in the areas of student life, health and wellness, leadership and service, and diversity.

The importance of the learning process is paramount at the University of North Carolina at Chapel Hill. The Division of Student Affairs provides many services and programs that encourage and support the learning that takes place beyond the classroom. These departments and programs aim to assist students in integrating the various aspects of their lives so as to promote learning, self-awareness, self-determination, and broadened perspectives on the world. Student Affairs departments and programs afford students the opportunity to gain knowledge and develop skills to improve performance inside and outside the classroom; to enhance leadership potential; to find opportunities to serve fellow students and the community; to explore, plan, and prepare for a career; to plan for an active and rewarding life; to develop citizenship; and to improve interpersonal and life skills.

The Office of the Vice Chancellor, located in 110 Carr Building, coordinates the division's programs and provides guidance and leadership for its departments. The office also acts in a consulting role for faculty, administrators, and students who wish to raise issues that concern the University community, with a particular focus on student needs. Members of the Office of the Vice Chancellor also serve on many University committees to represent the division's various constituencies. Contact the office at (919) 966-4045, CB# 5000, e-mail dsa@unc.edu, or visit the Web site at studentaffairs.unc.edu.

Information on the departments and programs in Student Affairs is presented below.

Programs and Services

Carolina Leadership Development's vision for Carolina students is a campus thriving in a "culture of leadership," meaning that all students have access to opportunities actively to explore and develop their own unique leadership potential; seek to recognize multiple forms and manifestations of leadership in themselves, their peers, and their community; and experience leadership through both academic and cocurricular endeavors.

The North Carolina Fellows Program, founded in 1968, is a four-year, cohort leadership development program designed to support and accelerate the development of undergraduate students. One of two such programs in the state, it seeks to instill in students a strong sense of responsibility toward those whom they serve and a greater degree of ethical congruence. Students participate in educational retreats, an academic course, monthly seminars with community leaders, internships, and community service projects. Each fall semester, all first-year undergraduates at Carolina are invited to apply to the program.

Students Advancing in Leadership (S.A.I.L.) is a unique semester-long experience designed for students who want to explore leadership and personal development through hands-on experiences, peer discussions, as well as speakers and workshops on applied topics in leadership. This opportunity is ideal for students who are looking for a launching pad to take their leadership to a deeper level by obtaining the tools to become more effective leaders elsewhere on campus and in the community. The program is facilitated by undergraduate "crew" members, and highlights include an opening retreat, monthly all-program seminars, and regular workshops on various issues and applications of leadership under the umbrellas of ethics, excellence, and engagement.

The Women's Leadership Initiative is a collaboration of several campus and community agencies and will launch a new series of opportunities for women students at Carolina in the 2010–2011 academic year.

Leadership Foundations provides training opportunities for all interested UNC students. These training workshops are designed to address the nexus between leadership and management. They are available to any student, regardless of leadership expertise, and are facilitated by trained leadership peer educators. Workshops are open to anyone on a first-come, first-served basis.

Carolina Leadership Development staff also work with student organizations and individuals seeking to increase their insight into leadership-related issues. An important focus of the department is an expansion of services to a wider cross-section of students, with an emphasis on leadership as a mechanism for positive social change.

Additionally, two academic courses are offered: EDUC 317 Dynamics of Effective Leadership (1 credit, Pass/Fail) and EDUC 316 Advanced Leadership Development Seminar and Issues in Higher Education (3 credits, graded). For more information about any of these programs or courses, please contact Carolina Leadership Development, CB# 1215, 3505 Frank Porter Graham Student Union, (919) 962-7724, lead@email.unc.edu, or visit the Web site at leadership.unc.edu.

The Office of Fraternity and Sorority Life provides services, programs, and assistance to the 56 fraternities and sororities that make up the Chapel Hill Greek community. The office mission is to ensure that every member of a fraternity or sorority has a safe, high-quality, undergraduate fraternal experience. The office works closely with the individual fraternities and sororities, as well as with the four governing bodies (Greek Alliance Council, Interfraternity Council, National Pan-Hellenic Council, and Panhellenic Council), to uphold the principles upon which fraternities and sororities were founded: scholarship, community service, campus involvement, and brotherhood/sisterhood. The groups reach these goals by maintaining above-average grades; contributing more than 70,000 hours of community service each year; raising more than $115,000 for charities annually; being involved in other student organizations; and nurturing a small-group, supportive environment that makes all of this possible. Being Greek at Carolina is a popular option, as 17 percent of the undergraduate students are members of fraternities

and sororities. For more information, call the Office of Fraternity and Sorority Life, located in Suite 1125 of the new Student Academic and Services Building, 450 Ridge Road, (919) 962-8298; e-mail greeks@unc.edu; or visit the web site at greeks.unc.edu.

The Office of New Student and Carolina Parent Programs' mission is to provide new undergraduate students the information and activities needed to transition smoothly to the University of North Carolina at Chapel Hill, and to promote an ongoing relationship between the University and the parents and families of all Carolina students in support of their success at Carolina. There are four specific components of this mission:

- Introduce new students and their parents and families to the University's broad educational opportunities, policies, procedures, and services in order to assist students in their academic success and retention.
- Foster a feeling of belonging to the Carolina community for new students and their families.
- Provide and support communication, programming, and services for the benefit of all undergraduate parents and families and encourage them to be appropriately involved in their students' college experience.
- Promote and support the University and its students through the Carolina Parents Fund.

To fulfill this mission, several programs and services are offered, such as first-year (CTOPS) and transfer (TSOP) summer orientation programs for students and parents, Summer Send-Offs, Week of Welcome, New Student Convocation, Summer Reading, Tar Heel Transfers student organization, Tau Sigma, T-LINKS mentoring, new student and parent monthly e-mails, new student and parent Web sites, Family Weekend, Carolina Parent and Family Handbook, Carolina Family Magazines, Parent Clubs, Carolina Parents Association, and Carolina Parents Council. For more information, call (919) 962-8304, or visit nscpp.unc.edu.

The Department of Disability Services supports the University's commitment to an accessible environment. In consultation with faculty, staff, and students, the department works to identify and eliminate barriers that limit a student's ability independently to meet the numerous demands of University life.

Individual needs are addressed on a case-by-case basis through the provision of reasonable accommodations that allow the University to maintain the integrity of its programs and services. The following are examples of services available to students (undergraduate, graduate, and professional, full- and part-time):

Academics

- Accessibility to printed materials (textbooks, course packs, library resources), Braille (embossed or electronic), large print, electronic text (multiple formats)
- Communication access (sign language interpreters, cued speech transliterators, assistive listening devices [ALD], digital/video recordings)
- Examinations (extended time, alternative input [computers])
- Technology (software for laptop accessibility, screen readers, voice-activated speech recognition, screen enlargers)
- Class notes
- Physical access to classrooms

Campus Life

With the goal of creating an accessible environment, the Department of Disability Services works closely with programs, offices, and departments throughout the University, including Housing and Residential Education, Parking and Transportation, Facilities Services, Athletics, and Academic Affairs.

Eligibility

To address individual needs effectively, in most instances documentation describing current functional abilities will be required. The department is also prepared to assist individuals with temporary injuries or medical conditions that limit access to the University environment.

For more information about the Department of Disability Services please visit the Web site at disabilityservices.unc.edu. The office is located in the Student Academic Services Building (Suite 2126) between the Rams Head Center and Morrison Residence Hall. Office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. The staff can be contacted by telephone at (919) 962-8300 (V/TDD) or by e-mail at disabilityservices@unc.edu.

Counseling and Wellness Services (CWS), a department of Campus Health Services, is located on the third floor of the James A. Taylor Building.

The mission of Counseling and Wellness Services is to provide high-quality, confidential, compassionate, and culturally competent service through a continuum of wellness promotion and psychological services to enhance the lives of students and promote social, personal, and academic growth.

Psychological services include individual, couples, and group therapy, urgent consultation and crisis intervention, and medication evaluation/management. Wellness services provide education and health promotion programs in the areas of alcohol and substance use, stress management, nutrition, and sexual behavior. Massage therapy is also offered. The CWS staff consists of licensed psychologists, psychiatrists, social workers, and health educators as well as administrative support personnel.

Counseling and Wellness Services can be reached Monday through Friday from 8:00 a.m. to 5:00 p.m. at (919) 966-3658. CWS accepts calls or walk in appointments for initial evaluation Monday through Friday from 9:00 a.m. to 3:30 p.m. Students who have a psychological crisis, should call (919) 966-3658 immediately. If the crisis occurs after hours, call Campus Health Services at (919) 966-2281.

University Career Services (UCS) provides information, career counseling and advising, interest assessment, and career-related programs and services to help students learn about various careers and how to prepare for them, make career decisions, acquire job/internship search skills, and interact with potential employers.

Services include workshops on career planning, résumé writing, interviewing, networking, internship and job seeking; résumé mailing to employers; individual career counseling; on-campus interviewing; interest testing; full- and part-time job and internship vacancies online; a Web-based alumni networking database; a reference file service for students in selected curricula or who are applying to graduate/professional school; and many print and electronic resources. Additional resources and programs include occupational and employer information, career panels and fairs, networking nights, and law school exploration day. Some services are limited to students in a UNC–Chapel Hill degree or certification program who are within two semesters of graduation. University Career Services is located in 219 Hanes Hall. Web address: careers.unc.edu, e-mail ucs@unc.edu, (919) 962-6507.

Campus Health Services (CHS), located next to Kenan Stadium in the James A. Taylor Building, provides a broad range of ambula-

tory, primary care, and prevention services. Specialty care services also are available, including orthopedics, obstetrics and gynecology, dermatology, travel information and immunization, and allergy management. For convenience, in-house laboratory, radiology, pharmacy, and physical therapy services also are available. CHS also provides counseling and wellness services; please see the Counseling and Wellness section for greater detail about services offered.

Any student who has paid the campus health fee for the current semester or summer session is eligible for health care at CHS. The fee covers the cost of most professional services (no office visit charge) provided by CHS physicians, physician extenders, nurses, physical therapists, and health educators. The health fee also provides reduced charges for prescription drugs, miscellaneous supplies, laboratory tests, X-rays, medical procedures, and specialty services. Spouses not enrolled in the University as students become eligible to receive the same services as students by demonstrating appropriate insurance coverage and by paying the campus health fee at CHS.

Hours of operation vary according to the academic calendar. Hours of operation during the academic year are 8:00 a.m. to 8:00 p.m. Monday through Friday. Students are typically seen on an appointment basis from 8:00 a.m. to 5:00 p.m. After-hours care is available from 5:00 p.m. to 8:00 p.m. Monday through Friday, and 8:00 a.m. to 5:00 p.m. on weekends (during fall and spring semesters only). Health care providers are on site with additional medical and psychiatric coverage by telephone. Hours of operation in the summer are 8:00 a.m. to 5:00 p.m. Monday through Friday. Call (919) 966-2281 to verify hours of operation or to schedule an appointment.

After-hours services are considered premium services with a visit charge during these times. If other ancillary services are required, an additional fee will apply. Major medical problems may be referred to the UNC Hospitals Healthcare Emergency Department by the CHS staff when open, or by the HealthLink nurse at (919) 966-2281 when the CHS is closed.

Note: The student health fee does not provide benefits at UNC Hospitals Healthcare or other clinical facilities. Students are responsible for charges incurred at the UNC Hospitals Healthcare Emergency Department or other clinical facilities.

North Carolina law mandates that all new students at the University document the completion of immunization requirements. Failure to comply may result in cancellation of registration 30 days after classes begin. Vaccines are offered at Campus Health Services at reduced rates for students who need to complete their immunization requirement.

For academic year 2009-2010, the University will require proof of health insurance as a condition of enrollment. The University offers a group health insurance plan, including major medical benefits to single and married students, their spouses/partners, and children. For additional information about this group insurance plan and other CHS services, see the Web site at campushealth.unc.edu.

The Campus Y is an exceptionally vibrant, student-driven organization promoting social justice locally, nationally, and internationally through the cultivation of pluralism. Over more than a century of service, it has incubated such essential campus institutions as student stores, intramural athletics, and student orientation. It has also provided the umbrella for launching fully independent nonprofit organizations such as Nourish International and the Student Coalition for Action in Literacy Education. Over the course of a typical year, approximately 2,000 UNC–Chapel Hill students channel their idealism, passion, and sweat equity into a variety of service and advocacy initiatives, including, but not limited to, advocacy weeks dedicated to race relations, poverty awareness, and human rights; micro-lending programs to the poor and homeless; a community garden in Chapel Hill; and sustainable development and public health in East Africa and South America. The Campus Y is led by students who serve in a variety of leadership capacities, including the executive board and the chairs of all 21 committees and 15 special projects. Students are encouraged to visit the Campus Y offices in the YMCA Building, adjacent to South Building to learn about these opportunities and campus, community, youth, and global social justice issues.

The Carolina Union is the term used for both the Frank Porter Graham Student Union Building and the University department that serves students in many areas of their cocurricular lives. Governed by a board of directors comprised of students and faculty members, the Carolina Union's role is to unify the diverse campus community together by providing programs, services, and facilities.

Cultural, educational, social, and recreational programs are planned and implemented by the all-student Carolina Union Activities Board (CUAB). CUAB provides valuable leadership experiences for those involved, selecting a president and committee leaders each spring. Students are encouraged to stop by the CUAB office in Suite 3109 of the Union to find out how they can join the committees that plan the wide variety of programming (films, lectures, forums, exhibits, and concerts, among others) presented throughout the year.

The Frank Porter Graham Student Union Building houses several student media organizations including *The Daily Tar Heel*, *Blue and White*, *Yackety Yack*, WXYC, and STV. The offices of officially recognized student organizations such as Student Government, the Graduate and Professional Student Federation, the Black Student Movement, the Carolina Athletic Association, and the Residence Hall Association are also located in the Union.

Official University recognition for student organizations is provided through the Office of Student Activities and Student Organizations, located in Suite 2501 of the Union. The Office of Events Management, Suite 3105, schedules meeting rooms and program spaces in the Union, as well as in a limited number of other campus facilities for activities of officially recognized student organizations and University departments.

The Union is an important gathering place for the University community. It offers program spaces and meeting rooms, comfortable lounges, art galleries, an auditorium where movie screenings and other activities take place, the Great Hall for large gatherings, big-screen TVs, Alpine Bagels and vending machines, Information Services, Marketing and Design, Production Services, and the Box Office. A full-service copy center is available as well as wireless online access throughout most areas of the building. The Carolina Union is where the campus community comes together—the place to meet friends, to relax, to learn, to have fun, and to get involved.

