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PUBLISHED BY THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, N.C.

www.unc.edu/ugradbulletin

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Statement on Equal Educational Opportunity
The University of North Carolina at Chapel Hill is open to people of all races, is committed to equality of educational opportunity, and does not discriminate against applicants, students, or employees based on age, race, color, sex, religion, national origin, and disability. It is the policy of the University of North Carolina at Chapel Hill that sexual orientation be treated in the same manner. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the General Counsel.

Policy on Nondiscrimination
The University of North Carolina at Chapel Hill believes that educational and employment decisions should be based on individuals' abilities and qualifications and should not be based on irrelevant factors or personal characteristics that have no connection with academic abilities or job performance. Among the traditional factors which are generally "irrelevant" are age, race, color, sex, religion, national origin, and disability. It is the policy of the University of North Carolina at Chapel Hill that an individual's sexual orientation be treated in the same manner. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. This 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 2001-2002, the completion or graduation rate for undergraduates who entered the University of North Carolina at Chapel Hill in 1996 on a full-time basis was 80.4 percent.

Photos by Dan Sears.
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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.

When arranging a visit to campus, contact the UNC-Chapel Hill Visitors' Center at (919) 962-1630 or write: Visitors' Center, Morehead Building and Planetarium, Chapel Hill, N.C. 27599-3475. At the center, visitors can obtain general information about the University, watch a video, or check out a Walkman® tour of the historic campus. 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. Visitors will find useful information on the University's homepage at www.unc.edu, in particular the "Visitors" link.

Limited visitors' parking is available near the Visitors' Center at the Morehead Building and Planetarium off Franklin Street, in front of the Undergraduate Admissions office in Jackson Hall, and in designated spots near Hanes Hall. The city of Chapel Hill operates several pay lots within walking distance of campus and downtown attractions.

A campus map and parking information are available at the Visitors' Center or on the Web at www.unc.edu/depts/visitor.

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.

Numerous other hotels are in the Chapel Hill vicinity. Persons planning to visit campus should seek reservations well in advance.

Offices of the University are open from 8 a.m. to 5 p.m. Monday through Friday, but normally are not open during holidays. While visiting campus, please do not enter classrooms or residence hall rooms when they are in use.

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 advisers.

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, Education, Journalism and Mass Communication, Dentistry, Medicine, Nursing, Pharmacy, and Public Health.

The following catalogs and admissions brochures are published by the University of North Carolina at Chapel Hill: Kenan-Flagler Business School, Graduate School of Business Administration, School of Dentistry, School of Education, The Graduate School, School of Journalism and Mass Communication, School of Law, School of Information and Library Science, School of Medicine, School of Nursing, School of Public Health, School of Social Work, and Summer School.

Continuing Studies and Independent Studies also publish course catalogs.

Carolina on the Internet

To find out more about the University through the World Wide Web, you can access the University's home page at www.unc.edu.

Corresponding with the University

Prospective students will conduct most of their business with the University's Office of Undergraduate Admissions. Campus visitors can find the office in Jackson Hall on Country Club Road. The mailing address is Undergraduate Admissions, Jackson Hall, CB# 2200, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-2200.

After being formally accepted, students may have questions about housing and accommodations. If so, students can contact the Department of Housing in Carr Building, CB# 5500 or call (919) 962-5101.
Students with questions about their proposed program of study should establish contact with the academic dean in that area. The General College, with offices in Steele Building, telephone (919) 966-5116, is responsible for all freshmen, 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, 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 in the basement of the Carolina Union by Alpha Phi Omega service fraternity, telephone (919) 962-1044.

Campus Tours for Prospective Students

Tours for prospective students begin at 10 a.m. and 2 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 or write: Undergraduate Admissions, CB# 2200, Jackson Hall, Chapel Hill, N.C. 27599 or uadmtour@email.unc.edu.

Obtaining an Undergraduate Bulletin

Admitted freshmen will be given the opportunity to obtain a free Undergraduate Bulletin at the beginning of fall semester. Thereafter, students can refer to new editions of the Bulletin by purchasing one from Student Stores either in person or by mail. For information about purchasing the Bulletin, call (919) 962-3567 or write: Student Stores, The University of North Carolina at Chapel Hill, Daniels Building, CB# 1530, Chapel Hill, N.C. 27599-1530.

Reference copies of the Bulletin are available at campus libraries and with each student's faculty adviser.

Reaching the Office of Undergraduate Admissions

The starting point for most prospective students is the University's Office of Undergraduate Admissions. The office and its knowledgeable personnel help prospective students understand the requirements and procedures of applying for admission to UNC-Chapel Hill. Admissions personnel can be reached at Undergraduate Admissions, Jackson Hall, CB# 2200, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-2200, by telephone at (919)966-3621, or at www.admissions.unc.edu.
THE FIRST STATE UNIVERSITY:
A HISTORICAL 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 site 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 forty-one 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 nineteenth 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 Yale College 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 among others.

The Civil War was responsible for the closing of many colleges and universities, but the University was one of the few Southern institutions to remain open throughout the war. During Reconstruction, however, it was closed from 1870 until 1875; buildings had deteriorated, equipment had disappeared during the federal occupation of the campus, and politicians attempted to direct the course of the University by naming professors, trustees, and other officers.

With a change in the political leadership of the state, however, the University reopened under new trustees who soon began to inaugurate programs that once again marked it as a leading university. A program of graduate study for advanced degrees was announced in 1876. The first university summer school for teachers anywhere in America opened in Chapel Hill in 1877, and two years later medical and pharmaceutical courses were established as regular offerings.

Heretofore the University had survived on student fees, gifts, escheats, and other minor sources of income. All of the buildings on the campus had been erected through the generosity of alumni and other benefactors. In 1881, however, after nearly a century of precarious existence, the University received the first legislative appropriation for its support.

Although many teachers in the academies and common schools of the state were trained at the University, it was not until 1885 that a teacher training program became an established part of the curriculum. In 1894 the law school was incorporated into the course of study offered by the University, and in 1897 the first woman student was admitted. By the end of the century there were 512 students enrolled with a faculty of thirty-five. By the Commencement of 1900 thirty-one master's degrees and seven doctoral degrees had been awarded—the first of each in 1883.

Teaching and Research Lead to Growth
An outstanding example of the new research role of the University occurred in 1892. William Rand Kenan Jr., working in the University laboratory of Professor Francis P. Venable, participated in experiments that resulted in the identification of calcium carbide and the development of a formula for making acetylene gas. With the beginning of the twentieth century the University entered a period of renewed growth and service. In 1904 the first chapter of Phi Beta Kappa in North Carolina was established at the University. In 1913 the offerings in the field of education were reorganized as the School of Education, while the Bureau of Extension was created to make the University's resources more widely available to people across the state. Special notice was taken in 1915
when student enrollment for the first time reached one thousand. It was in 1915 that alumnus Isaac E. Emerson gave the University a stadium for the athletic field. In 1927 William Rand Kenan Jr. donated the football stadium.

The endowed Kenan professorships fund, established in 1917, provided further incentive for excellence in teaching and research. In 1919 the School of Commerce, now the Kenan-Flagler Business School, was established. The School of Public Welfare began in 1920 as an outgrowth of the Department of Sociology. Thirty years later its name was changed to School of Social Work. In 1922 the University was elected to membership in the Association of American Universities. The UNC Press also was incorporated that year, while two years later the Institute for Research in Social Science was organized. By 1930 there were 2,600 students at the University and a faculty of 222 full- and 85 part-time members. Teaching, study, and research took place at undergraduate, graduate, and professional levels in twelve colleges and schools in twenty-one departments.

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.

In 1931 the School of Library Science was established and the Institute of Government founded. The latter, first of its kind in the nation, became an official part of the University in 1942. (Along with the Master of Public Administration Program, the Institute of Government has become a primary unit of the School of Government, which was created in 2001.) In 1936 the School of Public Health was formed. A Naval ROTC unit was created in 1940 and joined by the Air Force ROTC unit in 1947.

The Division of Health Affairs was formally organized in 1949, with schools of Dentistry and Nursing added to the schools of Medicine, Pharmacy, and Public Health. The University thereby became one of the few in the nation with schools in the five health professions. The opening of North Carolina Memorial Hospital in 1952 provided clinical facilities for the schools.

The Morehead Building and Planetarium were completed in 1949, and in the next year the School of Journalism was organized, although courses in journalism had been offered for many years. In 1990 the School became the School of Journalism and Mass Communication. The William Hayes Ackland Art Museum was completed in 1958 and in the following year the University became one of the first to install a large computer system.

As the twentieth century neared its end, the campus became the scene of further changes. The Walter Royal Davis Library was dedicated in 1985 and soon afterwards the renovated L. R. Wilson Library was opened to house the Special Collections. Other new building projects include the Smith Center for athletic and cultural events, the Kenan Center, Fetzer Gymnasium, Carmichael Residence Hall, and new facilities for the departments of Art, Chemistry, and Computer Science. In the medical complex, Memorial Hospital's Critical Care Center, the Lineberger Cancer Research Building, the Public Health and Environmental Sciences Building, and a new building for the Department of Family Medicine were completed.

The period between 1990 and 1995 included the completion of structures such as the Ambulatory Care Facility, Cone-Kenfield Tennis Center, Craig Parking Deck, Fordham Hall (Biology/Biotechnology), George Watts Hill Alumni Center, McCawраn-Greenberg (Public Health and Environmental Sciences Center), Student Recreation Center, Thurston-Bowles Building, and William and Ida Friday Center for Continuing Education.

In 1993, Carolina conducted a Bicentennial Observance to celebrate 200 years of teaching, research, and public service as the nation's first public university. Beginning with one building, forty-one students, and two professors, the University has grown to more than 250 permanent buildings, 25,000 students each year, and 2,700 full-time faculty members. More than 218,000 living alumni make a difference in their communities every day.

Between 1998 and 2000, the University began work on a Campus Master Plan to guide future development on the main campus. The master plan must guide rapid development so that the campus remains highly functional, and beautiful. The plan will allow Carolina to modernize facilities, add teaching and clinical space, expand research capacity, and increase public service as enrollment increases.

The University has been recognized for the quality of its graduate programs in every national survey conducted in the past third of this 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 5.5 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 197,000 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 100,000 people visit the planetarium, including more than 80,000 schoolchildren.

Art, drama, and music abound on campus. More than 40,000 visitors annually enjoy the Ackland Art Museum's 15,000 works of art. The PlayMakers Repertory Company, the only nonprofit, professional, full-season theater company in North Carolina, draws up to 70,000 patrons annually to the Paul Green Theatre. The Carolina
Union Performing Arts Series also brings top national dancers, dance troupes, dramatic productions, and other performances to Chapel Hill. For music lovers, the Department of Music in Hill Hall offers approximately 150 concerts a year.

Research

Carolina's research extends the boundaries of knowledge in the arts, humanities, and sciences. Among the nation's most comprehensive institutions, the University belongs to a select group of sixty-two research campuses forming the Association of American Universities. Internationally recognized, cutting-edge research is conducted across the campus. Carolina scientists are leading the nation in the use of atomic-scale research techniques called nanotechnology, which may help efforts to manipulate viruses and DNA. They are finding uses for real-time, 3-D computer graphics—"virtual environments"—that help biochemists solve the structure of complex molecules, enable architects to design more useful buildings, and allow doctors to see an image of a tumor while treating cancer. The University's researchers are looking into ways to recycle hog lagoon wastewater for fertilizer and other uses, while mitigating public health risks. They are developing drugs to fight African sleeping sickness and leishmaniasis—diseases that are infecting and killing millions of people in developing nations, and they are exploring the use of a key cancer control mechanism as a potent natural way to fight tumor development.

Public Service

The University's public service activities reach more than 500,000 people annually. Carolina's service programs extend to every region of North Carolina, helping communities protect public health, improve their schools, deliver better medical services, stimulate business, plan for new growth, understand their heritage, and enrich the quality of life. One of Carolina's most visionary student outreach programs is APPLES (Assisting People to Plan Learning Experiences in Service). Participants volunteer in the community or to take part in summer internships in nonprofit or government agencies as part of their course work, then write about or discuss with faculty the findings from their experiences.

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 Website 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 N.C. Standard Course of Study, as set by the N.C. 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. The University's fourteen colleges and schools provide instruction in more than one hundred fields, offering 95 baccalaureate, 175 master's, and 109 doctoral programs, as well as professional degrees in dentistry, medicine, pharmacy, law, and library science.