The Office of the Dean of Students, located in the Student Academic Services Building (SASB), 450 Ridge Road, Suite 1106, works to educate the entire University community about relevant policies and ways of responding to student-related matters. It serves as an initial point of reference for students who have concerns about issues relating to their campus experience. Through a wide variety of educational programs and the supervision of campus functions such as the Office of Fraternity and Sorority Life, the Student Judicial System, and the enforcement of University policies such as the racial and sexual harassment policies and the student alcohol policy, the Office of the Dean of Students strives to promote a positive learning

environment in which students may achieve their full academic and personal potential.

The Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Center works to foster a safe, inclusive environment for UNC–Chapel Hill community members of all sexualities, gender identities, and gender expressions.

The LGBTQ Center, located in the Student Academic Services North Building, Suite 3226, offers social and educational programs, confidential peer support and discussion groups, drop-in support hours, and a resource library with more than 1,000 holdings. The Center also coordinates the Safe Zone program and has a wealth of information about local organizations and resources. Web site: lgbtq.unc.edu.

The Department of Housing and Residential Education strives for student success, self-awareness, and satisfaction in their residential experience by creating inclusive communities that enhance the intellectual climate, promote student learning and citizenship, and provide students opportunities for involvement and leadership. Students are encouraged to embrace the "Carolina Way" and work towards leaving their "Heel Print" on the larger University by connecting with resources, modeling the way, and making a difference while they are Carolina students. By getting involved, students develop an identity with the larger University community; quickly develop social networks, and find opportunities for intellectual, spiritual, physical, and occupational growth.

Housing and Residential Education is an integral part of the academic and social community at UNC–Chapel Hill. We are committed to providing an environment conducive to the educational, psychological, and social development of our residents. We strive to build a community that balances respect for the individual as well as the rights and interests of the whole community. We expect that all members of the residence hall and apartment community—residents, staff, and visitors—act in a manner that demonstrates respect and consideration for those around them.

Carolina's Living-Learning Communities give students a unique, inclusive residential learning experience that connects classroom learning with residential life. Students enjoy all the usual advantages of living on campus in a residence hall, with the added benefit of living among a group that shares academic goals and interests.

Through student, faculty, and staff partnerships and educational and cultural programs, active involvement in a living-learning community allows students to broaden their perspectives and understanding of the world around them.

This holistic approach complements classroom experiences and lays the foundation for students to become better prepared to succeed in life beyond college.

Cocurricular Involvement

Undergraduate students encounter many experiences outside the classroom that contribute to personal and skills development. Involvement in cocurricular activities is one such experience. Through meeting and working with others in cocurricular activities, students gain self-understanding, develop relationships, establish personal values and beliefs, and further enhance their abilities and intellect. Each year the University extends official recognition to approximately 600 cocurricular organizations formed by students. These organizations include but are not limited to academic/pre-professional, cultural, international, honorary societies and service groups, music and performance groups, publications and media, religious groups, fraternities and sororities, sports and recreation clubs, student government, and special interest groups. This wide variety allows each student to select areas of particular interest, yet there are no limitations, as students may create new organizations if they have additional interests.

Opportunities exist to gain leadership experience and skills by serving as officers of these organizations. Training in leadership development is offered to members of recognized organizations through the Carolina Union's Office of Carolina Leadership Development, Suite 3505, Frank Porter Graham Student Union. Teaching of program planning, event management, and organizational development is available through the Carolina Union's Office of Student Activities and Student Organizations, Suite 2501, Frank Porter Graham Student Union. There are also opportunities for involvement in community service and related organizations on the campus, such as the Campus Y, APPLES, and the Carolina Union Activities Board. Involvement in these organizations provides students with the potential for personal and professional skills development.

Students interested in learning more about how to get involved and about the opportunities available are encouraged to visit the Associate Director for Student Activities and Student Organizations, 2501 Frank Porter Graham Student Union, e-mail activities_organizations@email.unc.edu.

Recognition of Cocurricular Student Organizations

The University requires that cocurricular student organizations complete the official University recognition process each academic year. This process is designed to ensure that student organizations affiliated with the University comply with University policies, including the University's Official Recognition of Student Organizations Nondiscrimination Policy (see www.unc.edu/campus/policies/studentorgnondiscrim.html). Official recognition provides student groups access to the following benefits: the privilege of applying for use (through reservation) of specified University facilities, property, services, or equipment pursuant to the Facilities Use Policy; use of the University's name in the organization's title, so long as University sponsorship or endorsement is not implied or stated; the privilege of applying for funding from the Student Activity Fee which is legislatively apportioned by the Student Congress; and the assistance of University staff. Applying each year additionally ensures that active students are aware of University policies and provides the University community with current information concerning University-recognized student organizations.

Official University Recognition Agreement forms are available from the Student Organization Resource Center (StORC), 2501 Frank Porter Graham Student Union. Once the agreement form has been read and signed by the student primary contact and organization's advisor, the application process is completed in a meeting with the associate director for student activities and student organizations.

All information in and attached to the application is considered public information upon the granting of recognition.

The Honor System

For more than a century, students at the University of North Carolina at Chapel Hill have accepted responsibility for their own conduct and discipline in academic and nonacademic affairs. Although the specific expectations with regard to student behavior have varied over time, the faith in the individual student's ability to

conduct himself or herself in an honorable fashion has not changed. The trust bestowed upon students has precluded the necessity of any extensive system for monitoring student behavior inside or outside the classroom. The honor system has helped to cultivate an atmosphere of trust for students in pursuit of their academic and social activities.

With this trust comes also an added degree of responsibility for students at UNC–Chapel Hill to uphold the Honor Code. The Honor Code forbids lying, cheating, and stealing by students, and sets expectations outside the classroom by requiring students to conduct themselves in a manner that does not impair the welfare or the educational opportunities of others.

Each student's acceptance of enrollment in the University presupposes his or her commitment to the Honor Code, and to the principles of self-regulation on which their continued viability rests.

The Honor Code

The Honor Code is the heart of integrity at Carolina. In brief, the Honor Code states that all students shall "refrain from lying, cheating, or stealing," but the Honor Code imparts much more. It is the guiding force behind the responsible exercise of freedom, the foundation of student self-governance at UNC–Chapel Hill. By abiding by the Honor Code, students can be assured that their individual rights and academic work will be respected.

Mutual Responsibilities of the Faculty and Students

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council.

Responsibilities of the Faculty

I. Awareness: To assure that community-wide expectations regarding academic integrity are understood and communicated, and that students are held accountable for conforming their conduct to such expectations.

II. Communicating Expectations and Administering Examinations: To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should
   - A. Use good judgment in setting and communicating clear ground rules for academic work conducted under their supervision.
   - B. Require students to sign the honor pledge as a condition of submitting academic assignments.
   - C. Take steps to prevent unauthorized access to examinations during development, duplication, and administration.
   - D. Avoid re-using prior examinations in whole or in part to the extent possible.
   - E. Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.
   - F. Maintain proper security during the administration of examinations, including as appropriate overseeing distribution and collection of examinations and proctoring the examination session.

III. Oversight: In the event of student misconduct that appears to violate the requirements of the Honor Code, faculty members, teaching assistants, and other instructional personnel should
   - A. Report to the appropriate Student Attorney General any instance in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so in connection with academically related work.
   - B. In the instructor's discretion, notify the student of the instructor's intention to report the suspected academic dishonesty and permit the student to provide relevant further information if the student chooses to do so.
   - C. Refrain from taking unilateral punitive action as to a student rather than reporting conduct in suspected violation of the Honor Code.
   - D. Cooperate with representatives of the Honor System in conducting necessary investigation, providing testimony or other evidence, recommending appropriate sanctions, or otherwise bringing the matter to prompt conclusion.

IV. Involvement: To bring to bear requisite faculty judgment regarding the nature and importance of academic integrity, and to nourish a strong campus-wide understanding and commitment to associated intellectual and personal values, faculty members, teaching assistants, and other instructional personnel should
   - A. Explore issues of integrity in connection with instructional activities where relevant and appropriate.
   - B. Encourage their academic units to take matters of academic integrity seriously, become informed regarding related problems and advisable means of preventing problems from arising, and provide requisite training and support to instructional personnel.
   - C. Participate upon request as part of educational initiatives, faculty advisory panels, and University Hearing Boards designed to create, nurture, and enforce high standards of academic integrity within the University community.

Responsibilities of Students

In order to ensure effective functioning of an Honor System worthy of respect in this institution, students are expected to

I. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

II. Consult with faculty and other sources to clarify the meaning of plagiarism, to learn the recognized techniques of proper attribution of sources used in the preparation of written work, and to identify allowable resource materials or aids to be used during examination or in completion of any graded work.

III. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.

IV. Comply with faculty regulations designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the room and protecting one's own examination paper from the view of others.

V. Maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.

VI. Treat all members of the University community with respect and fairness.

VII. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Such report should be made to the Office of the Student Attorney General, the Office of the Dean of Students, or other appropriate officer or official of their college or school.

VIII. Cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and hearing of any incident of alleged violation, including the giving of testimony when called upon.

Procedure for Reporting

Members of the University community who wish to report possible violations of the Honor Code should contact the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042). Faculty members who have cause to report a student should use the online report form available at the following Web site: honor.unc.edu.

Student Government

The by-laws of the Board of Trustees of the University invest in the Chancellor of the University "the duty . . . to exercise full authority in the regulation of student conduct and in matters of student discipline. . . ." At the same time the Chancellor has delegated authority to exercise disciplinary and administrative functions in student life to agencies of student government. Within the context of this delegated authority and responsibility, the student body at the University has been self-governing for decades.

Student government at Carolina is more than 100 years old, and hundreds of students are involved in the various branches every year. From serving on the Board of Trustees to the appropriation, oversight, and authority of student fees, from instituting governmental service to enforcing the Honor Code, student government affects the life of every student every day.

The entire framework of student government's activities rests on its ability to maintain the foundation of administrator–student relations. The University should serve as an advisor, not as a supervisor, to the student body. In order to enjoy this freedom, students at Carolina must be willing to take a certain amount of responsibility to develop their own community and community values. Student government serves to maintain this freedom and the advisory, not supervisory, relationship.

In 1876 the Honor System officially ended all vestiges of the monitorial system; in 1904 a judicial body, the University Council, was established; in 1938 the Student Legislature was established; and in 1946 a written constitution was approved. In 1968 the coeducational Honor Court was formed out of the Men's Court and Women's Court to hear all Honor Code cases. The *Instrument of Student Judicial Governance* was ratified and put into operation in 1974 and was significantly revised in 2003.

Student government at UNC–Chapel Hill approximates the federal system of government with its three branches: an executive branch, a legislative branch, and a judicial branch.

A. **The Executive Branch:** This group serves as the official voice of the student body to the University and broader community, including the town of Chapel Hill and the state of North Carolina. Heading the executive branch is the student body president, assisted by the vice president, the president of the Graduate and Professional Student Federation, student body treasurer, student body secretary, the chief of staff, and the senior advisor. As determined by and reflective of the needs of the student body, the president structures his/her cabinet and committees and makes appointments to a wide range of University committees that address those needs and other concerns as they arise during the year. These committees usually include hardship parking, elections board, University services, information technology, student life, minority affairs, first-year focus council, and public service.

B. **Legislative Branch:** Student Congress is unicameral, consisting of 41 representatives elected by the student body, with the student body president and the student body treasurer serving as nonvoting ex officio members. The speaker of the Student Congress is elected from among the 41 representatives. Graduate and professional students and on- and off-campus undergraduates are proportionally represented in the Congress.

Congress handles considerable legislation and, as one of its primary responsibilities, oversees the student activity fees budget and other student fee areas. Established by student and University committees before approval by the Board of Trustees, a predetermined amount of the fees paid by each student provides the source of funds for Student Congress's annual allocation and subsequent appropriations budgets. These funds are allocated to petitioning student organizations that have received official University recognition. The student body can petition for changes in the student activities fee at any time.

Student Congress representatives are elected in the spring for one-year terms, and each member serves on one of three standing committees: finance, rules and judiciary, and student affairs. A fourth committee, ethics, is composed of senior members of the Congress.

C. **Judicial Branch:** There are two major areas that comprise the judicial branch; the first is responsible for the *Instrument of Student Judicial Governance*, and the second is responsible for resolving issues related to the Student Code.

The Honor Court hears all cases involving potential violations of the Honor Code. There are separate courts for undergraduate students, graduate students, and students in the Schools of Law, Medicine, Dentistry, Pharmacy, and Business. The Honor Court is organized as follows:

- Office of the Student Attorney Generals: The appropriate (undergraduate or graduate) student attorney general investigates all potential violations of the Honor Code. Staff members also present cases to the Honor Court and assist students accused of violating the Honor Code.
- University Hearings Board: These boards are made up of faculty, staff, and students. The University Hearings Board generally hears appeals of Honor Court cases.

Students interested in serving on the Honor Court or the student attorney general's staff should contact the Honor System Office at (919) 966-4084 for information about how to apply.

Student Supreme Court: This court adjudicates all issues of student constitutional law to be decided under the Student Code. This body most closely fills the traditional judicial branch of government and is comprised largely of students with previous experience in student government, mediation, and/or law.

Facilities and Services

Ackland Art Museum

The Ackland Art Museum, at 101 South Columbia Street just south of Franklin Street, houses an internationally known collection of more than 15,500 works of art from Asia, Africa, Europe, and America, ranging from antiquities to contemporary objects. The collection includes North Carolina's premier collection of Asian art and works on paper (drawings, prints, and photographs). In addition, the museum holds significant collections of European masterworks, 20th-century and contemporary art, African art, and North Carolina pottery and folk art. Find out about exhibitions, programs, and special events by calling the Ackland at (919) 966-5736 or visiting the museum's Web site at www.ackland.org.

About 6,000 of the Ackland's 45,000 annual visitors are university students who use the museum to support their academic work in courses across the curriculum. To find out more about the creative learning opportunities the Ackland can offer and to schedule class sessions at the museum, call the educator for university audiences at (919) 962-3343 (voice) or 962-0837 (TTY). Students with an interest in fine arts and public service are encouraged to become involved as volunteers at the Ackland. Volunteer opportunities include special events staffing, event photography, general administrative support, and staffing the Ackland Visitor Services desk. For more information, please contact the museum's volunteer coordinator at (919) 843-3676. Students are encouraged to join the Student Friends of the Ackland Art Museum. Student Friends receive all general membership benefits as well as invitations to private cultural, professional, and social events planned by and for Student Friends.

Campus Safety

The UNC Department of Public Safety is committed to the creation and maintenance of an environment where students, employees, and visitors to campus can feel safe in this vital community. Though its philosophy of Community Oriented Policing (COP), the department strives to employ professionalism, problem solving, and innovative strategies to remain one of the premier public safety agencies in the nation.

Public Safety needs your help in achieving its high standards of excellence. Visit the department's Web site at www.dps.unc.edu.

Familiarize yourself with security enhancements like the Point-to-Point transportation system, the campus-wide network of emergency call boxes, self-defense instruction, other crime prevention classes, and much more.

In addition, the University has the capacity to send emergency warnings by text message to students, faculty, and staff through its Alert Carolina initiative. The University has installed a new UNC emergency alert system siren, which will sound during an immediate life-threatening situation such as an armed and dangerous person in the area, a major chemical spill or hazard, or a tornado. The entire University community is encouraged to educate itself regarding UNC's emergency communications resources and to register cell phones for this method of communication by visiting the Alert Carolina Web site at alertcarolina.unc.edu.

Other initiatives by the UNC Department of Public Safety include a continued emphasis on bike patrols and the operation of a Community Response Unit, consisting of the department's successful Larceny Reduction Unit and its highly visible Traffic and Pedestrian Safety Unit. Main administrative offices are in the Public Safety Building atop Hardin Drive off Manning Drive (adjacent to Morrison Residence Hall).

The department hopes that the information presented through contact with its officers and through its Web site helps the University partner with it in the mission of protecting North Carolina's future.

Cultural Activities

Carolina's students, faculty, and staff participate in and attend a variety of cultural activities. Here is a sampling:

The Department of Music sponsors concerts and lectures by faculty, guest artists, student ensembles, and visiting scholars. Special events include the William S. Newman Concert Series, opera productions, the Annual Jazz Festival, and the biennial Festival on the Hill. A large number of ensembles (orchestras, choirs, bands) are open to all students, while nonmajor courses on all aspects of classical and popular music are a prized part of the general curriculum. For further details, see music.unc.edu.

The Department of English and Comparative Literature sponsors a yearlong program of public lectures and readings by students, teachers, and local writers. There are frequent public lectures and readings by visiting scholars and writers. When new books are published by local writers and faculty members, receptions and autograph parties are held in the student bookstore.

Information Technology Services (ITS)

UNC–Chapel Hill's central technology services are organized within Information Technology Services (ITS).

Through Web services provided by ITS, applicants to the Office of Undergraduate Admissions can apply to the University, view academic records, and update permanent and grade billing addresses online. Additional information about the information technology services and resources ITS provides to Carolina's campus can be found at its.unc.edu. The list below provides new students with the top ITS resources that will ensure a smooth transition into Carolina's campus.

ITS Response Center (also known as the ITS Help Desk)

The ITS Response Center offers free technical support to UNC–Chapel Hill students, staff, and faculty for desktop and laptop computers, Internet issues, software questions, and more. Students can contact the ITS Response Center using one of several convenient methods:

- Online: help.unc.edu (for step-by-step guides, documentation, and frequently asked IT questions as well as submission of help requests via the Internet).
- By phone: (919) 962-HELP (4357). The telephone line is staffed 24 hours a day, seven days a week.
- In person: R. B. House Undergraduate Library basement or the second floor of the Student and Academic Services Building South (SASB-South).

E-mail

All enrolled UNC–Chapel Hill students must have an Onyen, a login ID known at Carolina as the "Only Name You'll Ever Need." Students use their Onyen to access online campus services and create campus e-mail accounts. Since the University uses e-mail for official communications to students, every student must have a University e-mail account. To create an Onyen or to subscribe to online services, visit https://onyen.unc.edu.

ResNET (Residential Networking, Education, and Technology)

The ITS ResNET team is responsible for providing on-site IT support and IT training for on-campus residents. UNC–Chapel Hill's ResNET program, which is one of the largest in the nation, allows students who live in residence halls to gain IT and leadership skills by employing them as residential computing consultants (RCCs) who provide on-site support and educational activities to their classmates. ResNET is also in charge of providing high-speed wired networking to residence hall rooms and Wi-Fi (wireless) networking in lounges and other common areas. Learn more about ResNET and its services at its.unc.edu/resnet.

Cable TV (ResTV)

The Department of Housing and Residential Education and ITS provide University residence halls with connections to the ResTV system, with more than 70 channels of informational, educational, and entertainment programming free of charge, including the high-definition local network channels (all costs are included in basic room rental). Learn more about ResTV at help.unc.edu/6544.

Computer Labs

ITS manages and supports five student computing labs, located in libraries and academic buildings, with a standard selection of software. Two labs (in the Student Union and SASB-South) are open at all times. All labs offer the Pharos Printing System, which allows students to print materials in any lab, either from a computer lab station or from their laptop. Every full-time and graduate student is given an allotment of prepaid pages each semester on his or her OneCard for ITS lab printing. Unused pages do not transfer over from one semester to the next. Once the allotted pages have been used, there is an additional charge per page. Some labs also offer other services, such as smart zones and wireless projection in small break-out rooms. More information about the labs is available at its.unc.edu/labs/ or by calling (919) 962-6702.

AFS Data Storage

UNC–Chapel Hill campus members with a valid Onyen are eligible to receive, at no charge, an entitlement of centralized data storage space. Visit help.unc.edu and search for "AFS" to learn about requesting your data storage space allocation.

Software

ITS Software Acquisition provides access to software for students, staff, and faculty at UNC–Chapel Hill. This includes licensed software (which is often free but may have a fee) and free shareware software. For more information, visit software.unc.edu.

Computer Repair

The ITS Response Center includes one of the largest authorized Lenovo repair centers in the Southeast. Carolina Computing Initiative (CCI) customers can drop off computers at the ITS Response Centers in the Undergraduate Library or SASB-South for repairs authorized by Lenovo. Should you have another type of computer (Dell, Gateway, etc.), the ITS Response Center can typically assist you with software repairs.

Remember that whether you contact them in person, online, or on the phone, the staff of the ITS Response Center are ready to answer your technology and telecommunications questions. Go to help.unc.edu or call 962-HELP 24 hours a day, seven days a week.

The Library System

The UNC–Chapel Hill Library system is one of the premier libraries in the South. Everyone is welcome to use all campus libraries, including the House Undergraduate Library, Davis Library, the Wilson Special Collections Library, and numerous libraries with various subject specialties. The libraries' Web page (library.unc.edu) provides access to an extensive array of scholarly research materials including e-journals, e-books, citation guides, and online research assistance through email, chat, and text messaging services.

The Robert B. House Undergraduate Library serves as an intellectual crossroads for students, faculty, and the community. The library features quiet individual and collaborative group study space, state-of-the-art design and media labs, a large ITS computer lab, and the ITS Response Center (ITRC). The library is open 24 hours a day Sunday through Thursday. Hours vary according to department on weekends, holidays, and intersessions.

Morehead Planetarium and Science Center

The Morehead Building, home to one of the largest planetariums in the United States, is located on the north end of the University campus. The Morehead Building and its grounds, complete with a 68-foot, domed Star Theater, scientific exhibits, gift shop, 24-inch reflecting telescope, observation decks, Visitors' Center, Genevieve B. Morehead Art Gallery, rotunda, and rose garden with a massive sundial, were built for students and the people of North Carolina. For the future, the planetarium will be the cornerstone for an expanded Morehead Planetarium and Science Center (MPSC) that will blossom over the next few years.

Public star shows, which run weekends (including Friday and Saturday evenings) at the planetarium, explore the latest topics in astronomy and space science (see www.moreheadplanetarium.org for current show schedule). MPSC educators host "Carolina Skies," a popular live, interactive narrated show. Weekend matinees give children a chance to explore the stars through shows such as "Magic Tree House® Space Mission." Many planetarium productions are Morehead originals, produced on the UNC–Chapel Hill campus.

In addition to Star Theater shows, MPSC offers live science demonstration shows and current science presentations in its NASA Digital Theater. Changing exhibits, showcasing University research in the sciences, are featured in the Lower Exhibit Gallery and the South Gallery. The planetarium engages the entire community through noncredit classes for adults and children, summer camps, guest speakers, special programs, public observing sessions of astronomical events, and memberships at a variety of levels.

The Morehead Building and its planetarium were gifts of industrialist John Motley Morehead III (1870–1965), class of 1891, whose mission of science education and outreach to the general public is realized through the planetarium's programs. Since 1949 the Star Theater has been a giant classroom for students, teachers, school groups, senior citizens, youth groups, and the general public. An

early contributor to the American space program, the Morehead Planetarium provided training for United States astronauts from the Mercury, Gemini, Apollo, Skylab, Apollo-Soyuz, and early Space Shuttle programs. The Morehead Building serves as the University's academic front door. In addition to the Star Theater, the Morehead-Cain Foundation and the UNC–Chapel Hill Visitors' Center are housed within the building, while the UNC Department of Physics and Astronomy operates the Morehead Observatory at the building's east end. The domed state dining room, 350-seat banquet hall, and faculty lounge within the building serve a variety of special event functions.

Beyond the Morehead Building's walls, MPSC provides science outreach to North Carolina schools through several educational programs. The DESTINY Traveling Science Learning Program serves precollege teachers through professional development workshops and through school visits from its mobile laboratories. The PLANETS Portable Planetarium Program delivers astronomy programs to elementary schools throughout the state using an inflatable dome and mobile projection system.

North Carolina Botanical Garden

The North Carolina Botanical Garden is a center for the study, display, interpretation, and conservation of plants and of the natural areas of which these plants are a part. Garden staff administer several sites, including the 75-acre display gardens and nature trails, Coker Arboretum, and Battle Park in the heart of the campus, and the 367-acre Mason Farm Biological Reserve.

The garden's main visitor site, including the new in 2009 Education Center, display gardens, and nature trails, is located near the intersection of Manning Drive and Fordham Boulevard (U.S. 15–501 Bypass) on the UNC–Chapel Hill campus (the visitor parking lot is accessed via Old Mason Farm Road, which intersects Fordham Boulevard one block east of Manning Drive). The garden emphasizes the botany, ecology, and horticultural uses of southeastern native plants and maintains natural habitat gardens representing North Carolina's coastal plain, piedmont, and mountains. Other collections include perennial displays, rare and aquatic plants, a garden of flowering plant families, an extensive carnivorous plant display, an accessible gardening demonstration area, and the award-winning Mercer Reeves Hubbard Herb Garden.

The historic Coker Arboretum, founded in 1903, is revered by students, faculty, alumni, and other visitors. The five-acre arboretum in the heart of the UNC campus features a collection of native and exotic trees, shrubs, and herbaceous plants growing amid lawns intersected by brick and natural paths. The Campus-to-Garden trail through the Coker Pinetum provides a walking route from campus to the Education Center and gardens.

The Botanical Garden sites constitute an outdoor laboratory and classroom that support University teaching and research. The garden offers a variety of opportunities for learning and quiet recreation in display gardens and on nature trails. The garden's public classes, workshops, and lectures serve a wide audience. The UNC Herbarium, which became a part of the Botanical Garden in 2000, houses more than 800,000 pressed plant specimens, the largest such collection in the southeastern United States. The herbarium serves faculty, students, and researchers across the nation and worldwide, both on-site and through the loan of specimens by mail and through Internet searches of its database. Admission to all Botanical Garden sites is free. University students, faculty, and staff are welcome and encouraged to use Botanical Garden sites for education, research, recreation, and contemplation. They are welcome, as well, to become members of the Botanical Garden Foundation, Inc., the garden's membership support organization. Call (919) 962-0522 for student, individual, and family rates. Members receive the garden's bimonthly newsletter and other benefits, including discounts on class registration fees and invitations to special member events. Information about the Botanical Garden's programs and properties can be found on the Web at www.ncbg.unc.edu.

Physical Education and Athletics

Physical education and recreational sports facilities include Woollen and Fetzer gymnasiums, multiple outdoor fields, indoor and outdoor pools, Finley Golf Course, the Student Recreation Center, tennis courts, and others. Varsity athletic teams compete at Carmichael Arena, Boshamer Baseball Stadium, Henry Stadium, Kenan Stadium, Koury Natatorium, Fetzer Field, the Dean E. Smith Center, and other modern venues.

PlayMakers Repertory Company and Department of Dramatic Art Performances

PlayMakers Repertory Company, located on the UNC–Chapel Hill campus and associated with the Department of Dramatic Art, is a nonprofit professional theatre serving audiences in the Chapel Hill and Triangle areas, as well as the university community. Each year professional guest directors, designers, and actors work with the resident acting company of faculty members, graduate students, and resident designers to produce a season of five or six mainstage productions in the 499-seat Paul Green Theatre as well as three productions in the PRC^2 series in the 280-seat Elizabeth Price Kenan Theatre. The performance season runs throughout the academic year and features a mix of classic and contemporary plays. As part of its relationship to the community, PlayMakers also has several education and outreach programs serving young people and adults and frequently partners with other departments and organizations on the UNC–Chapel Hill campus.

Undergraduate students have the unique opportunity to work with resident and guest artists in every aspect of professional theatre: administration, stage management, box office, costumes, properties, set construction, lighting, sound, assistants to the directors, and acting (in appropriate roles). Auditions are held regularly for productions with PlayMakers Repertory Company when roles are available to undergraduate students.

The Department of Dramatic Art produces fully staged, faculty-directed plays each semester and sponsors a variety of other productions such as student-directed work both in a smaller classroom environment and full productions in the Elizabeth Price Kenan Theatre. The Department provides showcase venues for new student writing, including readings, fully produced plays, and the Samuel Selden Playwriting Contest.

The student-produced Lab! Theatre is housed in the department and performs in the Elizabeth Price Kenan Theatre in the Center for Dramatic Art. The emphasis in the Lab! Theatre is on the acting and directing experience.

Radio Stations

WUNC (FM) has been licensed to the University of North Carolina at Chapel Hill since 1952. In 1976 the station was recognized as a full-service public radio station by the Corporation for Public Broadcasting and became a member of National Public Radio. WUNC operates as a noncommercial educational station, partially supported by listener contributions, with 100,000 watts of power at 91.5 FM. The station offers educational and cultural programming as a public service to the community and provides training opportunities for students under the direction of its professional staff. Find out more about the station at www.wunc.org.

WXYC 89.3 FM is a 400-watt progressive music station broadcasting from UNC–Chapel Hill's Student Union. Founded in 1977, the station is run primarily by students, who make up the majority of the 140-person staff. WXYC is on the air 24 hours a day, 365 days a year and has long been recognized as a programming innovator by the community and by the music industry.

Block programming at WXYC is limited, with an emphasis instead on an eclectic mix of music. This includes regular rotation of new releases from local, national, and international acts, plus music drawn from throughout the 20th and 21st centuries. WXYC's playlists include rock, jazz, blues, reggae, hip-hop, techno, soul, country, and traditional artists from a broad range of cultures. The station's programming also includes news, talk, and sports shows; the emphasis is on variety and a balanced mix of the familiar, new, and unusual. In 1994 WXYC became the first radio station in the world to continuously rebroadcast its live signal over the Internet. Listen and find out more about the station at www.wxyc.org.