Carolina has more than 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.
THE MISSION STATEMENT OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The University of North Carolina at Chapel Hill has existed for two centuries as the nation’s first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the State and nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must:
• acquire, discover, preserve, synthesize, and transmit knowledge;
• provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the State and nation;
• provide graduate and professional programs of national distinction at the doctoral and other advanced levels;
• 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; and
• address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision making on behalf of the University.

(Adapted by the UNC Board of Governors, November 11, 1994)
# ACADEMIC CALENDAR 2003-2004

## FIRST SUMMER SESSION 2003

**Activity**

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
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<tbody>
<tr>
<td>Summer advising begins according to school policy.</td>
<td></td>
</tr>
<tr>
<td>Course listing available over the Web for courses offered during First and Second</td>
<td>Tuesday, December 10, 2002</td>
</tr>
<tr>
<td>Summer Sessions.</td>
<td></td>
</tr>
<tr>
<td>Printed Summer Directory of Classes available.</td>
<td>Friday, February 28, 2003</td>
</tr>
<tr>
<td>Students registered for the 2003 Spring Term will be ACTIVATED into the 2003 Sum-</td>
<td>Saturday, March 1</td>
</tr>
<tr>
<td>mer and Fall Terms in preparation for registration.</td>
<td></td>
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<tr>
<td>Early Registration begins according to registration schedule.</td>
<td>Friday, March 21</td>
</tr>
<tr>
<td>Billing dates.</td>
<td>Friday, April 4</td>
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<tr>
<td>Early Registration closes at 5 p.m.</td>
<td>Wednesday, April 9</td>
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<tr>
<td>Tuition and fees due for all students. (Students who register during early regis-</td>
<td>Wednesday, April 9</td>
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<tr>
<td>tration must pay or defer tuition and fees by this date of their schedule will</td>
<td>Friday, May 2</td>
</tr>
<tr>
<td>be cancelled and all their courses dropped.)</td>
<td></td>
</tr>
<tr>
<td>Pre-Registered Class Rolls distributed.</td>
<td>Friday, May 9</td>
</tr>
<tr>
<td>Term Registration begins for all students. (Term Drop/Add through the Web or tele-</td>
<td>Wednesday, May 14</td>
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<tr>
<td>phone registration systems begins.)</td>
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<tr>
<td>Residence halls open at 9 a.m.</td>
<td>Monday, May 19</td>
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<tr>
<td>Classes begin for all students. Late Registration begins. $20 fee charged for Lat-</td>
<td>Tuesday, May 20</td>
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<td>e Registration.</td>
<td></td>
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<tr>
<td>Term course add ends at 5 p.m. Last day for all students to add a course or late r-</td>
<td>Wednesday, May 21</td>
</tr>
<tr>
<td>egister through the Web or telephone registration systems. Last day for schools/</td>
<td></td>
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<tr>
<td>departments to add students online.</td>
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<tr>
<td>HOLIDAY, Memorial Day.</td>
<td>Monday, May 26</td>
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<tr>
<td>Last day to reduce course load, but not drop all courses, and have tuition adjus-</td>
<td>Tuesday, May 27</td>
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<td>ted. (Note: Dropping all courses requires processing a withdrawal of enrollment f-</td>
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<td>rom the University and follows a different prorated refund policy. See Withdrawal</td>
<td></td>
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<tr>
<td>Policy.)</td>
<td></td>
</tr>
<tr>
<td>Term course drop ends at 5 p.m. Last day for all students to drop a course through</td>
<td>Tuesday, May 27</td>
</tr>
<tr>
<td>the Web or telephone registration systems. Last day for schools/departments to dro-</td>
<td></td>
</tr>
<tr>
<td>p students online.</td>
<td></td>
</tr>
<tr>
<td>Verification Class Rolls distributed.</td>
<td>Thursday, May 29</td>
</tr>
<tr>
<td>Last day for undergraduate students to drop courses.</td>
<td>Monday, June 2</td>
</tr>
<tr>
<td>Last day to withdraw for credit on a student's financial account. (Prorated over</td>
<td>Monday, June 9</td>
</tr>
<tr>
<td>three weeks.)</td>
<td></td>
</tr>
<tr>
<td>Verification Class Rolls due to Registrar's Office.</td>
<td>Tuesday, June 10</td>
</tr>
<tr>
<td>Last day to withdraw without any tuition credit.</td>
<td>Thursday, June 19</td>
</tr>
<tr>
<td>First Summer Session classes end.</td>
<td>Friday, June 20</td>
</tr>
<tr>
<td>Official Class Rolls and Grade Reports distributed. (Due to the University Regis-</td>
<td>Monday, June 23</td>
</tr>
<tr>
<td>trator's Office, 72 hours after the exam is given.)</td>
<td></td>
</tr>
<tr>
<td>First Summer Session examinations begin.</td>
<td>Monday, June 23</td>
</tr>
<tr>
<td>First Summer Session examinations end.</td>
<td>Tuesday, June 24</td>
</tr>
<tr>
<td>Residence halls close at 6 p.m.</td>
<td>Tuesday, June 24</td>
</tr>
<tr>
<td>HOLIDAY, July Fourth.</td>
<td>Friday, July 4</td>
</tr>
<tr>
<td>Last day for undergraduate students to file a degree application with their dean's</td>
<td>Monday, July 7</td>
</tr>
<tr>
<td>office for degree to be awarded in August.</td>
<td></td>
</tr>
<tr>
<td>Degree award date recorded for First Summer Session degree recipients.</td>
<td>Monday, August 18</td>
</tr>
</tbody>
</table>

## SECOND SUMMER SESSION 2003

**Activity**

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer advising begins according to school policy.</td>
<td></td>
</tr>
<tr>
<td>Course listing available over the Web for courses offered during First and Second</td>
<td>Tuesday, December 10, 2002</td>
</tr>
<tr>
<td>Summer Sessions.</td>
<td></td>
</tr>
<tr>
<td>Printed Summer Directory of Classes available.</td>
<td>Friday, February 28, 2003</td>
</tr>
<tr>
<td>Students registered for the 2003 Spring Term will be ACTIVATED into the 2003 Sum-</td>
<td>Saturday, March 1</td>
</tr>
<tr>
<td>mer and Fall Terms in preparation for registration.</td>
<td></td>
</tr>
<tr>
<td>Early Registration begins according to registration schedule.</td>
<td>Friday, March 21</td>
</tr>
<tr>
<td>Billing date.</td>
<td>Friday, May 16</td>
</tr>
<tr>
<td>Early Registration closes at 5 p.m.</td>
<td>Friday, May 16</td>
</tr>
<tr>
<td>Tuition and fees due for all students. (Students who register during early regis-</td>
<td>Tuesday, June 10</td>
</tr>
<tr>
<td>tration must pay or defer tuition and fees by this date of their schedule will</td>
<td></td>
</tr>
<tr>
<td>be cancelled and all their courses dropped.)</td>
<td></td>
</tr>
<tr>
<td>Pre-Registered Class Rolls distributed.</td>
<td>Tuesday, June 17</td>
</tr>
<tr>
<td>Term Registration begins for all students. (Term Drop/Add through the Web or tele-</td>
<td>Friday, June 20</td>
</tr>
<tr>
<td>phone registration systems begins.)</td>
<td></td>
</tr>
<tr>
<td>Residence halls open at noon.</td>
<td>Wednesday, June 25</td>
</tr>
<tr>
<td>Classes begin for all students. Late Registration begins. $20 fee charged for Late</td>
<td>Thursday, June 26</td>
</tr>
<tr>
<td>Registration.</td>
<td></td>
</tr>
<tr>
<td>Term course add ends at 5 p.m. Last day for all students to add a course or late r-</td>
<td>Friday, June 27</td>
</tr>
<tr>
<td>egister through the Web or telephone registration systems. Last day for schools/</td>
<td></td>
</tr>
<tr>
<td>departments to add students online.</td>
<td></td>
</tr>
<tr>
<td>HOLIDAY, July Fourth.</td>
<td></td>
</tr>
<tr>
<td>Last day to reduce course load, but not drop all courses, and have tuition adjus-</td>
<td></td>
</tr>
<tr>
<td>ted. (Note: Dropping all courses requires processing a withdrawal of enrollment f-</td>
<td></td>
</tr>
<tr>
<td>rom the University and follows a different prorated refund policy. See Withdrawal</td>
<td></td>
</tr>
<tr>
<td>Policy.)</td>
<td></td>
</tr>
<tr>
<td>Term course drop ends at 5 p.m. Last day for all students to drop a course through</td>
<td>Wednesday, July 2</td>
</tr>
<tr>
<td>the Web or telephone registration systems. Last day for schools/departments to dro-</td>
<td></td>
</tr>
<tr>
<td>p students online.</td>
<td></td>
</tr>
</tbody>
</table>
Verification Class Rolls distributed.  
Monday, July 7

Last day for undergraduate students to file a degree application with their dean’s office for degree to be awarded in August.  
Monday, July 7

Last day for undergraduate students to drop courses.  
Wednesday, July 9

Last day to withdraw for credit on student’s financial account. (Prorated over three weeks.)  
Wednesday, July 16

Verification Class Rolls due to Registrar’s Office.  
Thursday, July 17

Last day to withdraw without any tuition credit.  
Monday, July 28

Second Summer Session classes end.  
Tuesday, July 29

Official Class Rolls and Grade Reports distributed.  
Wednesday, July 30

(If due to the University Registrar’s Office 72 hours after the exam is given.)

Second Summer Session examinations begin.  
Thursday, July 31

Second Summer Session examinations end.  
Friday, August 1

Residence halls close at 6 p.m.  
Friday, August 1

Degree award date recorded for Second Summer Session degree recipients.  
Monday, August 18

FALL SEMESTER 2003

Fall advising begins according to school policy.  
Friday, February 14, 2003

Course listing available over the Web.  
Saturday, March 1

Students registered for the 2003 Spring Term will be ACTIVATED into the 2003 Summer and Fall Terms in preparation for registration.

Printed Directory of Classes available at Student Stores.  
Saturday, March 22

Early Registration begins according to registration schedule.  
Monday, March 22

New first year and transfer undergraduates register during CTOPS sessions. (See Registration Information for new First Year and Transfer Undergraduates). All new first year and transfer undergraduates who register at their CTOPS session between June 2 and June 27 will be billed on June 27 with a tuition and fees date due of August 8. New first year and transfer undergraduates who register between June 28 and August 1 will be billed on August 1 with a due date of August 25. New first year and transfer undergraduates who register after August 1 will be billed on September 12 with a due date of October 10.

Early Registration closes at 5 p.m.  
Wednesday, June 25

Billing date for all students other than new first year undergraduates and transfer sophomores. Tuition and fees due for all students other than new first year undergraduates and transfer sophomores. (Students who register during early registration must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)

Pre-Registered Class Rolls distributed.  
Friday, August 15

Fall semester opens.  
Thursday, August 21

Term Registration begins for all students. (Term Drop/Add through the Web or telephone registration systems begins).

Residence halls open for new graduates, first year undergraduates, and transfer students at 9 a.m.  
Saturday, August 23

Orientation.

Residence halls open for returning students at 9 a.m.  
Sunday, August 24

First-Year Initiative class meetings.*  
Monday, August 25

Classes begin for all students. Late Registration begins. $20 fee charged for Late Registration.  
Tuesday, August 26

HOLIDAY, Labor Day.  
Monday, September 1

Term course add ends at 5 p.m. Last day for all students to add a course or late register through the Web or telephone registration systems. Last day for schools/departments to add students online.

Last day to reduce course load, but not drop all courses, 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 9

Term course drop ends at 5 p.m. Last day for all students to drop a course through the Web or telephone registration systems. Last day for schools/departments to drop students online.

Preliminary Class Rolls distributed.  
Thursday, September 11

First year undergraduates Early Warning Rolls distributed.

First year undergraduates Early Warning Rolls due to General College  
Thursday, September 18

Last day for undergraduate students to drop courses.  
Monday, October 6

Last day for graduate and undergraduate students to submit Pass/Fail declarations.

Verification Class Rolls distributed.  
Thursday, October 9

Last day for graduate and undergraduate students to file a degree application with their dean’s office for degree to be awarded in December.

University Day.  
Sunday, October 12

First year undergraduates Mid-Term Grade Rolls distributed.

Incomplete (I/N’s) from prior terms (Spring and Summer 2002) change to P for undergraduate students.

First year undergraduates Mid-Term Grade Rolls due.  
Tuesday, October 22

FALL RECESS  
Instruction ends 5 p.m. Instruction resumes 8 a.m.