Religious Activities

Campus Ministers' Association

The Campus Ministers' Association at UNC–Chapel Hill seeks to work cooperatively, respecting the learning from the distinctive and enduring legacies of different religious communities and developing interfaith educational programs that emphasize common values. Cooperative Baptist, Episcopal, Greek Orthodox, Lutheran, Muslim Student Association, North Carolina Hillel, Presbyterian, Roman Catholic, and United Methodist are members. Meeting times for these groups are as follows:

- ***Cooperative Baptist***
  "The Co-Op" (Cooperative Student Fellowship)
  Wednesdays 7:00 p.m.—meet at Chapel of the Cross for discussion, bible study, and fellowship
  Campus Minister: Amy Canosa
  amy.canosa@gmail.com
  (919) 360-5999
  www.coopunc.org
- ***Episcopal***
  Episcopal Campus Ministry (ECM) at Chapel of the Cross
  304 E. Franklin St. (next to Morehead Planetarium)
  Tuesdays at 5:30 p.m.—worship, dinner, and fellowship
  Chaplain: The Rev. Tambria E. Lee
  (919) 929-2193
  tlee@thechapelofthecross.org
  www.unc.edu/ecm
- ***Greek Orthodox***
  Orthodox Christian Fellowship
  414 Summerwalk Circle
  Chapel Hill, NC 27517
  OCF Chaplain: John Stonestreet
  (919) 624-9479
  john@ocf.net www.orthodoxunc.com
- ***Islamic***
  Muslim Student Association
  Carolina Union
  Wednesdays at 6:00 p.m.—worship, fellowship
  Advisor: Arif Sheikh (919) 966-5105
  arif_sheikh@med.unc.edu,
  uncmsa@gmail.com
  www.uncmsa.org
- ***Jewish***
  North Carolina Hillel
  210 W. Cameron Ave.
  Fridays at 6:15 p.m.—Sabbath services and dinner
  Interim Director: Sue Klapper
  Program Director: Sheila Katz (919) 942-4057
  sheila@nchillel.org
- ***Lutheran***
  Lutheran Campus Ministry
  300 E. Rosemary St.
  Wednesdays at 5:30 p.m.—Eucharist and student meal
  Campus Minister: Rev. Mark Coulter
  (919) 942-2677
  mcoulter@email.unc.edu
  www.holytrinitychapelhill.org
- ***Presbyterian (USA)***
  Presbyterian Campus Ministry
  110 Henderson St.
  Thursdays at 6:00–7:45 p.m.—student dinner and program
  Campus Minister: Rev. John Rodgers
  (919) 967-2311
  pcm@email.unc.edu
  www.unc.edu/pcm
- ***Roman Catholic***
  Newman Catholic Student Center Parish
  Catholic Campus Ministry
  218 Pittsboro St.
  Wednesday student nights at 5:30 p.m.—dinner and program
  Pastor and Campus Minister: Rev. John Gillespie
  Associate Campus Minister: Kelly Dunlop
  (919) 929-3730
  newman@unc.edu
  www.newman-chapelhill.org
- ***United Methodist***
  Wesley Foundation
  214 Pittsboro St.
  Sundays at 7:00 p.m.—worship
  Wednesdays at 5:30–8:00 p.m.—communion, dinner, and program
  Campus Minister: Rev. Jan Rivero
  (919) 942-2152
  wesleyunc@bellsouth.net

Evangelical Campus Ministries Association

The Evangelical Campus Ministries Association (ECM) is an organization of leaders from various evangelical Christian groups that gather regularly for mutual support, discussions of campus life and ministry, and sharing of information. For more information about ECM, please contact Justin Wright, (919) 672-5678, justin@campuscrossroads.org. The members of ECM are listed below.

- ***Baptist Campus Ministry***
  203 Battle Lane
  Thursdays at 5:45 p.m.
  Campus Minister: Rev. Lee Sullens
  (919) 942-4266
  leesullens@unc.edu
  www.unc.edu/student/orgs/bsu
- ***Campus Christian Fellowship***
  Campus Minister: Dean Owens
  204 Glenburnie Street
  (919) 942-8952
  deano@email.unc.edu
  www.unc.edu/ccfhouse
- ***Campus Crossroads***
  Pastor: Justin Wright
  Box 126 FPG Student Union
  UNC–Chapel Hill, CB# 5210
  Chapel Hill, NC 27599-5210
  (919) 672-5678
  justin@campuscrossroads.org
  www.campuscrossroads.org
- ***Campus Crusade for Christ***
  Miles O'Neill
  12 Balthrope Place
  Chapel Hill, NC 27517
  (919) 933-7331
  miles.oneill@uscm.org
  carolinacru.org
- ***Chi Alpha Christian Fellowship***
  Gina Archer
  200 NC 54 East, Apt. 208N
  Carrboro, NC 27510
  (919) 423-0539
  garcher@email.unc.edu
  www.xa-unc.com
- ***Campus Connection***
  Grace Church
  Jeremy Gwaltney
  200 Sage Road
  Chapel Hill, NC 27514
  jgwaltney@gracelife.com
  www.gracelife.com
- ***Intervarsity Christian Fellowship***
  Alex Kirk, Area Director
  deano@email.unc.edu
  5501 Lacy Road
  Durham, NC 27713
  (919) 730-7414
  jalexkirk@gmail.com
  www.unciv.org

  Jennifer Hagin, Undergraduate Ministry
  364 Summerwalk Circle
  Chapel Hill, NC 27517
  (919) 923-5700
  jennifer_hagin@ivstaff.org

  Jim Herman, International Student Ministry
  (919) 824-7780
  jimivism@bellsouth.net

  Krystal Bridges, Greek Ministry
  krystal.bridges@gmail.com

  Hank Tarlton, Graduate Ministry (FOCUS)
  5602 McCormick Road
  Durham, NC 27713
  (919) 619-6141
  htarheelton@mac.com
- ***Every Nation Campus Ministries***
  Jason McDaniel
  (252) 525-0387
  jason.mcdaniel@everynation.org
  Charles Kiefer
  (919) 270-8921
  kiefercharles@hotmail.com
  www.kpic.org
- ***Campus Outreach***
  Daniel Simmons
  UNC Director, Campus Outreach
  (843) 324-7605
  dsimmons121@yahoo.com
- ***Carolina for Christ***
  Matt Carter
  Mathew.r.carter@gmail.com
- ***Carolina Hope***
  Ashley Odvody
  Ashley@pregnancysupport.org
  (404) 824-1500

Other Recognized Groups

- ***Latter-Day Saints***
  Walter Nichols, Director Institute of Religion
  400 Country Club Road
  Chapel Hill, NC 27514
  (919) 967-2445
  nicholswc@ldsces.org

University News Services

University News Services is the official media relations agency for the University. Part of the Office of University Relations, News Services promotes Carolina by providing information to international, national, state, and local news media outlets.

Established in 1918, News Services is one of the oldest offices of its kind in the United States. Today, its primary role continues to be keeping the people of North Carolina, the nation, and the world informed about the University's teaching, research, and public service activities.

News Services meets the University's media relations needs by

- Writing and distributing news releases, advisories, tip sheets, and photographs on topics ranging from upcoming cultural and academic events to the latest University research. Placement efforts target wire services, newspapers, magazines, specialty publications, and radio and television stations.
- Suggesting story ideas and responding to reporters' requests for expert faculty and administration sources and general information. Media calls are the top priority; the goal is to respond accurately, candidly, and as quickly as possible.
- Counseling the University community about media relations. This support ranges from advice on specific situations to workshops on how to talk to reporters.

Contact News Services at (919) 962-2091 or access uncnews.unc.edu.

Finances and Financial Aid

Student Finances

Living Expenses

Expenses for the 2009–2010 academic year (two semesters) were approximately $17,424 for an in-state student and $35,740 for an out-of-state student. These expenses are listed separately below.

Tuition and fees are assessed on a semester basis. Any past due charges will result in a hold on registration and transcripts. Students registering prior to the last billing date will be mailed a bill at their home address. The bill will be due prior to the beginning of that term. To avoid registration cancellation, tuition, fees, housing, and any past due charges must be paid by the due date on the bill. Students who are receiving financial aid and wish to defer payment of upcoming term charges must complete the Tuition, Fees, and Housing Deferment Form on the back of the bill and send it to the Office of Student Accounts and University Receivables along with a payment for any unfunded balance by the due date on the bill. Students registering after the last billing date must either prepay tuition and fees or provide the Office of Student Accounts and University Receivables with documented eligibility of financial aid plus payment for any previous semester charges or unfunded tuition and fees prior to being cleared to register.

It is extremely important for students to refer to the online Directory of Classes, which is produced by the University Registrar (see regweb.unc.edu/resources/directory.php), prior to each semester or summer session and to follow instructions concerning payment/deferment due dates to avoid registration cancellation. If the student's home address is that of a parent, the student should notify the parent of the importance of the due date on the bill and that a registration cancellation will occur if either the full payment or the deferment and payment for any unfunded balance are not received on time.

Payment Methods

Online payment from your checking account: This option is available only through ConnectCarolina, Monday through Friday from 7:30 a.m. to 5:00 p.m., excluding holidays. To make a payment, click on the "pay your bill" option under the Cashier Services section. There is currently no transaction fee for the use of this online service. Online payments from your checking account must be drawn from a United States bank. This method currently allows only students to make online payments from their checking accounts. Students can access their account at ConnectCarolina by using their Onyen and password.

By mail or in person: Cash (in person only), money order, check, or cashier's check. All payments must be in United States dollars. Checks and cashier's checks must be drawn on a United States bank. Please note the student's PID on any check, cashier's check, or money order.

By credit card: ONLINE ONLY through ConnectCarolina or finance.unc.edu/university-controller/student-account-services/payment-options-and-access.html, Monday through Friday from 7:30 am. to 5:00 p.m., excluding holidays, with your credit card (MasterCard or Diners Club card only). There is a 2 percent nonrefundable transaction fee for the use of this online service.

By installment plan: Offered through Tuition Management Systems, Inc. (TMS). Eligible expenses are tuition, fees, meal plans, and on-campus housing. To enroll: Tel. 1-800-722-4867; Web: www.afford.com/unc.

By financial aid: Deferment is available if the student is receiving verifiable financial aid.

For up-to-date information on payment options, please visit finance.unc.edu/university-controller/student-account-services/payment-options-and-access.html.

Expenses for an undergraduate student for the 2009–2010 academic year included

	N.C. Resident	Nonresident
Tuition	$3,865.00	$21,753.00
Fees	$1,761.00	$ 1,761.00
Books and Supplies	$1,000.00	$ 1,000.00
Residence Hall (average double room rate)	$5,250.00	$ 5,250.00
Board	$3,420.00	$ 3,420.00
Personal Expenses	$1,250.00	$ 1,250.00
Travel	$ 878.00	$ 1,306.00

For the most updated information, please visit www.studentaid.unc.edu.

Mandatory student fees are detailed on the Web at finance.unc.edu/university-controller/student-account-services/student-billing.html#studentfees. All new students are required to pay an orientation fee. In addition to these fees, special laboratory and designated program fees also may be charged. The returned check fee is $25 and the late registration fee is $20.

Each student is responsible for payment of his or her University charges. If a third party will be paying the charges, the Office of Student Accounts and University Receivables must receive an authorization from the third party well in advance so that arrangements can be made, if possible, for a separate invoice to be sent to the proper agency or organization in order to ensure timely payment.

Students who are expecting to receive financial aid or scholarship funds should bring with them sufficient funds (cash or travelers' checks) to take care of living expenses for approximately 15 days. This should provide sufficient time for financial aid or scholarship funds to be made available.

The last day to reduce a course load for credit on a student's financial account is two weeks from the first day of classes for each semester. Dropping the only course requires official withdrawal.

In case of withdrawal from the University, tuition and fees will be prorated according to the withdrawal refund calendar posted on finance.unc.edu/university-controller/student-account-services/student-billing.html under "Important Dates." The last date for credit on a student's financial account for withdrawal is nine weeks after the first day of classes.

Educational Tax Incentives

The Hope Scholarship Tax Credit provides for a limited tax credit for qualified tuition and fees paid during the year on behalf of a student who is enrolled at least half-time for at least one academic

period in a program leading to a degree or certificate at an eligible postsecondary institution. The Lifetime Learning Tax Credit is available for students who are not eligible for the Hope Credit or for students as an alternative to the Hope Credit. For more information regarding the tax credits, please contact a tax professional or the IRS at (800) 829-1040 or www.irs.ustreas.gov.

Fifty Percent Tuition Surcharge

As required by Section 9.10 (b), G.S. 116–143.7 (a), students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than 110 percent of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the University of North Carolina Board of Governors as a five-year program, are to be assessed a 50 percent tuition surcharge beginning fall 2010. For further explanation of how the degree credit hours are determined, visit the Web site regweb.oit.unc.edu.

Direct Deposit of Financial Aid Funds

For students who are receiving financial aid in excess of tuition, fee, housing, and meal plan costs, the Office of Student Accounts and University Receivables will deposit excess funds from the account to either a checking or savings account at the student's bank. Students must return a Direct Deposit consent form to the Office of Student Accounts and University Receivables as soon as possible. It may take eight to 10 business days to validate the bank account information. Students also must inform the Office of Student Accounts and University Receivables of any changes to their banking information.

Scholarships and Financial Aid

studentaid.unc.edu
aidinfo@unc.edu

The University of North Carolina at Chapel Hill has a longstanding commitment to assure that qualified students have the opportunity to attend, regardless of their ability to pay the full cost of attendance. Tuition at UNC–Chapel Hill is lower than at most major universities, and an education at the University is an outstanding value. To help students meet their costs, the University provides through the Office of Scholarships and Student Aid a comprehensive program of financial aid. Scholarships, grants, loans, and job opportunities are awarded to meet the difference between the cost of attendance and the amount the student and family should be expected to pay toward expenses. Loan programs are also available to all students, regardless of financial circumstances. A limited number of academic scholarships are awarded to entering first-year students with exceptional academic ability. The Office of Scholarships and Student Aid awards and administers more than $270 million in financial aid to more than 15,000 students. Scholarships and financial aid funds come from federal, state, University, and private sources. Awards are made according to procedures established by donors, in compliance with federal and state law, and in adherence to policies developed by the University Committee on Scholarships, Awards, and Student Aid.

Eligibility for Need-Based Financial Aid

To receive financial aid from programs administered by the Office of Scholarships and Student Aid, a student must be enrolled in a degree or recognized certificate program and be making satisfactory progress toward the completion of a degree or certificate from the University. The student may not be in default on a loan previously received for college expenses nor owe a refund on a scholarship, grant, or loan from an earlier enrollment period. In addition, the student must establish through the application process that the financial resources of the student and family are not sufficient to meet the cost of attending the University.