Last day to withdraw for credit on student’s financial account. (Prorated over nine weeks.)

Verification Class Rolls due to Registrar’s Office by 4 p.m.

Residence halls close at 6 p.m.  
Wednesday, October 22

THANKSGIVING RECESS  
Instruction ends 1 p.m. Instruction resumes 8 a.m.

Residence halls open at noon.

Fall semester classes end.

Absences (AB’s) from prior terms (Spring and Summer 2003) change to P for undergraduate students.

Official Class Rolls and Grade Reports distributed. (Due to the University Registrar’s Office 72 hours after the exam is given.)

Reading days.  
Tuesday, December 9

and Wednesday, December 10

Fall semester examinations begin.  
Thursday, December 11
Fall semester examinations end. Wednesday, December 17
Residence halls close for non-graduating students at 6 p.m. Wednesday, December 17
Residence halls close for graduating students at 6 p.m. Sunday, December 21
Mid-Year Commencement. Sunday, December 21
Degree award date recorded for Fall degree recipients. Wednesday, December 31

The fall semester 2003 calendar includes 45 class periods of 50 minutes each on MWF and 28 class periods of 75 minutes each on TTH for a total of 70 days.

Days of Instruction
14 – Mondays 15 – Tuesdays
15 – Wednesdays 13 – Thursdays
13 – Fridays 28 – Total
42 – Total (2,100 minutes) (2,100 minutes)

(*Monday, August 25, First Year Initiative Instructional Day)

SPRING SEMESTER 2004

Spring advising begins according to school policy. Friday, September 19, 2003
Course listing available over the Web. Saturday, September 27
Students registered for the 2003 Fall Term will be ACTIVATED into the 2004 Spring Term in preparation for registration.

Printed Directory of Classes available at Student Stores. Printed Directory of Classes available at Student Stores.
Early Registration begins according to registration schedule. Saturday, October 11
Billing dates.
Friday, October 24 – Wednesday, November 12

Early Registration closes at 5 p.m. Tuesday, November 11
Tuition and fees due for all students. Students who register during early registration must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.
Pre-Registered Class Rolls distributed. Tuesday, December 16
Term Registration begins for all students. (Term Drop/Add through the Web or telephone registration systems begins.) Friday, January 2, 2004

Spring semester opens. Friday, January 2
Residence halls open at 9 a.m. Sunday, January 4
Classes begin for all students. Late Registration begins. $20 fee charged for Late Registration. Wednesday, January 7
Term course add ends at 5 p.m. Last day for all students to add a course or late register through the Web or telephone registration systems. Tuesday, January 13
Last day for schools/departments to add students online.

HOLIDAY: Martin Luther King Jr. Day. Monday, January 19
(Registration period closed.)

Last day to reduce course load, but not drop all courses, 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, January 20
Term Registration closes at 5 p.m. (Last day for schools/departments to drop courses online) Wednesday, January 21

Term course drop ends at 5 p.m. Last day for all students to drop a course through the Web or telephone registration systems. Last day for schools/departments to drop students online.

Preliminary Class Rolls distributed. Thursday, January 22
First year undergraduates Early Warning Rolls distributed. Thursday, January 29
First year undergraduates Early Warning Rolls are due to General College. Tuesday, February 10
Last day for graduate and undergraduate students to file a degree application with their dean's office for degree to be awarded in May.

Last day for undergraduate students to drop courses. Tuesday, February 17
Last day for graduate and undergraduate students to submit Pass/Fail declarations.

Verification Class Rolls distributed. Wednesday, February 20
Incompletes (IN's) from prior term (Fall 2003) change to P for undergraduate students.

Residence halls close at 6 p.m. Friday, March 5

SPRING RECESS

Instruction ends 5 p.m. Friday, March 5 – Monday, March 15
Instruction resumes 8 a.m. Tuesday, March 9

Last day to withdraw for credit on student's financial account. (Tuition and fees prorated over nine weeks.)
Residence halls open at 9 a.m. Sunday, March 14

Verification Class Rolls due to Registrar's Office by 4 p.m. Thursday, March 18

HOLIDAY:

Spring semester classes end. Friday, April 9
Absences (AB's) from prior term (Fall 2003) change to P for undergraduate students.

Reading day.
Spring semester examinations begin.

Official Class Rolls and Grade Reports distributed. (Due to the University's Registrar's Office 72 hours after the exam is given.) Monday, April 26

Reading day.

Spring semester examinations end. Tuesday, May 4
Residence halls close for non-graduating students at 6 p.m.

Residence halls close for graduating students at 6 p.m.

Spring Commencement.

Degree award date recorded for spring degree recipients.

The spring semester 2004 calendar 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
13 – Mondays 14 – Tuesdays
15 – Wednesdays 14 – Thursdays
14 – Fridays 29 (2,175 minutes)
42 (2,100 minutes)
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
ADMINISTRATIVE OFFICERS:
RECORD OF THE 2002 ACADEMIC YEAR

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   General Counsel
B. Glenn George, J.D., Interim General Counsel
Patricia C. Crawford, J.D., Associate Vice Chancellor and Associate
   University Counsel
David M. Parker, J.D., Associate Vice Chancellor and Associate
   University Counsel
Mary P. Sechriest, J.D., Associate University Counsel
Joanna Carey Smith, J.D., Associate University Counsel
Paul A. Meggett, J.D., Attorney for UNC Hospitals and
   Assistant University Counsel
Adrian A. Shelton, M.S., Research Compliance Coordinator
Robert J. Cannon, Ph.D., Affirmative Action Officer
Richard A. Baddour, M.A., Director, Athletics
Brenda W. Kirby, Secretary of the University
Phyllis Petree, B.S., Director, Internal Audit
Mark W. Yusko, M.B.A., Chief Investment Officer

Nancy D. Suttenfield, M.A., Vice Chancellor for Finance and
   Administration
Robert A. Knight, M.B.A., Assistant Vice Chancellor for Finance
   and Administration
Roger D. Patterson, B.B.A., Associate Vice Chancellor, Finance
Dennis A. Press, M.B.A., C.P.A., University Controller
Angela S. Davis, B.S., M.A.C., Director, Student Accounts and
   University Receivables
DeAnh H. Baucom, M.A.C., C.P.A., Director, Student Accounts
   and University Receivables
John C. Adams, M.B.A., Director, Financial Planning and Budgets
Steven D. Kenny, M.B.A., Director, Insurance and Risk Management
Martha J. Pendergrass, B.A., C.P.A., Director, Material and
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Carolyn W. Ellland, M.B.A., C.P.A., Associate Vice Chancellor,
   Campus Services

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Michael Freeman, B.A., Director, Card Applications
Susan J. Anderson, B.S., Director, Printing Services
John T. Jones, B.A., Director, Campus Merchandising
Derek K. Poirier, M.C.J., Director, Public Safety
Peter A. Reinhardt, M.A., Director, Environment, Health and Safety
Paul J. Burke, B.A., Manager, Horace Williams Airport
Jim Merger, M.S., Director, Facilities Operations
Kirk Pelland, M.S., Director, Grounds Services
Ray DuBose, B.S., Director, Energy Services
William T. Burston, B.S., Director, Housekeeping Services
Bruce L. Runberg, M.S., Civil Eng., M.S., Mgmt., Associate
   Vice Chancellor, Facilities Planning and Construction
Steve Condrey, J.D., University Property Officer
Abbas Piran, B.S., Director, Engineering Information Services
Anna Wu, M.S., Director, Facilities Planning
Garland Burton, B.S., Historically Underutilized Businesses
   (HUB) Coordinator

Laurie T. Charest, M.P.A., Associate Vice Chancellor,
   Human Resources
Drake Maynard, J.D., Senior Director, Administration
Kathy Dutton, B.A., Deputy Director, Administration
Pam Barkett, M.S., Director, Employment
Judy Sladen, B.A., Director, Tip Heel Times
Joe Totten, J.D., Director, Counseling Service
Jerry Howerton, M.P.A., Director, Compensation
Ken Litovsky, B.A., Director, Policy Administration
Claire Miller, M.A., Director, Training and Development
Barbara DeLong, Director, Employee Services
Brenda Glover, Interim Director, Benefits
Anora Robbins, B.S., Senior Director, Services
Gwen Burston, J.D., Director, Employee Services
Connie Boyce, Generalist Team Leader
Linc Butler, Generalist Team Leader
Gena Carter, Generalist Team Leader
Judith Scott, M.A., Sexual Harassment Officer
Matthew Brody, B.S., Senior Director, Planning,
   Communications and Systems
Chris Chiron, M.A., Communications Coordinator
Maggie Ford, Director, Employee Records

Archie W. Ervin, Ph.D., Assistant to the Chancellor and Director
   for Minority Affairs
Terri C. Houston, M.A., Director, On-Campus Recruitment
   and Support Programs

Susan T. Kitchen, Ph.D., Vice Chancellor for Student Affairs
Dean L. Bresciani, Ph.D., Interim Associate Vice Chancellor,
   Student Affairs
Cynthia Wolf-Johnston, Ed.D., Associate Vice Chancellor for
   Student Learning and Director, Carolina Leadership Development
Dean L. Bresciani, Ph.D., Associate Vice Chancellor for Student
   Services
Melissa E. Exum, Ph.D., Dean of Students
Sarah W. Jonczak, C.P.M., Director of Finance and Personnel
Virginia Carson, J.D., Director, Campus Y
Donald E. Luse, M.Ed., Director, Frank Porter Graham
   Student Union
James Kessler, M.A., Director, Disability Services
Jay Anhorn, M.A., Director, Office of Greek Affairs
Robert J. Locke, Ed.D., Director, International Center
Shirley M. Hunter, M.A., Director, Orientation

Deborah Horne, Director, Student Activities Fund Office
J. Robert Wirag, H.S.D., Director, Student Health Services
Marcia B. Harris, M.Ed., Director, University Career Services
John W. Edgerly, Ed.D., Director, Counseling and
   Psychological Services
Christopher A. Payne, Ph.D., Director, University Housing
   and Residential Education
Marian G. Moore, M.S., Vice Chancellor for Information Technology and Chief Information Officer

Stephen Jarrell, B.S., Interim Vice Chancellor for Information Technology and Chief Information Officer

Stephen Jarrell, B.S., Associate Vice Chancellor for Information Technology and Executive Director, Administrative Information Services

R. Joel Dunn, M.A., Acting Associate Vice Chancellor for Information Technology and Executive Director, Administrative Information Services

John Oberlin, M.B.A., Associate Vice Chancellor for Information Technology and Executive Director, Academic Technology and Networks

Candice Davies, B.A., Director, Systems and Procedures

Lori Casile, M.B.A., Director, Special Projects

Paul Jones, M.F.A., Director, MFTALAB

Matthew G. Kupec, M.Ed., Vice Chancellor for University Advancement

Marjorie Crowell, B.A., Associate Vice Chancellor for Development

Andi Sebbé, B.A., Director, Annual Fund and Prospect Management

Mark Meares, B.A., Director, Corporate and Foundation Relations for Academic Affairs

Helen N. Snow, M.B.A., Director, Corporate and Foundation Relations for Health Affairs

June L. Steel, M.B.A., Director, Planned and Regional Gifts

Charles Hallman, M.A., Director, Development Communications

Jean M. Vickers, B.A., Associate Vice Chancellor, Administrative Services

Nancy K. Davis, B.A., Associate Vice Chancellor, University Relations

Michael McFarland, M.A., Director, University Communications

David Williamson, M.A., Director, Research News

Dana Bayley, B.E.D., University Designer, Design Services

H. Scott Jared, B.S., Web Manager

H. Scott Jared, B.S., Coordinator, Publications Services

Scott Ragland, M.F.A., Editor, University Gazette

Evelyn S. Hawthorne, B.A., Associate Vice Chancellor, Government Relations

Joan Rose, B.A., General Manager, WUNC(FM) Radio

Jennifer L. Fields, M.A., Director, University Events

Sandra Roberts, M.S., Director, Visitors Services and Speakers Bureau

Jonathon Howes, M.P.A., Special Assistant to the Chancellor, Director, Local Relations

Susan Carpenter, M.A., Director, Parent's Fund

Linda Douglas, A.B., Director, Community Relations

Priscilla Bratcher, M.A., Director, Carolina Science Complex Center, and Director, Principal Gifts

Timothy Minor, B.A., Director, Chancellor's Club/Major Gifts Officer

George Ann Bissett, M.A., Major Gifts Officer

Robert N. Shelton, Ph.D., Executive Vice Chancellor and Provost

Bernadette Gray-Little, Ph.D., Executive Associate Provost

Stephen Allred, J.D., Associate Provost for Academic Initiatives

Jerry A. Lucido, Ph.D., Vice Provost, Enrollment Management and Director, Undergraduate Admissions

Shirley A. Ort, J.D., Associate Provost and Director, Office of Scholarships and Student Aid

Joe A. Hewitt, Ph.D., Associate Provost for Libraries and University Librarian

Elmira Mangum, Ph.D., Associate Provost for Finance

Barron S. Matherly, B.S., Assistant Provost for Finance

Linda S. Carl, Ph.D., Assistant Provost for Educational Programs

David C. Lanier, M.S., Assistant Provost and University Registrar

Lynn Willford, Assistant Provost and Director, Institutional Research

Timothy Sanford, Ph.D., Special Projects Assistant to the Executive Vice Chancellor and Provost

Gerald D. Bolas, Ph.D., Director, Ackland Art Museum

Martha Cox, Ph.D., Director, Center for Developmental Sciences

Lawrence G. Rowan, Ph.D., Director, Center for Teaching and Learning

Norman L. Loewenthal, M.Ed., Director, Division of Continuing Education; Director, The William and Ida Friday Center for Continuing Education

Holden H. Thorp, Ph.D., Director, Morehead Planetarium

Peter White, Ph.D., Director, North Carolina Botanical Garden

James L. Murphy, Ph.D., Dean, Summer School

Gerry M. Madrazo Jr., Ph.D., Director, Mathematics and Science Education Network

Scott R. Daugherty, J.D., Executive Director, Small Business and Technology Development Center

James L. Peacock III, Ph.D., Director, University Center for International Studies

William H. Glaze, Ph.D., Director, Carolina Environmental Program

Douglas Crawford-Brown, Ph.D., Director, Carolina Environmental Program

Harry L. Watson, Ph.D., Director, Center for the Study of the American South

William A. Darby Jr., Ph.D., Director, Institute of African-American Research

Joseph F. Jordan, Ph.D., Director, Sonja Haynes Stone Center for Black Culture and History

Marsha S. Collins, Assistant Provost for Women's Issues

Diane K. Kjervik, J.D., Director, Carolina Women's Center

Lynn W. Blanchard, Ph.D., Director, Carolina Center for Public Service

Risa Palm, Ph.D., Dean, College of Arts and Sciences and the General College

Karen M. Gil, Ph.D., Senior Associate Dean, Undergraduate Education

Darryl Gless, Ph.D., Senior Associate Dean, Humanities and Fine Arts

Richard Soloway, Ph.D., Senior Associate Dean, Social Sciences

Tammy McHale, M.B.A., C.P.A., Senior Associate Dean, Finance and Planning

Douglas Kelly, Ph.D., Senior Associate Dean, Natural and Applied Sciences

Carolyn Cannon, M.A., Associate Dean, Academic Advising

Fred Clark, Ph.D., Associate Dean, Academic Services

Thomas Tweed, Ph.D., Associate Dean, Undergraduate Curricula
James L. Leloudis, Ph.D., Associate Dean, Honors
Harold Woodard, M.A., Associate Dean, Academic Counseling
James May, M.A., Senior Associate Dean and Executive Director,
Arts and Sciences Foundation
Robert S. Sullivan, Ph.D., Dean, Kenan-Flagler Business School
Julie H. Collins, Ph.D., Interim Dean, Kenan-Flagler Business School
Madeleine R. Grumet, Ed.D., Dean, School of Education
Richard R. Cole, Ph.D., Dean, School of Journalism and
Mass Communication
Gene R. Nichol, J.D., Dean, School of Law
Joanne G. Marshall, Ph.D., Dean, School of Information and
Library Science
Jack M. Richman, Ph.D., Interim Dean, School of Social Work
Jack M. Richman, Ph.D., Dean, School of Social Work
Michael R. Smith, J.D., Dean, School of Government
Linda Dykstra, Ph.D., Dean of the Graduate School
John Wells, Ph.D., Director, Institute of Marine Sciences
John W. Stamm, D.D.S., D.D.P., Dean, School of Dentistry
Jeffrey L. Houpt, M.D., Dean, School of Medicine
Linda R. Cronenwett, Ph.D., Dean, School of Nursing
William L. Roper, M.D., Dean, School of Public Health
William H. Campbell, Ph.D., Dean, School of Pharmacy
Carol Jenkins, M.L.S., Director, Health Sciences Library
Carolyn M. Mayo, Ph.D., Director, North Carolina Health Careers
Access Program
Tony G. Waldrop, Ph.D., Vice Chancellor for Research and
Graduate Studies
Robert P. Lowman, Ph.D., Associate Vice Chancellor for Research
Edith Hubbard, M.A., Associate Director, Research Services
W. Mark Crowell, M.R.P., Associate Vice Chancellor for Economic
Development and Director, Office of Technology Development
Allison Rosenberg, Ph.D., Associate Vice Chancellor for Research
Kenneth Bollen, Ph.D., Director, Odum Institute for Research in Social Science
Jacqueline Resnick, B.S., Director, Proposal Development Initiative
Neil Caudle, M.S., Assistant Vice Chancellor for Research and
Director, Office of Information and Communication
F. John Case, M.B.A., Associate Vice Chancellor for Research
John Wells, Ph.D., Director, Institute of Marine Sciences
W. Scott Blackwood, Acting Director, Office of Sponsored Research
Donald B. Bailey Jr., Ph.D., Director, Frank Porter Graham Child
Development Institute
H. Douglas Robertson, Ph.D., Director Highway Safety
Research Center
Alan W. Cross, M.D., Director, Center for Health Promotion and
Disease Prevention
Timothy S. Carey, M.D., Director, Cecil G. Sheps Center for Health Services Research
J. Richard Udry, Ph.D., Interim Director, Carolina Population Center
Barbara Entwisle, Ph.D., Director, Carolina Population Center
Tracy M. Heenan, D.V.M., Institutional Animal Use Care
Committee (IACUC)
Daniel K. Nelson, M.S., Director, Office of Human Research
and Oversight
F. John Case, M.B.A., Interim Director, Clinical Trials Office
Joseph M. DeSimone, Ph.D., Director, Institute for Advance Materials
Carol W. Runyan, Ph.D., Director, Injury Prevention Research Center
Victor Marshal, Ph.D., Director, Institute on Aging
John Longenecker, Ph.D., Institute on Nutrition
Melanie Sinche, M.A., Director, Office of Postdoctoral Services

FOOTNOTES

1 Resigned, effective 31 December 2002
2 Effective 1 November 2002
3 Resigned, effective 2 November 2001
4 Effective 26 August 2002
5 Effective 24 October 2000
6 Title change, effective 1 December 2001
7 Title change, effective 1 January 2003
8 Title change, effective 1 August 2001
9 Effective 22 April 2002
10 Retired 31 January 03
11 Reporting line change, effective 25 June 2001
12 Resigned 21 June 02, position reorganized
13 Department name change, effective 1 February 2002
14 Resigned 18 October 2002
15 Reporting line change, effective 1 February 2002
16 Reporting line change, effective 1 February 2002
17 Reporting line change, effective 1 February 2002
18 Reporting line change, effective 1 February 2002
19 Resigned 15 April 2000
20 Effective 22 April 2002
21 Effective 15 January 2003
22 Effective 26 November 2002
23 Resigned 21 January 2002; position eliminated
24 Effective 1 July 2002
25 Reporting line change, effective 1 July 2002
26 Effective 23 September 2002
27 Resigned 1 July 2002
28 Effective 1 July 2002
29 Resigned 20 January 2003
30 Resigned 25 July 2002
31 Effective 26 July 2002
32 Resigned 1 January 2002
33 Effective 1 February 2003
34 Title change, effective 25 May 2001
35 Resigned 31 May 2002
36 New position, effective 11 April 2002
37 Resigned 10 April 2002
38 Resigned 31 July 2002
39 Resigned 3 January 2003
40 Title change, effective 1 November 2002
41 Title change, effective 1 February 2003
42 Assignment terminated, effective 30 April 2002
43 Program transferred to the Board of Governors of The University of North Carolina, effective 1 October 2000
44 Resigned 31 July 2002
45 Effective 1 August 2002
46 Resigned 30 June 2000
47 Title change, effective 30 June 2002
48 Resigned 31 December 2002
49 Effective 1 January 2003
50 Resigned 11 October 2002
51 Effective 12 October 2002
52 Reporting line change, effective 1 August 2001
53 Title change, effective 1 July 2002
54 Position eliminated, effective 29 June 2002
55 Title change, effective 21 March 2002
56 New position, effective 15 October 2002
57 Title change, effective 1 July 2002
58 Effective 1 July 2002
59 Resigned 25 September 2002
60 Effective 26 September 2002
61 Effective 25 September 2002
62 Effective 29 January 2003
63 Effective 1 July 2002
64 Effective 1 January 2003
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ADMISSIONS

The University of North Carolina at Chapel Hill: Admissions Policy*

I. All qualified persons are equally 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 will not discriminate against them on the basis of race, color, religion, sex, or national origin.

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 colleges, schools, departments, curricula, or other programs to which the applicants seek admission.

Provided that the criteria set forth herein after 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. That office shall apply policies and procedures which, 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; provided however, that 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 freshman class in numbers likely to result in no more than eighteen percent nonresident enrollment in the entering freshman class.

Admission of undergraduates shall be to the freshman 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 Continuing 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 Freshman Class

Admission to and enrollment in the freshman 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; provided, however, that if all other criteria are met, exceptions to the secondary school graduation and course credit requirements may be made by the Office of Undergraduate Admissions 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, and the applicant's predicted grade average for the freshman year as determined by procedures approved by the Advisory Committee on Undergraduate Admissions; and (b) satisfactory evidence of physical and mental well-being sufficient 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.

Continuing Studies/Admissions

Eligibility for admission to Continuing Studies shall normally be limited to adult individuals living within commuting distance of Chapel Hill.

Admission to Continuing 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

1. 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; or
2. for personal benefit and enjoyment, in which case the applicant may be exempted from the qualitative requirements for admission to degree programs.

Admission to Continuing 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 (or for transfer of credit to a 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

1. hold a baccalaureate degree from an accredited college or university in the United States or its equivalent from an institution abroad,
2. must present a strong overall record of academic achievement,
3. must be in good standing in the last-attended institution where graduate work has been or is being taken, and
4. must 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 (Business, Dentistry, Law, Medicine) Admissions**

Admission of students to the professional degree (D.D.S., J.D., M.D., M.B.A., and Master of Accounting) programs in the schools of Business, Dentistry, Law, and Medicine 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**

1. Admission of applicants to any summer session shall be the responsibility

a. 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;

b. 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;

c. of the dean of the Summer School, with respect to those who wish to attend any summer session as visiting students admitted by the Summer School and who fall into neither of the categories above.

d. of the Office of Continuing Studies with respect to those who wish to begin in the summer on a part-time basis either as a postbaccalaureate student or a degree or 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.

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

3. Admission to the Summer School by the dean of the Summer School shall be in conformity with policies, procedures, and requirements adopted by the Administrative Board of the Summer School; provided, however, that 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.

4. Appeal concerning an individual admission decision may be had only if it is contended that some provision set forth herein has been violated.

Appeals concerning individual admissions decisions shall be lodged 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 the Summer School) whose office had responsibility for the admission. Thereafter appeals shall be to the Board of Trustees. Each appeal to the Board of Trustees shall be lodged with the Chancellor who shall transmit it, with the advice of the Chancellor, to the Chairman of the Board of Trustees.

*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.*
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 freshman class will be from North Carolina, with eighteen percent coming from outside the state.

Admission Requirements

The admissions process at the University of North Carolina at Chapel Hill is necessarily selective. A student’s high school record (course difficulty and performance) 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 sixteen and must have graduated from an approved or accredited secondary school. In addition, the University asks that candidates present evidence of physical and mental well-being sufficient to cope with the demands of University life.

Items Necessary for a Complete Application

Freshman Admission

The admission application is available at on the World Wide Web at www.admissions.unc.edu.

The completed application will include:
A. Official transcript(s) from approved secondary school(s)
B. Official SAT and/or ACT scores
C. Counselor statement and teacher recommendation (If the candidate is in a new school for the first time, an additional recommendation from the previous school is suggested.)
D. Essays as requested in the application form
E. Application fee of $55.00 (nonrefundable)
F. Students are encouraged to furnish any information that will enhance the University’s understanding of their background and preparation for college
G. Any additional items or information requested in the application materials or by the Office of Undergraduate Admissions

NOTE: 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 on the World Wide Web at www.admissions.unc.edu.