Federal Aid Programs

To measure eligibility for federal student aid funds, the financial circumstances of the student and family will be reviewed according to a methodology established by the United States Congress. The standard need analysis takes into consideration the income and assets of the student and family, the number of persons in the household and the number in college, taxes paid, and other relevant factors. Scholarships and other awards from private sources are also considered in determining eligibility for federal funds.

University Scholarships and Grants

Undergraduate students are considered for scholarships and grants based on an analysis of family financial circumstances according to a methodology used by many colleges and universities to award institutional funds. The home equity of the family is reviewed, as well as other income and assets which may not have been considered in the calculation of federal aid eligibility. A student is expected to contribute to educational costs, regardless of income earned during a previous year. The amount of eligibility for University scholarships and grants is usually less than federal aid eligibility, but scholarship and grant funds are often combined with federal aid to provide a total package of assistance. In awarding University scholarships and grants, the Office of Scholarships and Student Aid will consider the student's characteristics and match the student with funds for which he or she may be uniquely qualified. Specific criteria may include academic achievement, home county or state, and leadership experiences.

Applying for Need-Based Aid

The application process for need-based scholarships and financial aid requires careful completion of appropriate forms, attention to deadlines, and prompt response if additional information is requested. Financial aid funds are limited, and the most beneficial types of aid, including University scholarships, campus jobs, and lower-interest loans, are awarded first to students whose files are completed accurately and on time.

To apply for financial aid students should

1. Complete the Free Application for Federal Student Aid (FAFSA) by March 1 at www.fafsa.ed.gov. School code is 002974. Complete the FAFSA by the deadline even if based on income estimates.
2. Complete the CSS PROFILE by March 1 at profileonline.collegeboard.com. School code is 5816. The PROFILE can be completed with income estimates, but corrections must be mailed to the aid office.
3. Log on to the ConnectCarolina portal for updates and information being requested of the student.

Priority Deadline

The Office of Scholarships and Student Aid gives priority consideration to students who submit the necessary forms to the processing agencies by March 1 prior to the academic year of enrollment. An entering student should not wait for a notification of

admission but should file the necessary forms by the priority date, even if he or she has not decided which college to attend. Returning students should also meet the March 1 priority filing date. Timing of financial aid award notices is dependent on the application filing date, and only those students who apply by March 1 can expect to have funds delivered at the beginning of the school year. Late applications will be considered as time and resources permit.

Application Forms

All students—undergraduate, graduate, and professional—who apply for need-based financial aid through the Office of Scholarships and Student Aid must complete the Free Application for Federal Student Aid (FAFSA). The form collects basic information about the financial circumstances of the student and family so that eligibility for federal aid programs can be determined. It is strongly advised to file the FAFSA online by going to www.fafsa.ed.gov. There is no fee for processing the FAFSA, and it must be received by the federal processing agency by March 1 with the UNC–Chapel Hill code number 002974 listed in the appropriate section. Undergraduate students must also complete the CSS PROFILE application in order to be considered for University scholarships and grants. File online at profileonline.collegeboard.com. The PROFILE form should be completed by the student and family and received by the processing agency no later than March 1. There is a processing fee, which must be paid by credit card if the fee is not waived automatically upon application.

Award Decisions

An entering undergraduate student who files an application for financial aid by the March 1 priority date and provides any requested additional information promptly can expect to receive an award decision in April. Returning undergraduate students who meet the March 1 filing date are usually notified in early May. Both entering and returning graduate and professional students are usually informed of aid decisions in May if applications are filed by March 1. Students who do not meet the March 1 preference deadline cannot be assured of award notifications or of the delivery of funds until after the beginning of the enrollment period.

Types of Need-Based Financial Aid

Financial aid at UNC–Chapel Hill consists of scholarships, grants, loans, and work. When a student applies for need-based aid, he or she will be considered for all types of assistance for which he or she is eligible, including scholarships for undergraduates. The student does not need to indicate an interest in specific scholarships nor a preference for gift funds. The award will include as much scholarship or grant aid as resources permit. Remaining aid eligibility for undergraduate students will usually be met by the offer of a loan, a part-time job, or both. Graduate and professional students will receive loans and/or work to meet any eligibility remaining after awards from schools or departments.

General Scholarships

University scholarships are awarded by the Office of Scholarships and Student Aid to undergraduate students who complete both the FAFSA and the PROFILE and who have financial aid eligibility and above-average academic records. Some general scholarships are supported by state appropriations and special sources, such as income from Student Stores and from trademark royalties. Other awards are made possible by gifts to the University from its benefactors. General scholarship awards range in value from $100 to $3,000 per year, depending on the student's eligibility, academic achievement, and the availability of funds.

Special Scholarships

The Office of Scholarships and Student Aid administers several competitive scholarship programs to recognize and encourage academic excellence. An award will meet a student's financial aid eligibility according to the methodology for University scholarships. If a recipient has federal financial aid eligibility beyond the amount of the scholarship, the student may receive additional assistance from federal student aid programs. A separate scholarship application is not required; students who apply by March 1 for need-based aid and for University scholarships will be considered. The James M. Johnston Awards are the most attractive need-based scholarships offered by the University. Each year approximately 40 entering first-year students are chosen to be Johnston Scholars, based on outstanding high school records and leadership potential. The Johnston Awards Program seeks to develop for scholars a sense of community within the University. Special programs are offered to enrich educational experiences and expand personal development, including faculty mentors, peer counselors, leadership activities, and Johnston Honors Seminars. A number of Johnston Awards are made to students in the School of Nursing. Other distinguished scholarships awarded to entering first-year students who apply by March 1 include the Mark R. Braswell, Josephus Daniels, Fred W. Morrison, Herbert D. and Mayme C. Pegg, Caroline and Thomas Royster, and William A. Whitaker Scholarships. Distinguished scholarships are awarded on the basis of academic achievement and financial need.

Grants

Undergraduate students who apply for need-based financial aid will be considered for grant assistance to meet a portion of their financial aid eligibility. Awards are made to students with exceptional financial need from the Federal Supplemental Educational Opportunity Grant Program and from University funds. These awards may range in value up to $13,000 for in-state students and $25,200 for out-of-state students, depending upon the student's financial circumstances. The Federal Pell Grant Program provides assistance to eligible first-degree undergraduate students. These awards are targeted to the neediest students, and eligibility is measured by a formula approved by the United States Congress. A Pell Grant award for an eligible student will be included as part of his or her financial aid package. For those who meet certain high school enrollment standards, a Federal Academic Competitiveness Grant (ACG) might also be available. For those in specific majors defined by the federal government, a third- and fourth-year National SMART Grant might be awarded.

UNC Campus Scholarships Programs—Undergraduates

The University of North Carolina at Chapel Hill offers a two-part scholarship program to promote educational access and diversity:

- Part I provides need-based scholarships for undergraduate students with "exceptional financial need" whose enrollment contributes to the intellectual experiences and diversity of the undergraduate population. Students must be residents of North Carolina who are enrolled in full-time degree credit course work.
- Part II provides need-based scholarships for undergraduate Native American students. To be eligible for these funds, students must be residents of North Carolina and must be Native

American, defined as an individual who maintains cultural and political identification as a Native American through membership in an Indian tribe recognized by the state of North Carolina or by the United States.

Carolina Computing Initiative

The Carolina Computing Initiative (CCI) is a technology plan that requires all first-year students to own an Intel-based laptop computer (PC). First-year students who qualify for financial aid based on the PROFILE application will be eligible for a grant to cover all or some portion of the cost of the laptop because computer ownership is an admission requirement. Eligible students who purchase their computers through the University's Student Stores will be given credit toward their purchase of a computer; no cash awards will be made.

Need-Based Loans

The Office of Scholarships and Student Aid administers a number of student loan programs, both federal and institutional, which provide low-interest, long-term loans to undergraduate, graduate, and professional students who have financial aid eligibility under federal guidelines. Most financial aid packages to undergraduate students include assistance from one or more loan program, and the majority of aid to graduate and professional students is from loan sources. The Office of Scholarships and Student Aid determines which loan source is most appropriate for the student, based on the funds available at the time an award is made. Annual loan limits for dependent undergraduate students from the Federal Subsidized Stafford Loan Programs combined are $3,500 for first-year students, $4,500 for sophomores, and $5,500 for juniors, seniors, and fifth-year students.

The Federal Perkins Loan Program is supported by federal allocations and by loan repayments from previous borrowers. There is no interest while the student is in school, and repayment at 5 percent begins six to nine months after termination of student status. The program calls for deferment of payments under certain circumstances and for partial cancellation of the loan if the borrower is fulfilling specific teaching or military service. The Office of Scholarships and Student Aid may recommend a Federal Subsidized Stafford Loan as part of a student's financial aid award. Students in certain medical and allied health programs at the University may be eligible for loans from the Health Professions Student Loan Program. Interest rates are comparable to those for other loan assistance, and repayment begins after termination of student status or completion of deferment periods.

Employment

Many students work in part-time jobs, on and off campus, to meet a portion of their University expenses. Employment can provide not only a source of income but also valuable work experience. Funds are provided by the federal government and matched by the state for Federal Work Study Program jobs in many University departments and offices and in community service agencies. A Work Study job may be included as part of a financial aid package. Undergraduate students are employed in hourly paid jobs that require 10 to 15 hours per week and that pay more than the federal minimum wage. Students who remain in the same Work Study job from year to year will receive an annual increase in the wage rate. Graduate students may be assigned Work Study assistantships, with teaching and research responsibilities in their major departments or schools. Students are given the opportunity to select from a variety of Work Study jobs to meet their skills, interests, and career plans.

Non-Need-Based Loans

Students who do not meet eligibility requirements for need-based aid, or who must have funds in addition to need-based aid, may apply for federal loans that are not based on the financial circumstances of the student and family. Students may borrow from the Unsubsidized Federal Stafford Loan Program, up to the amount of annual eligibility for Stafford Loans but not to exceed the difference between the costs of attending the University and other financial aid awards. Annual loan limits for dependent undergraduate students from the Unsubsidized Stafford Loan Programs alone or combined with Subsidized Stafford Loans are $5,500 for first-year students, $6,500 for sophomores, and $7,500 for juniors, seniors, and fifth-year students. Independent undergraduate students may borrow up to $9,500 for the first year, $10,500 for the second year, and $12,500 for the third and subsequent years. Graduate and professional students may receive up to $20,500 per year. Borrowers are responsible for interest payments during in-school, grace, and deferment periods. Unsubsidized Stafford Loans have origination and insurance fees of up to 3 percent, deducted proportionately from each loan disbursement. Just as with Federal Subsidized Stafford Loans, students who wish to be considered for Federal Unsubsidized Stafford Loans, either as the only aid source or in addition to need-based aid, should contact the Office of Scholarships and Student Aid for information. The parents of undergraduate students who do not receive need-based aid, or who must have additional assistance, may apply for Federal PLUS Loans. The interest rate on PLUS Loans is 8.5 percent; origination and insurance fees of up to 3 percent are charged. Repayment generally begins within 60 days after disbursement of the loan.

Academic Scholarships

Each year the University of North Carolina at Chapel Hill offers special scholarships to a select group of entering first-year students. These competitive scholarship programs recognize and encourage academic excellence. Criteria for the University's academic scholarships include academic achievement, leadership qualities, commitment to service, and potential for success at the University. Financial need is not a consideration.

The University seeks to identify students who have earned academic distinction in high school. Because Carolina is a selective university, competition for academic scholarships is strong. More than 245 new scholarships will be awarded this year to students in a first-year class of nearly 3,800. In addition to impressive academic achievements, scholarship winners excel in extracurricular activities and demonstrate strong leadership skills. Selection is based on the information provided in the application for admission. Apart from the Morehead–Cain Scholarship, there is no separate application for academic scholarships. Candidates for the Pogue Scholarship are now selected through the admissions process and are invited to fill out a supplemental application to be considered for the award.

For full consideration for academic scholarships, students must apply for admission to the University by the January 15 deadline.

Scholarship candidates will be notified in early January (for Deadline 1 Admissions applicants) and late February (for Deadline 2 Admissions applicants) if they have been invited to move forward in the scholarship process. Candidates will be invited to campus to meet faculty and participate in discussions on a variety of topics,

which will determine the type and amount of scholarship award to be offered. Scholarship winners will receive strong consideration for the University's Honors Program. There is no separate application for the Honors Program. The following scholarships are awarded each year to first-year students and are renewable for three years of undergraduate study at the University, provided students maintain the required grade point average:

Carolina Scholars Awards

The Carolina Scholars Program represents the University's long-standing commitment to provide an outstanding education to the most able and promising students of the state and the nation. The program seeks to identify academically talented first-year students, enrich their academic experiences, and encourage their contributions to the intellectual life of the University. Superior academic achievement, evidence of self-direction and intellectual curiosity, and a genuine motivation for learning are the chief criteria for selection. Carolina Scholars awards provide $8,000 per year for students from North Carolina, and the equivalent of the cost of tuition, fees, room, and board for students from other states.

Robertson Scholars Program

The Robertson Scholars Program is a unique undergraduate merit award that is jointly administered by the University of North Carolina at Chapel Hill and Duke University. The primary goal of the Robertson Scholars Program is to foster collaboration between the two institutions, which selects approximately 30 scholars to participate each year. Half of these scholars matriculate at UNC–Chapel Hill and exhibit exceptional leadership abilities, abiding commitment to public service, and high academic achievement. Robertson Scholars at UNC–Chapel Hill are awarded full tuition and living stipends, summer community-building and enrichment opportunities in the United States and abroad, support for research and related travel, and top-of-the-line laptop computers. There is no separate application process for the scholarship; however, selected finalists will be invited to an interview weekend at UNC–Chapel Hill in late March or early April.

Pogue Scholarships

The Pogue Scholarship program seeks to identify students who demonstrate academic achievement, value diversity, exhibit strong leadership potential, and eagerly identify ways to implement positive change. Successful Pogue Scholarship candidates are individuals who show clear evidence of an abiding commitment to their local community and active engagement in diversity issues. There is no longer an "at large" application for the Pogue Scholarship. Instead, individuals who apply for admission to the University and who exhibit the qualities associated with the Pogue Scholarship will be invited to submit an application for the scholarship. Candidates selected as finalists for the Pogue Scholarships are invited to Chapel Hill in March for a two-day visit and interview. The Pogue Scholarships provide $7,500 per year to students from North Carolina and the equivalent of tuition, fees, room, and board to students from other states.

Other Academic Scholarships

A wide array of additional scholarships are awarded to students from North Carolina and other states and are based on academic achievement, leadership qualities, and special characteristics. These scholarships provide at least $2,500 per year to students from North Carolina and up to the equivalent of tuition, fees, room, and board per year to students from other states. Some of these scholarships give special attention to students from certain North Carolina counties or other geographic areas.