The completed application will include:
A. Official transcript from each college attended, including summer sessions
B. Transcript showing high school units (Grades 9 through 12)
C. Application fee of $55.00 (nonrefundable)
D. Official SAT and/or ACT scores (sophomore transfer only)
E. Essay as requested in the application form
F. Any additional items or information requested in the application materials or 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 program should include the most rigorous courses available at the attending high school if the student’s enrollment in these courses is academically appropriate. THE DIFFICULTY OF COURSES SELECTED BY THE STUDENT WILL BE A FACTOR IN THE ADMISSIONS DECISION.

To be considered for admission, a student should present these minimum high school course requirements (including the 9th grade): four units of English; at least three units of college preparatory mathematics (two algebra and one geometry or 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 sixteen units. Admitted students will take placement exams in foreign language; therefore, it is preferred that students continue in advanced levels of foreign language courses during their final year in high school even if they have already met the minimum requirements in these fields. Admission to the University is competitive. Therefore, it is recommended that students enroll in course levels beyond these minimum requirements.

NOTE: Students applying for freshman admission for Fall 2004 will be subject to the increased minimum course requirements as approved by the UNC Board of Governors, which require the completion of two units of a language other than English. Students applying beginning fall 2006 must have completed one additional unit of mathematics beyond algebra II, raising the total number of required math units to four. The University already recommends these courses for students to be competitive in the admission process.

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, students are required to submit an exam result from the Math Level 2c SAT-II prior to enrollment. Foreign language placement may be based on SAT-II and College Board Advanced Placement tests, which are offered by the Educational Testing Service. English placement is based on the SAT-II and College Board Advanced Placement tests as well as on CEEB verbal SAT scores and ACT scores. Students also are encouraged to take standardized tests that are recognized for placement in other subject areas.
College Board Placement Tests

Enrolling students are required to take the Math Level 2c SAT-II for the purpose of math placement. These scores are not necessary for admission, but should be presented to the University prior to matriculation.

The University recognizes for placement and degree credit, satisfactory scores on the College Board Advanced Placement, International Baccalaureate, and certain SAT-II, CLEP, and Dantes tests. For more specific information, please contact the Admissions Office.

Information about College Board tests and applications for specific tests may be obtained 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 in 1988 and after must present the following sixteen academic units from high school in order to be eligible for admission consideration:

- four years of English;
- three years of mathematics (two algebra and one geometry);
- three years of natural science (one biological, one physical, and at least one laboratory course);
- two years of social science (one must be U.S. History);
- two years of the same foreign language;
- two additional years of academic electives.

For those enrolling in the fall of 1990 and thereafter, transfer applicants deficient in any of the minimum admission requirements will be eligible for transfer consideration only if one of the following conditions is met:

A. Applicant has twenty-four 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 natural sciences; OR

B. Applicant holds an Associate of Arts, Associate of Fine Arts, or Associate of Science degree from a regionally accredited institution prior to enrollment at UNC-Chapel Hill; OR

C. Applicant is at least 24 years old.

Students who have completed or who will complete two years of college prior to their intended enrollment are encouraged to apply for transfer admission. The University also accepts sophomore transfer students.

In order to be considered for transfer admission, students must present at least a C average (2.0 on a 4.0 system) in all courses undertaken at other accredited colleges and universities. However, a much higher average is required to be competitive. Students also must be eligible to return to all institutions previously attended. A student who is academically ineligible for consideration as a transfer student may count course work completed through the Independent Studies program toward raising his/her outside grade point average to transfer to the University. However, course work completed in the University of North Carolina at Chapel Hill Summer School cannot be used to establish eligibility to be considered as a transfer applicant.

Once admitted as a transfer student, any course credits received at UNC-Chapel Hill in a prior summer session become part of the official transcript of the student, and grades received are included in the grade point average. Due to space limitations, the University usually cannot admit all the students who meet minimum standards.

Transfer candidates are categorized by class, based on the acceptability of their transfer credit and on the number of college terms in residence (one term in residence is the equivalent of one term of full-time enrollment).

The categories are:

- one term and less than twenty-four semester hours of transfer credit for freshmen;
- two or three terms and twenty-four to fifty semester hours for sophomore standing;
- three, four, or five terms and fifty-one to eighty-four semester hours for junior standing; and six terms or more and eighty-four or more semester hours for senior standing.

Priority consideration is given to transfer applicants who present between 24 and 83 transferable semester hours. Applicants applying as junior transfers should present a minimum of 51 transferable hours by the end of the spring term of their sophomore year. Summer enrollment, following the sophomore year, will not be counted in the hours needed to qualify as a junior. Applicants who fall between 24 and 50 transferable hours will be judged on both freshman and transfer eligibility requirements.

The Office of Undergraduate Admissions will use all established academic records, as well as personal qualities and accomplishments, in the selection of the transfer class.

Transfer of Credit

The University will transfer, for degree credit, 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. Students should expect difficulty in transferring professional course work. Course work from non-accredited institutions (including foreign institutions) must be approved through departments at this University. Transfer credit for having fulfilled certain course requirements is granted for the lowest passing grade, but credit hours for the lowest passing grade will not be transferred. Hours will not be withheld for courses in which a grade of 'C-' (C minus) is earned; however, the student's dean will determine if the course(s) may be applied towards the degree. The University honors the official 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 who feels qualified may challenge any University course by asking to be examined on the material taught in the course. A passing grade on this validating examination will earn degree credit.

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 their course work. The University encourages such prior course planning, and the Office of Undergraduate Admissions will assist prospective transfer students with it.
The University will accept a maximum of sixty-four semester hours of transfer credit from a two-year institution or from a combination of two- and four-year college enrollment when the four-year college enrollment precedes the two-year college enrollment. However, students who have sixty-four semester hours of college credit cannot transfer additional credit from a two-year institution. Physical education courses taken at another institution will count toward the University’s physical education requirement but not for degree credit.

The University will accept a maximum of seventy-five hours from four-year institutions since a minimum of forty-five hours must be taken in residence for graduation at UNC-Chapel Hill for graduation. Transfer students must satisfy the freshman entrance requirements of this University, even where these differ from the requirements of the previous institution attended. For information on language requirements for transfer students, see the General Education Requirements section.

When to Apply

Freshman Applications

The final application deadline for the fall semester is January 15. All materials except first term grades and senior SAT and/or ACT results must be received by this date or the student will be considered a late applicant and will be considered on a space available basis. An earlier deadline of November 15 is available to freshman applicants.

Transfer Applications

Candidates for the fall semester are encouraged to apply one year before the fall in which they intend to enroll. The preferred deadline for Allied Health majors is December 1. The final transfer application deadline for all other majors is March 1.

The University does not consider new students for spring enrollment.

Notification

For freshman applicants: If the application is complete by November 15, students will be notified by January 31; if the application is complete by January 15, students will be notified by March 31.

For transfer applicants: If the application is complete and submitted to the Office of Undergraduate Admissions by March 1, decisions will be mailed in late April. The notification timeframe for Allied Health decisions will be established by the department.

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

Programs with Limited Admissions

Prospective transfer students are advised that only a small number of transfer students will be admitted in the majors of Journalism and Mass Communication, Education, and the Allied Health and Public Health Programs. Transfers are not admitted directly to the Kenan-Flagler Business School or to the Public Health majors of Environmental Science and Nutrition until they complete one semester of study in the College of Arts and Sciences. 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 sent. Applicants should also contact the specific department for additional application materials and specific program requirements.

The bachelor’s degree in Physical Therapy has been discontinued. A new entry-level master’s degree has been created.

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 Undergraduate Admissions.

Education Majors

Transfer students should take the Communication Skills and General Knowledge tests of NTE before the end of the sophomore year, preferably in the fall of that year. Official scores on these exams should be sent with the application if possible, or soon thereafter. Some provisional admissions may be made pending receipt of scores.

Music or Dramatic Art Majors

Students applying as music majors should also 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 also contact the director of undergraduate studies in dramatic arts at 222 Center for Dramatic Art.

Fall/Winter Grades — Transfer Applicants

The fall and winter grades should be mailed to the University 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/housing deposit. This is due by May 1 for fall admission, or, for students admitted after the deadline or for the spring term, it is due within two weeks of receipt of the letter of admission.

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, in order to reserve a space for the fall term.

Admission of International Students

International students are considered for admission on the same basis as native candidates. They should, however, complete an International Student Application, which can be accessed at www.admissions.unc.edu. An international student should present College Board Scholastic Assessment Test results, as well as transcripts from previous schooling. International students should also submit results on the Test of English as a Foreign Language (TOEFL) in support of their application if English is not their native language.
U.S. 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's tuition and living expenses. See the Financial Aid section 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 Adviser, Carolina Union, CB# 5240, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-5240.

Readmissions

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 mail a nonrefundable $55.00 application fee. Application for readmission should be made as early as possible and in no case later than two weeks before the opening of the semester.

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 course work at another college or university since their last enrollment at the University of North Carolina at Chapel Hill must submit transcripts of this course work and must have maintained a C average for all such course work attempted in order to be eligible for readmission. The grade point average (GPA) required for eligibility is based on all semesters in residence on all campuses.

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

The University must adhere to enrollment projections; therefore readmission is not 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 the fall semester in any school in the University should send his/her application for admission as a visiting summer student to: Dean of Summer School, CB# 3340, 134 E. Franklin St. Those students who are in residence at the University will pre-register or register for a summer session through their academic dean or adviser, and need not make a separate application to the dean of the Summer School. A student who plans to restore academic eligibility through work done in a summer session must apply to 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 freshmen and transfer students, contact the Vice Provost for Enrollment Management and Director of Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 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

Independent Studies (Correspondence Courses)

In addition to the courses listed in this bulletin, many undergraduate courses are available through Independent Studies (correspondence courses). The Independent Studies program allows students to enroll at any time, to work at their own pace, and to take up to nine months to complete a course.

Application for Independent Studies courses is made to the Office of Independent Studies, Friday Center, CB# 1020, telephone (919) 962-1134. Application forms and a complete catalog of course listings may be obtained from the same office.

A student may earn thirty semester hours of credit toward a degree at the University of North Carolina at Chapel Hill through Independent Studies courses. Students found academically ineligible to continue in resident study at the University may restore their eligibility through Independent Studies courses. Students attending classes may not enroll in an Independent Studies course at the same time without the written consent of their deans.

Carolina Courses Online

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. 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.

Admission to Continuing Studies

Continuing Studies is the academic unit in the Friday Center for Continuing Education through which area adults enroll in University courses part-time. Both undergraduate and post-baccalaureate students are admitted without respect to race, color, national origin, religion, sex, age, or handicap.

Continuing 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 Continuing Studies students if space permits.
Undergraduates desiring to enroll through Continuing Studies should file an admission application and nonrefundable $55.00 application fee with the Office of Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-2200 or at www.admissions.unc.edu.

Admission is limited. To be eligible, students must have been away from a traditional school setting for at least one year. Admission is available to UNC-Chapel Hill faculty/staff employees. Traditional students who have been denied full-time admission to the University are not admitted to Continuing Studies. All students admitted as prospective degree candidates must meet minimum University requirements for admission.

Students who have a baccalaureate degree can apply online at www.adp.unc.edu/sis/admissions/cspreapp.html or by requesting an application from Continuing Studies, CB# 1020, Friday Center, Chapel Hill, N.C. 27599-1020.

Admission to Continuing Studies does not constitute admission to a degree program at the University. Undergraduates must be accepted for transfer into one of the degree-granting schools or colleges of the University. A minimum of forty-five hours of academic credit must be taken at UNC-Chapel Hill, with at least twenty-four of the last thirty hours being taken on the UNC-Chapel Hill campus. Post-baccalaureate students must apply and be accepted to a graduate degree program.

Continuing Studies students who have not registered for a semester or more should apply for readmission at least thirty days prior to the start of the term of their return. Online readmission applications can be found at: www.adp.unc.edu/sis/admissions/cspreapp.html.

Orientation and New Student Registration

In June prior to their first semester in residence, freshmen will receive from the General College an Academic Self-Advising Manual and other academic materials. Each student is asked to respond to the information supplied in the manual by completing a worksheet and returning it to the General College. Upon receipt of the completed worksheets, the General College advisers prepare fall semester registrations for the incoming freshman class. Transfer students who will be entering an upper college follow a similar routine.