The Johnston Awards Program

The Johnston Awards are the premier need-based scholarships offered by UNC–Chapel Hill. Johnston Awards are given every year to approximately 40 entering first-year students, based on their outstanding high school records. Most of these students have contributed significantly to their schools and communities. To be considered for Johnston Awards, students must submit the Free Application for Federal Student Aid (FAFSA) and the PROFILE application by March 1. Stipends for the scholarships vary according to the student's financial circumstances.

College-Sponsored National Merit Awards

Nationally, UNC–Chapel Hill ranks very high in the number of National Merit College-sponsored award recipients enrolled. National Merit finalists who have not been offered another merit scholarship award and have notified the National Merit Scholarship Corporation that the University of North Carolina at Chapel Hill is their first choice are considered for an award. The standard amount of the award is $1,000 per year, though where demonstrated financial need is at least $4,000, the amount is increased to $2,000. Financial need is reviewed annually to determine whether the award is renewed at the $1,000 or $2,000 amount.

The Honors Program

All students who win academic scholarships are strongly considered for participation in honors work at Carolina. The criteria used in the selection of honors students are similar to those of the academic scholarship selection. Factors include academic performance and course selection in high school and standardized test scores. The Honors Program offers approximately 200 to 300 first-year students an opportunity to learn from some of the University's most distinguished faculty members in small classroom settings. There is no separate application process for the Honors Program. Honors participants are selected from the pool of top accepted first-year students and invited to join the program by April.

Morehead-Cain Awards

Morehead–Cain Awards are given by the Morehead–Cain Foundation, a private foundation established in 1945, to approximately 60 incoming first-year students each year. Scholarships are designed to cover the full cost of four years of undergraduate study at the University. Students attending North Carolina high schools may be nominated for the Morehead–Cain Award by their schools, or they may nominate themselves for consideration. Students attending school outside North Carolina are eligible to be nominated only if they attend a school eligible to participate in the Morehead–Cain Program. Each eligible out-of-state school may nominate one student per year. Out-of-state students who do not attend eligible schools may be considered as "at large" candidates on the basis of their admissions application to the University.

The four selection criteria for the Morehead–Cain Award are scholarship, leadership, character, and physical vigor. In addition to receiving an academic stipend, Morehead–Cain Scholars receive grants to participate in the Morehead–Cain Foundation's Summer Enrichment Program. For more information, please link to www.moreheadfoundation.org.

Information and Instructions

Students who are interested in applying for need-based financial aid, for non-need-based loans and/or for academic scholarships may obtain additional information from the Office of Scholarships and Student Aid by consulting its comprehensive Web site at studentaid.unc.edu, which contains additional information about scholarships and financial aid, including helpful links to related University departments and financial aid services external to the University. Inquiries may be sent to aidinfo@unc.edu.

UNC–Chapel Hill Regulations and Policies

The personal conduct of the University student is subject to the moral and legal restraints found in any law-abiding community. Additionally, the Honor Code is a positive force for good citizenship. University regulations are not specifications for acceptable conduct or detailed lists of offenses subject to penal action. They are intended to provide information about systematic procedures and equitable decisions in many situations involving individual students and officers of the University.

Alcoholic Beverages

Possession and use of alcoholic beverages is substantially regulated by federal, state, and local laws and ordinances. Within this legal framework, the University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of the University of North Carolina at Chapel Hill sets out the conditions under which alcoholic beverages may be used on University property.

According to North Carolina law

- Generally persons 21 or older may purchase or consume alcoholic beverages and may possess alcoholic beverages at their homes or temporary residences.
- It is against the law for any person under 21 to purchase or possess any alcoholic beverage.
- It is against the law for anyone to sell or give any alcoholic beverage to a person under 21 or to aid or abet such a person in selling, purchasing, or possessing any alcoholic beverage.
- No alcoholic beverages may be sold by any person, organization, or corporation on a college campus except by a hotel or nonprofit alumni organization; a performing arts center; or a University golf course open to the public—all of which facilities must hold an appropriate alcohol permit. Both direct and indirect sales are unlawful.

According to Chapel Hill ordinance, it is against the law for anyone to possess any open container of alcohol on streets, sidewalks, alleys, or any other property owned or controlled by the Town of Chapel Hill.

In addition to following the law, the University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of the University of North Carolina at Chapel Hill sets out special rules about alcohol for students and student organizations. The Office of the Dean of Students will provide copies of the policy and assistance in understanding its full implications. The text of the policy can be accessed on the Web at www.unc.edu/campus/policies/studentalcohol.html.

Under the policy

- Alcohol may not be served or consumed in any University building or open space except as provided in the University's Guidelines for Serving Alcohol at University-Sponsored Events. The guidelines are available on the Web at www.unc.edu/campus/policies/alcohol.html.
- Alcohol may not be possessed or consumed at any campus athletic event or at any performance on campus, and alcohol may not be consumed at any outdoor campus location.
- Common source containers of alcohol (e.g., kegs) are not permitted on campus.
- Students and their guests aged 21 and older may possess and consume alcoholic beverages in individual campus residence hall rooms or apartments on campus, but not in the common areas of a campus residence hall.
- No student activity fees or other University-collected fees may be used to purchase alcohol.
- No other funds of an officially recognized student group deposited or administered through the Student Activities Fund Office may be used to purchase alcohol.
- Student groups are not prohibited from having events off campus at which individual group members aged 21 or older bring or buy their own alcoholic beverages.

Students who violate the policy face mandatory alcohol education, housing sanctions (for violations arising in University Housing), and sanctions including written reprimand, restitution, counseling/referral, and/or educational or community service activities. Student groups who violate the policy face sanctions of written reprimand, restitution, mandatory educational programs or community service, and/or loss of University recognition. Behavior that violates the Code of Student Conduct, state, or federal laws may also be referred to the Student Judicial System, the Emergency Evaluation and Action Committee, and/or state and federal authorities.

Code of the University of North Carolina (1975)

Section 502D(3)—Subject to any policies or regulations of the Board of Governors or the Board of Trustees, it shall be the duty of the Chancellor to exercise full authority in the regulation of student affairs and student conduct and discipline. In the discharge of this duty, delegation of such authority may be made by the Chancellor to faculty committees and to administrative or other officers of the institution, or to agencies of student government, in such manner and to such extent as may by the Chancellor be deemed necessary and expedient. In the discharge of the Chancellor's duty with respect to matters of student discipline, it shall be the duty of the Chancellor to secure to every student the right to due process. Appeals from these disciplinary decisions are allowable only on the following grounds: 1) a violation of due process, or 2) a material deviation from Substantive and Procedural Standards adopted by the Board of Governors.

Where the sanction is suspension or expulsion, an appeal may be made to the Board of Trustees. No appeal to the President is permitted. When the sanction is expulsion, the final campus decision is appealable to the Board of Governors.

Commercial Activities

Selling or soliciting by any person (private citizen, employee, or student), firm, or corporation on the campus of the University is prohibited except as provided for in the University Facilities Use Policy. The policy can be accessed online at www.unc.edu/campus/policies/facility_use.html.

Emergency Disciplinary Action

In order to protect University property or members of the University community or to prevent disruption of the academic process, occasionally the University must take emergency action to separate a student from the University. The Chancellor has, therefore, created the Emergency Evaluation and Action Committee. With respect to disciplinary matters, the committee acts only when no other administrative solution, including action by the Student Judicial System, is in its judgment adequate to deal effectively with the situation.

Students whose cases may require action by the committee fall into five categories:

- Applicants for admission or readmission to the University who have been convicted of a crime involving assaultive or felonious behavior, who have a record of violent behavior, or who have a record of academic dishonesty or disciplinary rule violations elsewhere;
- Students whose behavior, on or off campus, is such that their presence in the University, in the judgment of the committee, poses a serious threat of disruption of the academic process or a continuing danger to other members of the University community, or University property;
- Students or applicants who have been arrested and charged with a serious crime of a violent or dangerous nature, or a serious crime that involved placing another person in fear of imminent physical injury or danger, where, in the judgment of the committee, if the students are found guilty, their presence in the University would pose a serious threat of disruption of the academic process or a continuing danger to other members of the University community, or University property;
- Students, charged by the University with a violation of policies concerning illegal drugs, whose continued presence within the University community would, if the charges are true, constitute a clear and immediate danger to the health or welfare of other members of the University community;
- Students whose behavior on or off campus is such that, in the judgment of the committee, they pose a danger to themselves.

Full information on the committee and its procedures is available from the Division of Student Affairs through the office of the Dean of Students. The text of the committee's policy and procedures is on the Web at www.unc.edu/campus/policies/Emergency%20Evaluation%20and%20Action%20Committee%20Policy-Procedures.pdf.

Housing and Residential Education

For policies and procedures related to living on campus, visit the Housing and Residential Education Web site at housing.unc.edu. Click on the "Policies" link under the category "Living on Campus."

Transportation and Parking

Parking

Every student at UNC–Chapel Hill and UNC Hospitals who parks an automobile between 7:30 a.m. and 5:00 p.m. on weekdays in the University's designated reserved parking is required by the Department of Public Safety to obtain and display a parking permit. Parking permit holders must park only in specific zones as indicated on their parking permits. After 5:00 p.m. on weekdays, however, students may park in any unreserved space except those in resident student lots, which are reserved until 9:00 p.m. Please note the signs at the entrances to each lot which detail the hours of enforcement for that parking area.

Motor vehicle parking permits may be applied for during online registration procedures at the Department of Public Safety. Vehicles found parked illegally may be cited by the Department of Public Safety's Parking Control Division, and subsequent violations may result in further citations, immobilization ("booting"), or towing of the vehicle. Citations may be appealed through the Department of Public Safety's Appeals Office within 10 calendar days upon receipt of the citation. Citations can be appealed in person during office hours Monday through Friday from 7:30 a.m. to 5:00 p.m., online at www.dps.unc.edu, or by regular mail.

The Parking Control Division operates MAP, the cost-free Motorist Assistance Program. If a vehicle requires a "jump start" or if the keys are locked inside the vehicle, motorists may call for assistance at 962-8006 (weekdays 7:00 a.m. to 9:00 p.m.). During all other times (and on University holidays), the UNC Police Department should be contacted for motorist assistance at 962-8100.

The Commuter Alternatives Program

The Commuter Alternatives Program (CAP) is an initiative with the goal of reducing campus traffic congestion and parking demand through the promotion and management of viable alternatives to single-occupancy vehicle use at UNC–Chapel Hill. It is a free program designed to reward campus community members for the use of bicycling, walking, transit, park and ride services, and ridesharing. CAP requires only that a registrant commute to UNC from outside a two-mile radius from the Bell Tower at the center of the campus and not be registered for a parking permit. CAP has a listserv, giveaways, prizes, discounts to local merchants, and daily benefits in relation to alternative transportation programs. For more information or to request a brochure, call the Department of Public Safety at (919) 962-3951 or visit the student CAP link on the department's Web site at www.dps.unc.edu/Transit/gettingtowork/CAP/studentcap.cfm.

Alternatives to Parking

The Web site www.redefinetravel.org provides excellent information on student transportation alternatives. RedefineTravel.org is designed to give students all the information needed to ride the bus, ride with friends, or bike to great destinations throughout the Triangle. The site has a Transit Trip Planner to popular destinations; schedules for Triangle Transit, Durham Area Transit Authority, Capital Area Transit, and Chapel Hill Transit; information about Triangle Transit's express bus to Raleigh; bike safety information and city bike maps; a calorie counter to show how active transportation affects health; information on student carpool options; and a calculator tool that calculates how much an individual can save by using alternative transportation.

Municipal and Regional Transit

The University, Chapel Hill, and Carrboro work together to provide the fare-free Chapel Hill Transit system. No exchange of money, coupons, or display of a bus pass is needed when boarding a Chapel Hill Transit bus. Campus "U" route and "RU" (Reverse U) shuttles run in continuous loops from 7:00 a.m. to 8:00 p.m., serving nearly every area on campus.

Commuting students can use any of the five town park and ride lots, or they can join the Commuter Alternative Program and gain

access to four additional CAP (Commuter Alternative Program) park and ride lots. Chapel Hill Transit provides free and quick service to and from campus to the park and ride lots. Student CAP participants receive one one-day occasional use pass per semester allowing free parking on S11 zoned lots. In addition, in the case of an emergency, UNC–Chapel Hill's Emergency Ride Back service is available to provide transportation to the park and ride lots or any location within Carrboro or Chapel Hill municipal boundaries. Consult the Chapel Hill Transit Web site at www.chtransit.org for information on specific routes.

Regional transit (to and from RDU, Raleigh, and Durham) is available aboard Triangle Transit buses. Included in the full complement of regional service is express service from Raleigh to UNC–Chapel Hill and from Hillsborough to UNC–Chapel Hill. For more route information, call Triangle Transit at (919) 485-RIDE or visit www.triangletransit.org.

Commuting students must join CAP by visiting the Department of Public Safety Building, bringing proof of their PID number. If the student is a licensed driver, then he or she must also present a driver's license, plate, make and model of any vehicles owned, and proof of auto insurance.

Park and Ride Lots

There are five town park and ride lots and four additional lots available to those who join UNC–Chapel Hill's Commuter Alternative Program. Many commuting students find the park and rides to be a reliable transportation solution. Parking is free, and all the lots receive free transit service. Triangle Transit also serves some of the lots. The nine lots ring the campus, and space is available on a first-come, first-served basis. Parking at the preferred lot is usually possible, but not guaranteed as the most popular lots fill up by the end of rush hour.

Point-to-Point

Point-to-Point transportation (P2P) offers fare-free, fixed-route service aboard the P2P Express minibuses, operating on a continuous loop around campus during evening hours, 7:00 p.m. until 3:00 a.m., seven nights a week (when residence halls are open) during fall and spring academic semesters. Students must show their UNC ONE Card to board the P2P Express. After dark, a demand-response van can be accessed by students in areas that are not served by the P2P Express route.

P2P also offers fare-free, demand-response transportation service to disabled students and students going to or from Student Health Services 24 hours a day.

Safe Ride

A student-run program called "Safe Ride" aims to provide increased mobility between 11:15 p.m. and 2:30 a.m. on weekend evenings. Although it shares part of the name, this is a different program from the P2P Library Safe Ride Shuttle. There are three Safe Ride bus routes operating on Thursday, Friday, and Saturday nights. They provide service between campus and many private student housing developments, as well as other off-campus destinations after Chapel Hill Transit routes service ends for the evening. For more information, phone Chapel Hill Transit at (919) 969-4900, or visit the Web site: www.townofchapelhill.org/index.aspx?page=706.

UNC Bicycle Registration

The Department of Public Safety requires bicycle registration for bicycles stored or traveling on campus. The program serves as a deterrent to crime, aids in the identification of lost or stolen bicycles, and enables the department to plan for improved bicycle parking facilities around campus in the future. Forms for bicycle registration are available at the following Web site: www.dps.unc.edu/Forms/Bike%20Registration/bike1.cfm.