During the summer preceding their first semester in residence at the University, freshmen and their parents are invited to participate in one of several Carolina Testing and Orientation Program Sessions (CTOPS). CTOPS days provide foreign language testing for proper course registration in the fall.

In addition, they offer a wide range of programs intended to introduce new students and their parents to Chapel Hill, to acquaint them with the academic opportunities available to undergraduates, to aid them in the adjustment to campus living, and to offer other information, discussion, and academic advice. New student orientation continues when the students arrive in the fall for registration and classes.
ACADEMIC ORGANIZATION AND UNDERGRADUATE REQUIREMENTS:
GENERAL EDUCATION REQUIREMENTS AND REQUIREMENTS FOR THE MAJOR

General Education Requirements
Office of Undergraduate Curricula
Thomas A. Tweed, Ph.D., Associate Dean

According to the policy that has been in effect since 1980, the Office of Undergraduate Curricula (formerly the Office of General Education) 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, curricular changes, and proposals for new minors or majors. The office also reviews all student petitions concerning the General College or Arts and Sciences perspectives requirements.

Undergraduates at the University must fulfill the General Education requirements common to most fields of study and the more specialized requirements of their major field. The General Education requirements fall under two headings: Basic Skills (English composition, foreign languages, and mathematical sciences) and Perspectives (Aesthetic, Natural Sciences, Philosophical, Social Sciences, and Western Historical/Non-Western/Comparative).

The faculty believe that General Education rests upon the knowledge and practice of the Basic Skills. These include the ability to: write clearly, read critically, speak effectively, comprehend a foreign language, use mathematics, reason analytically, and understand abstract ideas.

To impart and polish these basic skills, the curriculum requires training in English composition and rhetoric, a foreign language, and mathematical sciences.

The five Perspectives requirements build upon students' knowledge of the Basic Skills and ask them to learn both the content and the methodologies of several disciplines. Students must take courses in the Aesthetic Perspective (literature and the fine arts), the Natural Sciences Perspective, the Philosophical Perspective, the Social Sciences Perspective, and the Western Historical/Non-Western/Comparative Perspective.

These Basic Skills and Perspectives requirements make up the core of the General Education curriculum. The Basic Skills requirements apply to all students. The Perspectives requirements fall into two categories: nine courses are required of all freshmen and sophomores by the General College. Four more courses, selected from four of the five perspective areas, are required of juniors and seniors pursuing the degree of Bachelor of Arts in the College of Arts and Sciences. These requirements are detailed in the following sections.

Effective fall 1994, all first-year students (regardless of major) entering UNC-Chapel Hill must take a cultural diversity course from an approved list.

Effective fall 1998, all first-year students (regardless of major) entering UNC-Chapel Hill must also fulfill an oral communication requirement.

Basic Skills
Writing and Oral Communication

The faculty of the General College and the College of Arts and Sciences expect 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 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.

English Composition and Rhetoric

All students at the University must pass or exempt English 11 and English 12 or satisfy the freshman honors literature requirement English 29/29W, Classics 29, Germanic Languages 29, Slavic Languages 29, or Romance Languages 29. These courses develop the skills of writing, reasoning, and argumentation, which are necessary to the entire educational endeavor. Students may prepare for these courses while in high school by taking courses in English composition and literature 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 score on the SAT I Verbal, the SAT II: Writing Subject Test, or the Advanced Placement Test in composition. Those who feel their test scores do not accurately reflect their writing and speaking abilities may take a Written and Oral exam offered by the English Department. If placement scores or the exam indicate a need for instruction and practice in preparation for English 11, students will pass the developmental course English 10 before taking English 11.

Regardless of placement, continuous enrollment is required until the series of English Composition and Rhetoric courses is completed. Any student whose native language is not English will be required to pass English 11-12 like other students. However, that student will 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 in order for the waiver to be granted.

Writing Skills

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. Faculty members who identify weak writers should refer them to the Writing Center as early as possible in the semester in order to ensure maximum benefit from tutorial instruction. In cases that seem especially severe, faculty may recommend that a student attend tutorials at the Writing Center as a requirement for passing the course.

Oral Communication Skills

Effective fall 1998, all first-year students (regardless of major) entering UNC-Chapel Hill who are exempted from taking English 11 and English 12 (Composition and Rhetoric) must, in order to graduate, pass with a letter grade a one-hour course entitled Oral
ACADEMIC FLOW CHART

Entering freshmen and transfers of less than junior standing from other institutions

COLLEGE OF ARTS AND SCIENCES
(GENERAL COLLEGE)
2 years

Transfers of junior standing from other institutions

DIVISION OF ACADEMIC AFFAIRS

INFORMATION
SCIENCE
2 years

COLLEGE OF ARTS AND SCIENCES
2 years

SCHOOL OF JOURNALISM AND MASS COMMUNICATION
2 years

KENAN-FLAGLER BUSINESS SCHOOL
2 years

SCHOOL OF EDUCATION
2 years

DIVISION OF HEALTH AFFAIRS

SCHOOL OF NURSING
2 years

SCHOOL OF DENTISTRY
2 years

SCHOOL OF PHARMACY
3 years

SCHOOL OF PUBLIC HEALTH
2 years

SCHOOL OF MEDICINE
2 years

BACCALAUREATE DEGREE

PROFESSIONAL SCHOOLS
THE GRADUATE SCHOOL

COLLEGE OF ARTS AND SCIENCES
KENAN-FLAGLER BUSINESS SCHOOL
SCHOOL OF DENTISTRY
SCHOOL OF EDUCATION
SCHOOL OF JOURNALISM AND MASS COMMUNICATION
SCHOOL OF LAW
SCHOOL OF LIBRARY SCIENCE
SCHOOL OF MEDICINE
SCHOOL OF NURSING
SCHOOL OF PHARMACY
SCHOOL OF PUBLIC HEALTH
SCHOOL OF SOCIAL WORK

1. Dental Hygiene
2. Clinical Laboratory Science or Radiologic Science
3. Admission may be granted if the student meets the requirements of and is accepted by the individual school (J.D., M.D., D.D.S., M.B.A., and Master of Accounting).
4. Admission for all other post-baccalaureate programs is through the Graduate School.
Communication (COMM 09). (Honors students fulfill this requirement by passing their equivalent courses for English 12.) This Oral Communication course is also available to students who are enrolled in or have received credit for Composition and Rhetoric.

Foreign Languages

The study of a foreign language enables students to see more clearly the nature and structure of their own language while gaining an understanding of a foreign culture.

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 the College Board SAT II: 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 administered by the University during freshman orientation.

All first-year students entering the University after May 15, 1990, must meet the foreign language requirements described below in order to fulfill the General Education Basic Skills requirement in the General College. These same requirements apply to sophomore transfers admitted after May 1, 1991, and to junior transfers admitted after May 1, 1992.

Students admitted to the University before the aforementioned dates should consult their academic dean about their foreign language requirements and the application of transfer credit for foreign language courses taken at another college or university toward the fulfillment of their foreign language requirement.

In the following statements, "high school foreign language" is defined as completion of two or more years of courses in the same high school foreign language.

Students whose foreign language placement is below level 4 of their high school foreign language and who wish to continue in this language must complete through level 3. Credit hours toward the 120-credit hour graduation requirement are not awarded for level 1, if students place into level 1 (with the exception of Japanese). 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 other than their high school foreign language are required to complete through level 3. In this case, credit hours towards fulfilling the 120-credit hour graduation requirement are awarded for successful completion of level 1.

Students whose placement is level 4 of their high school foreign language and who wish to continue in that language must complete through level 4. Placement credit is awarded for level 3 upon successful completion of level 4. Students whose placement is 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 that needed to fulfill the General Education Basic Skills requirement. Academic advisers will inform students if their degree programs require completion of additional foreign language courses.

The courses listed below may be used to satisfy the foreign language requirements:

Arabic 101, 102, 103, 104, 141, 142
Bengali 1, 2, 3, 4
Bulgarian 101, 102, 103, 104
Chinese 1, 2, 3, 4
Czech 101, 102, 103, 104
French 1, 2, 1-2, 2X, 3, 4, 3-4
German 1, 2, 1-2, 3, 4, 3-4
Greek 1, 2, 3, 4
Hindi 101, 102, 103, 104, 1-2
Hungarian 101, 102
Indonesian 101, 102, 103, 104
Italian 1, 2, 3, 4
Japanese 101, 102, 103, 104
Kiswahili 1, 2, 1-2, 3, 4, 3-4
Latin 1, 2, 3, 4
Macedonian 101, 102, 103, 104
Persian 1, 2, 3, 4
Polish 101, 102, 103, 104
Portuguese 1, 2, 1-2, 3, 4, 3-4
Religious Studies (Hebrew) 113, 114, 115, 116
Russian 1, 2, 1-2, 3, 4, 3-4, 105, 106
Serbo-Croatian 101, 102, 103, 104
Spanish 1, 2, 1-2, 1C-2C, 2X, 3, 4, 3-4
Tamil 1, 2, 3, 4
Vietnamese 1, 2, 3, 4

Mathematical Sciences

Through the study of mathematics students reinforce or acquire the ability to reason and 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 to do so may put them at a disadvantage in the University.

Placement in the mathematical sciences will be determined by scores on the College Board SAT II: Mathematics Subject Test Level IIC, or the Advanced Placement Test (AB or BC). Students whose placement scores indicate a weakness in basic algebra skills may take Math R, a review course in high school algebra. Math R carries three credit hours for purposes of determining a student's GPA, eligibility, or financial aid status, but does not count toward the 120 academic hours required for graduation.

All first-year students entering the University after May 15, 1990, must meet the new mathematical sciences requirements described below in order to fulfill the General Education Basic Skills requirement in the General College. These same requirements apply to sophomore transfers admitted after May 1, 1991, and to junior transfers admitted after May 1, 1992.

Students admitted to the University before the aforementioned dates should consult their academic dean about their mathematical sciences requirements and the application of transfer credit for mathematical sciences courses taken at another college or university toward the fulfillment of this requirement.

Students who place into Mathematics 10 (Algebra) are required to complete Mathematics 10 and one additional course selected from the approved mathematical sciences course list. Students who place above Mathematics 10 are exempted from this course requirement and are required to complete one course selected from the approved
mathematical sciences course list. Placement hours are not awarded for exempting Mathematics 10.

Some undergraduate degree programs require completion of specific mathematical sciences courses beyond those needed to fulfill the General Education Basic Skills requirement. Academic advisers will inform students if their degree programs require completion of additional mathematical sciences courses.

Exemption from Mathematics 10 or successful completion of this course is a prerequisite for enrolling in any course on the approved mathematical sciences course list given below. Placement scores that allow students to exempt Mathematics 10 may initially exclude these students from some of these courses.

The Basic Course list provides courses that do not require a specific prerequisite (first group of courses). However, some students may be advised to complete Mathematics 10 before proceeding to Mathematics 30 or complete Mathematics 30 before proceeding to Mathematics 31. If the equivalent of Mathematics 10 is completed at another institution with at least a grade of C, exemption from the Mathematics 10 requirement is granted. However, no transfer credit hours toward fulfilling graduation requirements are awarded for the successful completion of this course. Additionally, transfer credit for any mathematical sciences course on the Basic Course list (for which Mathematics 10 is a prerequisite) exempts a student from the Mathematics 10 requirement. On the other hand, students with advanced placement, exceptional ability, or superior performance may select a course from the second list (courses with prerequisites) consisting of courses that have been one of the basic courses as a prerequisite.

**Basic Courses**

General interest math courses: MATH 16, 17, 18, 19, OR 14, 22, 23, 41
Precalculus: MATH 30
Calculus for business/social sciences applications: MATH 22
Calculus for natural/mathematical sciences: MATH 31
Computer programming: COMP 14, 15, 16
Statistics: STAT 11, 31
Logic: PHIL 21, 71

**Courses with Prerequisites**

<table>
<thead>
<tr>
<th>PREREQUISITE</th>
<th>COURSES</th>
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<tr>
<td>MATH 31</td>
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<td>MATH 32</td>
<td>MATH 33, 81</td>
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<td>MATH 33</td>
<td>MATH 83</td>
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**Perspectives**

**Aesthetic Perspective**

Two courses are required in order to fulfill the Aesthetic Perspective: one in literature and one in the fine arts. The purpose of this requirement is to enable students to explore the varieties of artistic creation and to realize how the full range of human experience is given expression in the arts.

**Fine Arts**

ANTH 23
AFAM 45 (=ART 40)
ART 2, 4, 10, 18, 22 (=ASIA 22), 23, 30, 31, 32, 33 (=CLAR 33), 34, 35, 36, 37, 38, 39, 40 (=AFAM 45), 43, 45, 47, 64 (=WMST 64)
ASIA 22 (=ART 22)
CHIN 52
CLAR 33 (=ART 33)

**Natural Sciences Perspective**

Two courses are required for the Natural Sciences Perspective. At least one of these must include a lecture course with a complementary laboratory (i.e., Chemistry 11 and 11L, Biology 11 and 11L, or Astronomy 31 and 31L, etc.). It is important for students in today's technologically complex world to develop an understanding of the methodology and some of the content of the sciences. Those students who have exceeded their minimum high school science requirement are at an advantage in the University's science courses.

**Basic Courses**

**Required Lab**

BIOC 7, 8
BIOL 41, 43, 45, 47
CHEM 25H
GEOL 41
PHYS 20, 24, 25, 26, 27, 28 & 28L

**Optional Lab**

ASTR 31 & 31L
BIOL 11 & 11L, 63 & 63L, 72 & 72L, 73 & 73L, 80 & 80L, 96 & 96L, 97 & 97L
CHEM 11 & 11L, 15, 21 & 21L, 25L (OR 21L)
GEOG 10
GEOL 11 & 11L, 13, 13L, 16 & 16L, 18, & 18L
PHYS 18

**Without Lab**

ANTH 43, 48
BIOL 8 (=PATH 8), 10, 44, 50, 54
ECOL 36(=ENST 36)
ENST 36(=ECOL 36)
ENVR 51
GEOG 11, 12
GEOL 12(=MASC 12), 13, 15, 42, 45, 46, 48, 49
HNRS 29, 47
MASC 12(=GEOL 12)
PHYE 76
PHYS 16
PSYC 10

**Philosophical Perspective**

One course is required to fulfill the Philosophical Perspective. Students will investigate moral and ethical issues, and develop the ability to arrive at reasoned viewpoints.

AMST 34H, 35H
ANTH 46
COMM 73(=PWAD 60)
COMP 96
ECON 59
GERM 50
HNRS 32, 46
LING 35 (=PHIL 35)
PHIL 20, 22, 24, 30, 31, 32 (=RELI 32), 33, 34, 35 (=LING 35), 37, 38
POLI 47H, 61, 62, 63, 64, 67 (=WMST 67)
PWAD 60 (=COMM 73)
RELI 21, 22, 30, 31, 32 (=PHIL 32), 35, 36, 37, 43, 58, 68
SOCI 50
WMST 67 (=POLI 67)

**Social Sciences Perspective**

Two courses from different departments are required to satisfy the Social Sciences Perspective. The courses study social institutions and social evolution. The methodology of the social sciences is an important element of this Perspective requirement.

AFAM 52
ANTH 10, 21, 40 (=FOLK 40), 44, 45, 49, 51, 52, 62
ASIA 89
CLAS 26
COMM 40, 62, 75
ECOL 35 (=ENST 35)
ECON 9, 10
ENST 35 (=ECOL 35)
FOLK 40 (=ANTH 40)
GEOG 20 (=PWAD 20), 21, 22, 23, 25, 28, 30
HNRS 30, 45
INTS 83 (=PLCY 49)
JOMC 11
LING 15, 30
NURS 52
PHIL 36
PHYS 37
POLI 31, 41, 42, 52, 66, 70, 75, 86 (=PWAD 86)
PLCY 48, 49 (=INTS 83), 71, 71H
PWAD 20 (=GEOG 20), 86 (=POLI 86)
RELI 74, 78
SOCI 10, 12, 14, 15, 20, 21, 22, 23, 30, 31, 33, 68
WMST 50

**Western Historical/Non-Western/Comparative Perspective**

Two courses are required. One must cover a period of Western history before 1700. The other may be another Western history course, spanning at least two centuries if the first course did not, or it may be a non-Western or comparative course. Students will choose at least one course from the first column below and may choose the other from any column below. The purpose of the requirement is to develop in students an appreciation of the cultural heritage of the Western world. By studying a non-Western culture, or comparing Western and non-Western cultures, students broaden their understanding of their own culture and of the world.

**Pre-1700 Western History Perspective**

*All courses span two centuries*

AFAM 40
ART 20 (=CLAR 20), 42 (=CLAR 50), 49 (=CLAR 49)
CLAR 20 (=Art 20), 49 (=ART 49), 50 (=ART 42), 153
CLAS 20, 21, 34, 44, 45 (=WMST 45), 47 (=WMST 47)
GERM 51, 66 (=WMST 66)
HIST 11, 14, 15, 16, 27, 47H, 52, 53, 55, 56, 75 (=WMST 75), 92C (=RELI 56)
HNRS 36, 43
RELI 24, 27, 56 (=HIST 92C), 59
WMST 45 (=CLAS 45), 47 (=CLAS 47), 66 (=GERM 66), 75 (=HIST 75)

**Other Western History**

AFAM 41
AMST 10 (=HIST 10), 20, 34H, 35H, 40, 72E (=HIST 72E)
ART 41 (=CLAR 41)
CLAR 41 (=ART 41)
COMM 74
ECON 36
HIST 10 (=AMST 10), 12, 17, 21, 22, 28, 31, 48H, 49H, 59 (=WMST 59), 63A (=PWAD 63), 72E (=AMST 72E), 92B (=RELI 29), 92D (=RELI 71)
HNRS 39, 42
PWAD 63 (=HIST 63A)
RELI 28, 29 (=HIST 92B), 46, 71 (=HIST 92D), 72, 129
WMST 59 (=HIST 59)

**Non-Western/Comparative Perspective**

AFRI 40, 66
ANTH 20, 26, 42, 47, 50, 55 (=ASIA 55)
ARAB 33
ASIA 32A (=HIST 32A, INTS 32A), 32B (=HIST 32B, INTS 32B), 33 (=HIST 33), 34 (=HIST 34), 35A (=HIST 35A), 35B (=HIST 35B), 39 (=RELI 39), 54 (=POLI 54), 55 (=ANTH 55), 69 (=RELI 69), 85 (=POLI 85)
CHIN 50, 51
CLAR 28 (=RELI 28), 47, 48
ECON 67
GEOG 59
HIND 133
HIST 18, 18H, 19, 20, 24 (=LTAM 46), 25 (=LTAM 47), 30, 31, 32A (=ASIA 32A, INTS 32A), 32B (=ASIA 32B, INTS 32B), 33 (=ASIA 33), 34 (=ASIA 34), 35A (=ASIA 35A), 35B (=ASIA 35B), 36 (=RELI 25), 37 (=RELI 26), 38, 39, 41, 42, 46H, 77, 78, 79, 92A (=RELI 20)
HNRS 31, 44
INTS 32A (=HIST 32A=ASIA 32A), 32B (=HIST 32B=ASIA 32B)
LTAM 46 (=HIST 24), 47 (=HIST 25)
POLI 50, 54 (=ASIA 54), 55, 56, 57, 59, 60, 85 (=ASIA 85)
RELI 10, 20 (=HIST 92A), 25 (=HIST 36), 26 (=HIST 37), 28 (=CLAR 28), 39 (=ASIA 39), 40, 60, 62, 69 (=ASIA 69)
SLAV 30, 32H
SOCI 11

First Year Seminars

First Year Seminars offer an introduction to the intellectual life of the University. The seminars enroll a maximum of twenty students and are led by faculty who are both active scholars and accomplished teachers. While drawing on diverse disciplines and subject areas, the seminars share a focus on how scholars pose problems, discover "truths," resolve controversies, and evaluate knowledge.

Priority registration will be given to first-year students. Students can only enroll in one First Year Seminar. These seminars MAY NOT be declared Pass/Fail. All departments will use the following numbering system to indicate General College perspectives and cultural diversity:

6B Natural Science (required lab)
6C Natural Science (optional lab)
6D Natural Science (without lab)
6E Social Sciences
6F Philosophical
6G Pre-1700 Western History
6I Other Western History
6J Non-Western/Comparative
6K Fine Arts
6L Literature
6N Cultural Diversity
6P Math Requirement

Cultural Diversity Requirement

One course is required for graduation. The Cultural Diversity requirement applies to all first-year students (regardless of major) entering UNC-Chapel Hill for the first time in fall 1994. As of fall 1996, the requirement applies to all entering students at UNC-Chapel Hill, first-year students and transfers alike. This requirement gives students the opportunity to gain a better understanding of cultural diversity as it will affect their lives in our increasingly pluralistic society. A number of courses fulfilling the Cultural Diversity requirement fulfill perspective requirements as well. Thus, it is possible for a student to fulfill both the Cultural Diversity requirement and a Perspective requirement with the same carefully chosen course. Although the Cultural Diversity requirement can be fulfilled at any time before graduation, students are encouraged, when possible, to fulfill the requirement while enrolled in the General College. Under normal circumstances, however, students in the General College are expected to register for courses numbered below 100.

Courses Approved for the Cultural Diversity Requirement

AFAM 40, 41, 45, 52, 54, 55, 58, 60, 62, 63, 65, 66, 69, 70, 73, 74, 75, 76, 77, 78, 81, 90, 91 (=RELI 91), 92, 94A, 112, 128, 130, 160, 169, 174, 189
AFRI 40, 60, 61, 62, 63, 64, 65, 66, 80, 120, 121, 122, 123, 124, 130, 131, 174
AMST 10, 70, 72A, 72C, 72D (=ANTH 72D=HIST 72D), 72E (=HIST 72E)
ANTH 10, 26, 40, 42, 44, 49, 50, 58, 72D (=AMST 72D=HIST 72D), 73, 77, 80, 82, 84, 86A, 86B, 90, 100, 120, 121, 123, 130 (=FOLK 130), 132, 140, 141, 142, 145, 146, 150, 155, 161, 162, 165, 168, 170, 177, 186
ART 40, 61, 68, 69, 73, 86, 128
ASIA 67, 68, 82, 89, 128, 145, 192
CLAS 42, 45
COMM 24, 63, 80, 122, 160
DRAM 17, 86, 171
ECON 163
ENGL 22, 65, 73, 84, 85, 90, 90B, 92C, 94A, 94I, 146, 189, 196
FOLK 40, 90, 103, 107, 108, 123, 130 (=ANTH 130), 132, 142, 146, 148, 155, 171, 189, 190
FREN 77
GEOG 59, 125, 158, 168
GERM 94B
INTS 77, 80, 83 (=PLCY 49)
JOMC 111, 112
LING 72, 73, 75
LTAM 40
MUSI 46, 104, 132, 133, 134
PHIL 46, 55
PLCY 49 (=INTS 83), 160
POLI 47H, 119, 171
PORT 35
PSYC 171, 184, 190
PWAD 80, 120, 121, 165, 167, 196
RECR 112
RELI 6N, 24, 31, 43, 45, 48, 79, 80, 86, 90, 91 (=AFAM 91), 120, 135, 142, 157, 185, 190, 192
ROML 80
SLAV 30, 32H, 75, 165, 167, 169
SOCI 11, 15, 20, 22, 24, 30, 80, 111, 121, 129, 150, 158, 168
SPAN 52, 53, 54, 54A, 54B
WMST 24, 42, 45, 46, 50, 56, 61, 62, 65, 71, 73, 74, 75, 90B, 125, 129, 130, 140, 141, 146, 169

Honors Seminars

Honors Seminars are offered in all the Perspectives; these are available to students in the Honors Program and to others by permission. They may be used to complete the Perspectives requirements. Details are available through the Honors Office.

Qualified students are permitted to fulfill some General College requirements with courses chosen from the lists of upper-level requirements.

Physical Education Requirement

All students must pass a swimming test and complete two physical education activities courses. These are one hour each and are not counted toward the graduation requirement of 120 academic hours.

General Education: Juniors and Seniors

During their junior and senior years, students seeking the Bachelor of Arts degree must complete General Education requirements by passing upper-level perspective coursework in four of the
five perspective areas. Students who choose two Western historical courses to fulfill their General College historical perspective requirements must take an upper-level non-Western/comparative course as one of their four upper-level Perspectives. These courses may not be taken pass/fail. None of the courses may be in the student's major (or second major), unless it is a capstone course or an honors course (excluding French 21A, German 21A, Spanish 21A). Courses in the minor departments may not be used to satisfy Arts and Sciences perspective requirements.