You can also obtain registration forms at the Department of Public Safety. Cyclists who live more than two miles from the Bell Tower may join the Commuter Alternative Program.

Zipcar for Students 18 and Older

For students 18 and older, Zipcar, UNC–Chapel Hill's car-sharing program, provides another option. For a $35 annual fee, reimbursable in driving credits if used within 30 days, six on-campus Zipcars can be reserved for short or long trips. Currently, UNC–Chapel Hill has a Honda Civic, two Toyota Matrix four-doors, and a Mazda 3. Cars are reserved online or by using a toll-free phone number. The Zipcar membership card serves as the key to the vehicle, and a gas card is inside. Fuel, insurance, and maintenance bills are footed by the program, and the reservation rate is $5 per hour with a $55 per day maximum fee. More information can be found by visiting www.zipcar.com/unc, dialing 866-4ZIPCAR, or e-mailing info@zipcar.com.

For More Information

Visit the Department of Public Safety during regular business hours (weekdays 7:30 a.m. to 5:00 p.m.), in the Public Safety Building via Morrison Drive (just off Manning Drive) on south campus. For more information on parking and transportation at UNC–Chapel Hill, log onto the Department of Public Safety's Web site at www.dps.unc.edu. Concerns may be addressed at the following campus telephone numbers:

- General Information (919) 962-3951, 3952
- Police Emergencies 911
- Police Nonemergencies (919) 962 -8100
- Parking Control (919) 962-8006
- Accounts Receivable (919) 962-6073
- Parking Appeals (919) 962-3953
- Visitor Pay Operations Parking (919) 966-4424
- Point-to-Point Shuttle Dispatcher (919) 962-7867 (962-"P-TO-P")
- Commuter Alternatives Program (919) 843-4414

Students with temporary physical handicaps or other hardships requiring special consideration should contact the Department of Disability Services for complete information on transportation options. To get specific information about steps to take to obtain a disability permit, visit the Department of Public Safety or the Web site: www.dps.unc.edu/dps/disability/application_process.htm.

The University of North Carolina: Seventeen Constituent Institutions

The UNC System

History of the University

In North Carolina all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Chapel Hill is one of the constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the North Carolina General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the 18th century. The first class was admitted in Chapel Hill in 1795. For the next 136 years the only campus of the University of North Carolina was at Chapel Hill.

In 1877 the North Carolina General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931 the North Carolina General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College of Agriculture and Engineering at Raleigh (now North Carolina State University at Raleigh) and the North Carolina College for Women (Woman's College) at Greensboro (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969 three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into the University of North Carolina the state's 10 remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created a 16-campus University. In l985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University, and it recently became the 17th constituent institution.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the board are elected by the General Assembly for four-year terms. Former board chairs and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the 17 institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The North Carolina School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

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Laura Luger, J.D.
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Appendix

Equity in Athletics Disclosure Act

Information compiled under the federal Equity in Athletics Disclosure Act is available on request from the Office of the Director of Athletics.

Expulsion

A student who has been expelled from an institution in the University of North Carolina system may not be admitted to another UNC-system school unless the institution that originally expelled the student rescinds that expulsion.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of the University of North Carolina at Chapel Hill. A few of the exceptions are listed below; others may be found in the University's FERPA policy and accompanying federal regulations.

The University will disclose personally identifiable information from a student's education records to officials of another institution in which the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer. The University will also disclose personally identifiable information from a student's education records to officials of another institution in which a currently enrolled UNC–Chapel Hill student is contemporaneously enrolled. It is the policy of the University of North Carolina at Chapel Hill to forward education records upon request to officials of other institutions in these situations without notifying the student of such transfer of records.

If the University takes disciplinary action against a student for conduct that posed a significant risk to the safety or well-being of the student, other students, or members of the University community, the University may disclose information about that disciplinary action to officials of other schools who have been determined to have a legitimate educational interest in the student's behavior. It is the policy of the University of North Carolina at Chapel Hill to disclose this type of disciplinary information to such officials of other schools without notifying the student that the information has been disclosed.

If the University, pursuant to campus disciplinary procedures, finds that a student has committed a violation of the Honor Code that constitutes a crime of violence or a nonforcible sex offense, the University will, upon request, disclose the following information: the student's name, the rule or policy that was violated, any essential findings supporting the conclusion that the violation was committed, the disciplinary sanction imposed, the date the sanction was imposed, and the duration of the sanction. The University will release information from a student's education records to school officials who have a legitimate educational interest in the information. The term "school official" includes, but is not limited to teachers; officials; employees (including employees of the UNC–Chapel Hill Department of Public Safety); contractors of UNC–Chapel Hill to whom the University has outsourced institutional services or functions (for example, the National Student Clearinghouse, Blackboard, entities providing practical or clinical training for students, and other similar or dissimilar contractors); volunteers; UNC–Chapel Hill students who are functioning in an official University capacity (for example, the Honor Court); and employees of the General Administration of the University of North Carolina system. Disclosures may only be made to these individuals and entities if they have a "legitimate educational interest" in the information. They are deemed to have a "legitimate educational interest" in the information if it is in the educational interest of the student in question for the individuals and entities to have the information, or if it is necessary or desirable for them to obtain the information in order to carry out their official duties or their contractual obligations to the University and/or to implement the policies of the University of North Carolina.

The University makes public certain information that has been designated as "directory information" unless the student has notified the Office of the University Registrar to restrict the release of this information. The University considers the following to be "directory information": the student's name; address (local and grade/billing addresses); student email address; telephone listing (local and grade/billing telephone numbers); date and place of birth; county, state, and/or United States territory from which the student entered the University; major field of study; class (first year, senior, etc.); enrollment status (full-time, half-time, or part-time); Person ID Number (PID); anticipated graduation date; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student. The University also publishes the Campus Directory annually and maintains an online directory that includes faculty, staff, and students. Some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not want any of their directory information to be made public must come in person to the Records area of the Office of the University Registrar (Suite 3100, SASB North) and fill out a Requesting FERPA On Student's Record, Non-Disclosure of Information form. Students completing this form will receive counseling about the effects of placing a FERPA Privacy Flag on their records. Students who are not within commuting distance of the campus may contact the Records area at (919) 962-0495 for further instructions.

Students who chose this option will not be able to receive any information about their records by telephone. Instead, they must come in person and show photo ID, or send a written request acknowledging that they have placed a restriction on their record but require specific information.

Once set, a FERPA Privacy Flag will remain on a student's record until the student removes it. To remove a FERPA Privacy Flag, the student must come in person to the registration area of the Office of the University Registrar (Suite 3100, SASB North) and fill out a Requesting Removal of a Previously Set FERPA Privacy Flag from a Student's Record, Remove Previously Set Restrictions on Release of Information form. Students who are not within commuting distance

of the campus may contact the registration area at (919) 962-9851 for further instructions.

Students who wish to block certain information from the directory but do not wish to place a FERPA Privacy Flag on their records may do this through the portal my.unc.edu in the "Updating Personal Information" section. Checking the "Public" box next to an address or phone number causes that item to be included in the directory. Removing the checkmark from the "Public" box causes the item not to be included in the directory. Students who have questions about restricting information from the directory may contact the registration area at (919) 962-9851.

In order to assure that new students have a meaningful opportunity to request that their directory information not be made public, it is the policy of the University that it will not release directory information about entering undergraduate students until after the last day for late registration for the Fall semester.

Receipt of an approved master's thesis or doctoral dissertation in the Graduate School is tantamount to publication, and the thesis or dissertation will be available to the public. Honors theses are also made available to the public through the University Library. Other student papers may be put in campus libraries or otherwise made public in accordance with individual course or program requirements.

The Family Educational Rights and Privacy Act also gives a student the right to inspect his or her education records and to request amendment of those records if they are inaccurate, misleading, or otherwise in violation of the student's privacy rights. To inspect his or her education records, a student must file a written request with the individual who has custody of the records that the student wishes to inspect. To request amendment of his or her records, a student first discusses the matter informally with the records custodian, and if the custodian does not agree to amend the records, he or she will inform the student of applicable appeal rights. Enrolled students may file an appeal with the Student Grievance Committee. Students also have the right to file a complaint with the United States Department of Education alleging that the University has not complied with FERPA.

Questions about FERPA should be addressed to the Office of University Counsel (CB# 9105). The University's FERPA policy and the text of the federal FERPA regulations are available on the Web at www.unc.edu/policies/ferpapol.pdf.

Fireworks, Firearms, and Other Weapons

It is a felony, punishable by fine and/or imprisonment, to possess or carry, openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive on any University campus, in any University-owned or operated facility, or at a curricular or extracurricular activity sponsored by the University. Such conduct also may constitute a violation of the Honor Code.

It is a Class 1 misdemeanor, punishable by fine and/or imprisonment, to possess or carry any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except for personal shaving), fireworks, or any sharp-pointed or edged instrument (except instructional supplies, unaltered nail files, and clips and tools used solely for preparation of food, instruction, and maintenance) upon any University campus or in any University-owned or operated facility. Such conduct may also constitute a violation of the Honor Code.

Immunization Requirement

Effective July 1, 1986, North Carolina state law requires that no person shall attend a college or university in North Carolina unless a certificate of immunization indicating that the person has received the immunizations required by the law is presented to the college or university on or before the first day of matriculation.

If a student's UNC–Chapel Hill Medical History Form containing the certificate of immunization is not in the possession of the UNC–Chapel Hill Campus Health Service 10 days prior to the registration date, the University shall present a notice of deficiency to the student in question. He or she shall have 30 calendar days from the first day of attendance to obtain the required immunizations. Those persons who have not complied with the immunization requirements by the end of 30 calendar days will be administratively withdrawn from the University.

Military Tuition Benefit

The information in this section comes from three sources: 1) North Carolina General Statutes, Sect. 116-143.3; 2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*; and 3) *Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuition Benefit*. Please refer to the Web site at regweb.oit.unc.edu/residency/index.php for the most recent amendments to the Military Tuition Benefit Law.

Certain members of the Armed Services and their dependent relatives who are not residents for tuition purposes may become eligible to be charged the in-state tuition rate under N.C. Gen. Stat. Sect. 116–143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC–Chapel Hill and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services. To be eligible for this military tuition benefit, the individual must be on active duty and a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard, or a reserve component of one of these services and must be abiding in North Carolina incident to active military duty.

Eligibility of Dependent Relatives of Service Members. If the service member meets the conditions set forth above, his or her dependent relatives may be eligible to pay the in-state tuition rate if they share the service member's North Carolina abode, if they have complied with the requirements of the Selective Service System (if applicable), and if they qualify as military dependents of the service member.

Special exceptions apply to military personnel and their dependents if the military person is reassigned outside of North Carolina or retires in North Carolina. Please visit regweb.unc.edu/residency

to see the most updated requirements to maintain military tuition benefit eligibility (for both active duty military/National Guard and their dependents).

For a detailed explanation of the military tuition benefit provision, a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. This manual is available for inspection in the admissions offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library, in the Reserve Reading Room of the Health Sciences Library, and online at regweb.unc.edu/residency (click on "residency manual").

Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within 15 working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request by the student, is afforded an opportunity to appear and be heard by the committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the chair of the Residence Status Committee within 10 days of receipt of the committee's decision. The chair will promptly process the appeal for transmittal to the State Residence Committee.

North Carolina Teachers Tuition Benefit

The information in this section comes from two sources: 1) North Carolina General Statutes, Sect. 116–143.5, and 2) University of North Carolina Administrative Memorandum No. 375, dated October 22, 1997.

Certain North Carolina teachers may become eligible to be charged the in-state tuition rate even if they do not qualify as residents for tuition purposes under G.S. 116–143.1. These applicants may receive the benefit for courses "relevant to teacher certification or to professional development as a teacher" if approved by the principal of the applicant's school.

To qualify, an applicant must be a teacher or other person paid on the North Carolina teacher salary schedule incident to full-time employment by a North Carolina public school. "Full-time employment" means the employee's duties qualify him/her for membership in the Teacher's and State Employees' Retirement System or would so qualify the employee if he/she were employed on a permanent basis. Applicants must qualify academically for admission to UNC–Chapel Hill.

Additionally, to be eligible, an applicant must be a North Carolina legal resident (domiciliary) and must have established North Carolina domicile before the commencement of the approved course(s). However, he or she does not have to have been a legal resident for 12 months.

To apply for the benefit, applicants must submit the following documents to the proper admissions office no later than the first day of classes of the term for which this benefit is sought:

- A completed North Carolina Teachers Tuition Benefit application
- A completed "Principal's Declaration for In-State Tuition Benefit for North Carolina Teachers"
- A four-page application for resident tuition status

For a detailed explanation of the teachers' tuition benefit law and to acquire application forms, applicants should contact the appropriate admissions office. Information concerning the application of this law is on reserve at the Undergraduate Library and Health Sciences Library. It is also available at all admissions offices, at the Residence Status Committee office, and online at regweb.unc.edu/residency.

Appeals of eligibility determinations of admissions offices must be in writing and signed by the applicant and must be filed by the applicant with that admissions officer within 15 working days after the applicant receives notice of the eligibility determination. The appeal is submitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The applicant is notified of the date set for consideration of the appeal and, on request by the applicant, is afforded an opportunity to appear and be heard by the committee.

Any applicant desiring to appeal a determination of the Residence Status Committee must give written notice of that fact to the chair of the Residence Status Committee within 10 days of receipt of the committee's decision. The chair will promptly process the appeal for transmittal to the State Residence Committee.

Policy on Illegal Drugs

Introduction

The Board of Trustees of the University of North Carolina at Chapel Hill, in conformity with the direction of the Board of Governors of the University of North Carolina, hereby adopts this Policy on Illegal Drugs, effective August 24, 1988. It is applicable to all students, faculty members, administrators, and other employees.

Education, Counseling, and Rehabilitation

A. The University of North Carolina at Chapel Hill has established and maintains a program of education designed to help all members of the University community avoid involvement with illegal drugs. This educational program emphasizes these subjects:
   - The incompatibility of the use or sale of illegal drugs with the goals of the University;
   - The legal consequences of involvement with illegal drugs;
   - The medical implications of the use of illegal drugs; and
   - The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

B. The University of North Carolina at Chapel Hill provides information about drug counseling and rehabilitation services available to members of the University community through campus-based programs and through community-based organizations. Persons who voluntarily avail themselves of University services are hereby assured that applicable professional standards of confidentiality will be observed.

Enforcement and Penalties

A. The University of North Carolina at Chapel Hill shall take all actions necessary, consistent with state and federal law and applicable University policy, to eliminate illegal drugs from the University community. The University's Policy on Illegal Drugs is publicized in catalogs and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators, and other employees.

B. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as controlled substances in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the University. It is not "double jeopardy" for both the civil authorities and the University to proceed against and punish a person for the same specified conduct. The University will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the University.

C. Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 3 of the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*; by Section III. D. of the *Employment Policies for EPA Non-Faculty Employees of the University of North Carolina at Chapel Hill*; by regulations of the State Personnel Commission, and the *Disciplinary Procedure of the Staff Personnel Administration Guides* (Human Resources Manual for SPA Employees); by the *Instrument of Student Judicial Governance*; and by all other applicable provisions of the policies and procedures of the University of North Carolina at Chapel Hill.

D. The penalties to be imposed by the University may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

Trafficking in Illegal Drugs

a. For the illegal manufacture, sale, or delivery, or possession with intent to manufacture, sell, or deliver, of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. For a first offense involving the illegal manufacture, sale, or delivery, or possession with intent to manufacture, sell, or deliver, of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, (including, but not limited to, marijuana, anabolic steroids, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.) For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

Illegal Possession of Drugs

a. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.)

b. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. (If this balance for an employee subject to the State Personnel Act exceeds one week, that employee shall be discharged.)

c. For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

E. Suspension Pending Final Disposition. When a student, faculty member, administrator, or other employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor, or in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University Community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

Implementation and Reporting

Annually, the Chancellor shall submit to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. The report shall include, as a minimum, the following information:

1) A listing of the major educational activities conducted during the year
2) A report on any illegal drug-related incidents, including any sanctions imposed

3) An assessment by the Chancellor of the effectiveness of the campus program
4) Any proposed changes in the Policy on Illegal Drugs

A copy of the report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of campus programs.

Proration of Tuition

If a student withdraws from the University tuition and fees will be prorated according to the withdrawal refund schedule posted under "Important Dates" on the Web at finance.unc.edu/university-controller/student-account-services/student-billing.html. If a student drops the only course he or she is taking, this constitutes a withdrawal from the University.

Residence Status for Tuition Purposes

The information in this section comes from three sources: 1) North Carolina General Statutes, Sect. 116–143.1, 2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, revised September 1985, and 3) *Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes*.

The following sections summarize important aspects of the residency law. A complete explanation of the statute and the procedures under the statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (hereafter referred to as "the *Manual*"). This manual and other information concerning the application of this law are available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library. All students are responsible for knowing the contents of the statute and the *Manual*. The *Manual* is also available online at regweb.unc.edu/residency.

Every applicant for admission is required to make a statement of his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least 12 months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the state during such 12-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. "Domicile" means one's permanent home of indefinite duration, as distinguished from a temporary place of abode. Domicile is synonymous with legal residence and is established by being physically present in a place with the concurrent intent to make that place a domicile. To determine intent, the University evaluates an individual's objectively verifiable conduct as an indicator of his or her state of mind.

Procedural Information

General. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence that involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified as a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. Unless a person supplies enough information to allow the admissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at the beginning of a term.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request. A student or prospective student who wants the University to consider his or her "resident" classification by another North Carolina public higher education institution must include, with his or her application for resident status, copies of all the information that was before the other institution at the time that institution classified the student a resident for tuition purposes.

Responsibility of Students. Any student who is uncertain about the accuracy of his or her current residence classification for tuition purposes is responsible for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who subsequently becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, is responsible for immediately informing the Office of Admissions in writing of his or her new status. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process. A person may apply for resident status by visiting his or her admissions office or by going online to regweb.unc.edu/residency. Also available on the Web site is the *Manual*, which sets forth the requirements of the statute. Applicants for admission who claim eligibility for the in-state tuition rate will complete a brief questionnaire as a part of the online admissions application. If a person has not been living in North Carolina for at least five consecutive years, he or she will be required to complete a more detailed four-page residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application.

When to file an application. All applications for resident status must be filed with the proper admissions office during the preferred filing period posted at regweb.oit.unc.edu/residency. Applications must be received before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term. Applications for an expired term are not accepted.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request, he or she must supply the requested information no later than three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a

continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application or respond to a request for more information more quickly when residence status is a factor in the admissions decision.

For more details about the residency application process and other important information about the resident status for tuition purposes statute, visit regweb.unc.edu/residency.

Fraudulent Applications. If a student is classified a resident for tuition purposes after submitting falsified residency information or after knowingly withholding residency information, the student's application for in-state tuition status is fraudulent. The institution may re-examine any application suspected of being fraudulent and, if warranted, will change the student's residence status retroactively to the beginning of the term for which the student originally made the fraudulent application. If this occurs, the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary action, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence. A person has the burden of establishing facts that justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the statute, proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or reregistering. To overcome this prima facie showing of nonresident, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.
b. Conversely, if the person's parents are domiciliaries of North Carolina under the statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification. If a student who has been found to be a nonresident for tuition purposes receives an erroneous written notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period. If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of 12 months from the date of change in legal residence, and if the 12-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

Reacquisition of Resident Tuition Status. The prescribed 12-month period of legal residence may be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and reestablished North Carolina domicile within 12 months after abandoning it. Interested persons should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Appeals. A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within 15 working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and on request of the student, he or she is afforded the opportunity to appear and be heard by the committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact (within 10 days of receipt of the committee's decision) to the chair of the Residence Status Committee, and the chair promptly processes the appeal for transmittal to the State Residence Committee.

Tuition Payment. It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified a nonresident at the time of tuition billing pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Application of the Law to Specific Situations

Aliens. Aliens who are permanent residents of the United States, or who hold a visa that will permit eventual permanent residence in the United States, are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the United States under a visa conditioned at least in part upon intent not to abandon a foreign domicile cannot be classified a resident. An alien abiding in the United States under a visa issued for a purpose that is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details, aliens should consult their admissions offices and the *Manual*. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes. Aliens should also provide a copy of the front and back of the document(s) that they claim allow them to remain in the United States and establish a legal residence. More information concerning alien resident status for tuition purposes information and supplemental applications may be found online at regweb.unc.edu/residency.

Married Persons. The North Carolina resident status for tuition purposes statute provides a special provision for legal residents who are married. This provision is called the "spouse-pair" provision.

The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of the student's spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than 12 months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the state for the requisite 12-month period.

If a person believes that he or she qualifies for the marital status provision, special application procedures must be followed. A separate supplemental spousal residency application should be filed at the same time as the residency form is submitted. The spousal residency application may be filed after an admissions office's initial decision if the student seeks to appeal that decision. The admission office residency decision letter provides instructions on where to file the appeal (with or without a spousal residency application). Residency applications of persons who are married and claiming the North Carolina "spouse-pair" provision are not to be submitted to the admissions office. They should be filed with the Residence Status Committee Office located in the University Registrar's Office on campus. Applications for the spouse-pair provision are available online at regweb.unc.edu/residency.

Military Personnel. The domicile of a person employed by the federal government, Department of Defense, is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the state of North Carolina. See the section entitled "Military Tuition Benefit" for other benefits provided to military personnel and their dependents.

Minors. A minor is any person who has not reached the age of 18 years. Under the common law, a minor child whose parents are not divorced or legally separated is presumed to have the domicile of his or her father. This presumption may be rebutted if a preponderance of the evidence indicates that the mother and father have separate domiciles and that, under the circumstances, the child can fairly be said to derive his or her domicile from the mother. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. If the minor has lived in North Carolina for five years as set forth above in "Burden of Proof and Statutory Prima Facie Evidence," subsection a, the common law presumptions do not absolutely control on the issue of the minor's domicile, but they continue to be very strong evidence thereof.

In determining residence status for tuition purposes, there are three exceptions to the above provisions:

- If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.
- If immediately prior to his or her 18th birthday a person would have been deemed a North Carolina legal resident under this provision but he or she achieves majority before enrolling in a North Carolina institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:
    a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and
    b. The person must begin enrollment at a North Carolina institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.
- If immediately prior to beginning an enrolled term the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative during those years has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her 18th birthday, then, upon becoming 18, he or she will be deemed a legal resident of North Carolina of at least 12 months' duration.

Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. Sect. 7A–717, et seq., he or she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile has, in fact, been established.

Prisoners. There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the *Manual*.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time. A student is more likely to obtain a final decision on an application before tuition payment is due if he or she files the application several months in advance.

New Benefit for UNC Employees and Related Persons

A new subsection (m) has been added to the N.C. residency statute G.S. 116-143.1 that provides a new employment-connected benefit. In the new subsection, full-time, permanent employees of UNC who are legal residents of North Carolina qualify for the in-state tuition rate even if they do not meet the 12-month requirement.

Further, this new classification category includes spouses and dependent children of the employee. The employee must be full-time, permanent, and a legal resident of North Carolina. Further, if it is a child who seeks to qualify, the child must be a dependent (as defined by tax dependency laws). Finally, if the person qualifies for this benefit, there is no limit on the number or type of courses for which the classification will apply. The effective date of this provision was July 1, 2005.

Please visit regweb.unc.edu/residency to learn more about residence status for tuition purposes.

Certain family members of North Carolina emergency workers killed or permanently disabled in the line of duty may become eligible for tuition-free enrollment. Visit regweb.oit.unc.edu/residency for more details on the Tuition Waiver for Family of Deceased or Disabled Emergency Workers.

Student Right-to-Know Act

Pursuant to the federal Student Right-to-Know Act, we report that, in 2009–2010, the completion or graduation rate for undergraduates who entered the University of North Carolina at Chapel Hill in 2003 on a full-time basis was 87.3 percent.

Students' Education Records at the University of North Carolina General Administration: Annual Notification of Rights

Certain personally identifiable information about students ("education records") may be maintained at the University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless 1) the student has given a proper consent for disclosure or 2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the United States Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of the University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the office of the secretary of the University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to the Division of Legal Affairs, The University of North Carolina General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, North Carolina (mailing address Post Office Box 2688, Chapel Hill, NC 27515-2688; telephone: [919] 962-4588).

Tuition Waiver for Family Members of Deceased or Disabled Emergency Workers

The information in this section comes from three sources: 1) North Carolina General Statutes, Section 115B-1 et seq.; 2) University of North Carolina Administrative Memorandum No. 377, dated November 17, 1997; and 3) University of North Carolina Administrative Memorandum No. 385, dated August 6, 1998.

Certain family members of emergency workers killed or permanently disabled in the line of duty may become eligible for tuition-free enrollment.

The statute sets out the following requirements that must be met before the waiver can be obtained:

- The deceased or disabled emergency worker (firefighter, volunteer firefighter, law enforcement officer, or rescue squad member) must have been a North Carolina legal resident (domiciliary), in active service or training for active service at the time of death or disability occurring in the line of duty;
- The emergency worker's death or disability must have occurred on or after October 1, 1997;
- The emergency worker must have been employed by the State of North Carolina or any of its departments, agencies, or institutions, or a county, city, town, or other political subdivision of the State of North Carolina;
- The applicant for the tuition waiver must be either a child or a widow or widower (who has not remarried) of a deceased emergency worker killed in the line of duty, or a spouse or a child (at least age 17, but not yet 23) of an emergency worker who became permanently and totally disabled as a result of a traumatic injury sustained in the line of duty as an emergency worker;
- The applicant must qualify academically for admission to UNC–Chapel Hill, must meet all the requirements of the statute and implementing University regulations, and there must be space available in the course(s) for which he or she intends to register; and
- The completed application, with all supporting documents, must be submitted to the proper admissions office no later than the first day of class of the term for which the waiver is sought. If the applicant is under 18 years of age, a parent must also sign.

The following documents are required as proof of eligibility for this tuition waiver:

To prove permanent and total disability of an emergency worker:

- Documentation of the permanent and total disability from the North Carolina Industrial Commission

To prove cause of death of an emergency worker:

- Certification of the cause of death from the Department of State Treasurer; or
- The appropriate city or county law enforcement agency that employed the deceased; or
- The administrative agency for the fire department or fire protection district funded under the Department of State Auditor; or

- The administrative agency having jurisdiction over any paid firefighters of all counties and cities

To prove the parent/child relationship:

- Applicant's birth certificate or legal adoption papers

To prove the marital relationship:

- Applicant's marriage certificate

Copies of the applicable law and implementing University regulations are on reserve in the Undergraduate Library and the Health Sciences Library. They are also available for inspection upon request in all UNC–Chapel Hill admissions offices and the Residence Status Committee Office. Applications can be acquired at the proper admissions office. More detailed information may be found online at regweb.unc.edu/residency.

Appeals of eligibility determinations of admissions offices must be in writing and signed by the applicant and must be filed by the applicant with that admissions officer within 15 working days after the applicant receives notice of the eligibility determination. The appeal is submitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The applicant is notified of the date set for consideration of the appeal, and, on request by the applicant, is afforded an opportunity to appear and be heard by the committee.

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WEST FRANKLIN STREET
EAST FRANKLIN STREET
NORTH COLUMBIA STREET
SOUTH COLUMBIA STREET
PICKARD
EAST FRANKLIN
PARK PLACE
BOUNDARY STREET
HOOPER LANE
SENLAC ROAD
RALEIGH STREET
BATTLE LANE
WEST CAMERON AVENUE
EAST CAMERON AVENUE
McCAULEY STREET
RANSOM STREET
VANCE STREET
PITTSBORO STREET
UNIVERSITY DR.
DAWES DR.
CENTRAL DRIVE
MASON FARM ROAD
WEST DRIVE
NEW EAST DRIVE
HOSPITAL DRIVE
MANNING DRIVE
EMERGENCY ROOM DRIVE
PAUL HARDIN DRIVE
BERNARD ST.
HIBBARD DRIVE
WILLIAM BLYTHE DRIVE
SKIPPER BOWLES DRIVE
EHRINGHAUS DR.
HINTON JAMES DR.
KENAN CENTER DRIVE
WILLIAMSON DRIVE
BRANSON STREET
PUREFOY ROAD
WHITEHEAD CIRCLE
OTEYS ROAD
BAITY HILL DRIVE
US 15-501 / NC 54 BYPASS
FORDHAM BLVD.
KINGS MILL
MORGAN CREEK
PINE LANE
BUTTONS LANE
LAUREL HILL ROAD
FERN LANE
IRIS LANE
GLENDON DRIVE
GIMGHOUL ROAD
COUNTRY CLUB ROAD
PAUL GREEN THEATER DRIVE
COBB DRIVE
LENOIR DRIVE
EMERSON DRIVE
SOUTH ROAD
STADIUM DRIVE
RIDGE ROAD
RALEIGH ROAD
to N.C. 54 and Friday Center
to I-40 and MLK Jr. Blvd.
US 501 to Pittsboro
to N.C. Botanical Garden
AREA UNDER CONSTRUCTION
Bell Tower Parking Lot
Stone Cultural Center
Bell Tower
Health Affairs Bookstore
Kenan Football Center
Kenan Stadium
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