The faculty approved these requirements for all B.A. degree candidates because they believe that juniors and seniors benefit from further study in the Perspectives and because the additional courses add coherence and depth to the General Education requirements. To this end, students are encouraged to pursue courses in sequence as they fulfill their requirements.

For example, a student might take Classics 33, The Age of Pericles, as an introduction to the literature, art, and thought of classical Greek civilization, and continue with Classics 62, The Tragic Dimension in Classical Literature, a more specialized course. Or, a student might take introductory physics and calculus courses in the General College and then specialized courses in electronics as a junior or senior.

## Capstone Courses

Capstone courses particularly stress one or more of the following: the presuppositions of a discipline and how they determine the way it is studied; the intersection of interests between two or more disciplines; and the ethical implications of the ways in which knowledge is applied. Capstone courses are not required for graduation, but students are encouraged strongly to satisfy one or more of their four upper-level Perspective requirements with capstone courses.

(The courses on the following lists that are marked with asterisks have been designated as capstone courses.)

### Aesthetic Perspective
AFAM 59, 75, 76, 77 (=ART 73), 81 (=ART 86), 94A*, 160, 180 (=FOLK 190)
AFRI 62, 64
AMST 34H, 35H, 56, 57, 63, 66, 68, 76 (=ENST 76), 82, 83
ANTH 134 (=ART 174), 136 (=ART 145), 146 (=ENGL 146)
  (=FOLK 146), 163 (=ART 117), 196 (=ART 192, ASA 196)
ART 2, 4, 15, 16A, 16B, 16C, 17A, 17B, 17C, 30, 33 (=CLAR 33), 35,
  36, 37, 38, 39, 43, 50, 51 (=CLAR 51), 52, 56, 57, 58, 61, 62, 68
  (=ASA 68), 69 (=ASA 67), 70, 71, 74 (=AFAM 77), 74, 77 (=CLAR 77),
  78 (=CLAR 78), 83, 86 (=AFAM 81), 88, 89, 99, 109,
  117 (=ANTH 163), 120, 124, 128 (=ASA 128), 135 (=COMM 136),
  145 (=ANTH 136), 148 (=CLAR 148), 149A (=CLAR 149A),
  149B (=CLAR 149B), 151 (=WSTM 151), 161, 174 (=ANTH 134
  (=FOLK 134), 182 (=CLAR 182), 190 (=CLAR 190), 191 (=CLAR
  191), 192 (=ANTH 196, ASA 196)
ASIA 68 (=ART 68), 82, 84 (=WSTM 84), 128 (=ART 128),
  196 (=ANTH 196, ART 192)
CHIN 53, 112, 113, 133, 134, 138, 144, 148
CLAR 33 (=ART 33), 51 (=ART 51), 77 (=ART 77), 78 (=ART 78),
  148 (=ART 148), 149A (=ART 149A), 149B (=ART 149B), 182 (=ART
  182), 190 (=ART 190), 191 (=ART 191)
CLAS 61, 62, 63, 64, 69 (=WSTM 69, CMPL 69)
CMPL 69 (=CLAS 69 (=WSTM 69), 83H, 90, 93, 96 (=WSTM 96),
  104 (=ROML 104, =PWAD 190), 153 (=ENGL 153, FOLK 153),
  160 (=SLAV 160), 170, 172, 173, 174, 180, 181, 190, 192

### Social Sciences Perspective
AMST 46, 77, 94*
ANTH 73 (=LING 73), 78 (=WSTM 78), 80 (=P WAD 80), 82, 84
  (=LING 72 (=WSTM 71), 111, 117, 119 (=INTS 119), 121 (=FOLK
  121), 122, 125, 130 (=FOLK 130), 139, 140 (=WSTM 140),
  141 (=WSTM 141), 142 (=RELI 142, FOLK 142), 147, 154, 156, 158,
  159, 161, 165, 170 (=FOLK 171), 171 (=LING 170), 184 (=FOLK
  184), 185, 186
ASIA 89
CLAR 94A*
CLAS 42 (=WSTM 42)
CMPL 92 (=WSTM 92)
COMI 62, 80 (=INTS 80), 113, 121, 155 (=JOMC 146 =POLI 146)
COMP 71 (=LING 71)
ECON 91 (=WSTM 91), 94A*, 160, 168

HIST 18, 19, 24(=LTAM 46), 25(=LTAM 47), 30, 33(=ASIA 33)
34(=ASIA 34), 36(=RELI 25), 37(=RELI 26), 38, 39, 51(=ANTH
77=INTS 77), 72(=AMST 72D)(=ANTH 72D), 77, 78, 79,
80(=WMST 80), 81(=ASIA 74)(=PWAD 83), 83(=ASIA 83),
84(=ASIA 86), 85(=INTS 85), 86, 87(=ASIA 87), 88(=ASIA 88),
94A*, 139(=INTS 139), 140, 175, 176A, 176B, 177, 180, 181,
182(=AFRI 182), 192(=ASIA 193), 193, 194A, 194B, 196
HIND 134(=RELI 176)
HNRS 31, 44
INTS 77(=ANTH 77)(=HIST 51), 81(=WMST 81), 85(=HIST 85),
139(=HIST 139), 140(=ASIA 140)
JAPN 82
LTAM 46(=HIST 24), 47(=HIST 25)
POLI 119(=AFRI 123), 123(=ASIA 123), 125, 126, 148
PWAD 83(=ASIA 74)(=HIST 81), 121(=AFRI 120), 167(=SLAV 167)
RELI 25(=HIST 36), 26(=HIST 37), 40, 64(=ASIA 64), 65(=ASIA 65),
66, 67, 69(=ASIA 69), 86, 123, 144(=SLAV 144), 155(=ASIA 155),
162(=ASIA 162), 163(=ASIA 163), 172(=ASIA 172), 173(=ASIA
173), 175(=ASIA 175), 176(=HIND 134), 178(=WMST 178)
RUSS 94A*
SLAV 144(=RELI 144), 167(=PWAD 167)
SOCI 150, 153
SPAN 52, 53, 54, 54A, 54B
WMST 61(=AFRI 61), 80(=HIST 80), 81(=INTS 81), 82(=ASIA 81),
93, 130(=AFRI 130)(=AFAM 130), 178(=RELI 178)

Natural and Mathematical Sciences Perspective

Students who complete two physical science courses in the
General College must choose one life science course or one mathe-
matical science course to satisfy the Natural and Mathematical
Sciences Perspective at the B.A. level. Conversely, students who
completed two life science courses in the General College must
choose one physical science course or one mathematical science
course to satisfy the Natural and Mathematical Sciences
Perspective at the B.A. level.

Physical Sciences

ASTR 31, 117
BIOC 7, 8
BIOL 130(=CHEM 130)
CHEM 25H, 130(=BIOL 130)
GEOG 10, 11, 12, 110, 114
GEOL 11, 12(=MASC 12), 41, 42, 43, 45, 46, 47(=MASC 47), 48, 49
HNRS 29, 47
MASC 12(=GEOL 12), 47(=GEOL 47)
PHYS 16, 20, 24, 25, 26, 27, 28, 84(=PWAD 84), 94A*
PWAD 84(=PHYS 84)

Life Sciences

ANTH 48, 112, 115
BIOL 8(=PATH 8), 11, 41, 43, 44, 45, 47, 50, 51, 54, 63, 72, 73, 80, 94B*,
96, 97, 110(=GEOL 132), 114, 126(=ENVR 127)(=GEOL 101)(=MASC
101), 155
ENVR 51, 127(=BIOL 126)(=GEOL 101)(=MASC 101)
GEOL 16, 101(=BIOL 126)(=ENVR 127)(=MASC 101), 132(=BIOL 110)
HNRS 29, 47
MASC 101(=BIOL 126)(=ENVR 127)(=GEOL 101), 110

PATH 8(=BIOL 8)
PHYE 75
PSYC 10

Mathematical Sciences

COMP 14, 15
MATH 16, 17, 18, 22, 30, 31, 32, 33, 81, 83, 85, 101, 115
OR 14, 41
PHIL 21, 71
STAT 11, 23, 31, 101

NOTE: Students may not count Mathematics 16, 22, or 31 to satisfy
this requirement if any one of these courses was used to satisfy the
General College Basic Skills mathematical sciences requirement. Also,
students cannot receive credit for both Comp 14 and 15. Statistics
11 may not be taken for credit if credit has already been obtained for
Statistics 23, Economics 70, or Psychology 30.

Philosophical Perspective

AFAM 55(=PHIL 55), 128
AMST 34H, 35H, 61
ANTH 123(=FOLK 123), 135(=FOLK 135)(=CMPL 135), 149, 174
(=ASIA 174)(=RELI 174)
ASIA 174(=ANTH 174)(=RELI 174)
CLAS 94A*
CMPL 81, 135(=ANTH 135)(=FOLK 135), 142(=PHI 142), 145
(=PHIL 145)
COMM 111
COMP 96
ECON 159
ENGL 90B(=WMST 90B), 94B*, 94P*, 94Q*, 196 (=PWAD 196),
196B(=PWAD 196B)
ENST 68(=PHIL 68)
FOLK 123(=ANTH 123), 135(=ANTH 135)(=CMPL 135)
FREN 94B*
GERM 94A*(=SLAV 94A*)
HNRS 32, 46
JOMC 144
LING 35(=PHIL 35), 65, 83, 139, 145
PHIL 31, 32(=RELI 32), 33, 34, 35(=LING 35), 37, 38, 39, 41,
42(=POLI 68)(=PWAD 68), 43(=RELI 33), 46(=WMST 46), 47, 52,
55(=AFAM 55), 56, 57(=RELI 63), 58, 59, 60, 64, 65, 67, 68,
(=ENST 68), 70, 72, 73, 74, 76, 78, 80, 103, 106, 107, 109, 113,
142(=CMPL 142), 145(=CMPL 145), 165(=WMST 165), 168
PLAN 67(=PLCY 67), 110
POLI 47H, 67(=WMST 67), 68(=PHIL 42)(=PWAD 68), 76, 94E*, 94P*,
138(=PWAD 138), 161, 163, 164(=WMST 164), 165, 166
PLCY 67(=PLAN 67)
PWAD 68(=PHIL 42)(=POLI 68), 138(=POLI 138), 196(=ENGL 196),
196B(=ENGL 196B)
RELI 30, 32(=PHIL 32), 33(=PHIL 33), 35, 36, 37, 54, 58, 63(=PHIL
57), 68, 83, 84, 88, 94A*, 138, 174(=ANTH 174)(=ASIA 174),
182(=WMST 182)
SLAV 65, 94A*(=GERM 94A*)
WMST 46(=PHIL 46), 67(=POLI 67), 76, 90B(=ENGL 90B),
164(=POLI 164), 165(=PHIL 165), 182(RELI 182)
DIVISION OF ACADEMIC AFFAIRS

The College of Arts and Sciences
college.unc.edu

Richard Soloway, Ph.D., Interim Dean
Karen M. Gil, Ph.D., Senior Associate Dean for Undergraduate Education
Darryl J. Gless, Ph.D., Senior Associate Dean for Fine Arts and Humanities
Douglas G. Kelly, Ph.D., Senior Associate Dean for Natural and Mathematical Sciences
James W. May, M.A., Senior Associate Dean for Development and Executive Director of the Arts and Sciences Foundation
Tammy McHale, M.B.A., Senior Associate Dean for Finance and Planning
Richard A. Soloway, Ph.D., Senior Associate Dean for Social and Behavioral Sciences

The Division of Fine Arts
Jaroslav Folda, Ph.D., Chair
Milly Barranger, Ph.D., Vice Chair

Departments:
Art; Dramatic Art; Music.

Programs:
Music, Private Instruction.

The Division of the Humanities
Connie C. Eble, Ph.D., Chair
Lawrence Grossberg, Ph.D., Vice Chair

Departments:
Classics; Communication Studies; English; Germanic Languages; Linguistics; Philosophy; Religious Studies; Romance Languages; Slavic Languages.

Programs:
Arts and Humanities, Cultural Studies, Foreign Language Lab, Outdoor Drama, Playmakers.

Curricula:
American Studies; Comparative Literature; Folklore; Women’s Studies.

The Division of Natural Sciences and Mathematics
Karl Petersen, Ph.D., Chair
Kevin Jeffay, Ph.D., Vice Chair

Departments:
Biology; Chemistry; Computer Science; Exercise and Sport Science; Geological Sciences; Marine Sciences; Mathematics; Operations Research; Physics and Astronomy; Psychology; Statistics.

Curricula:
Applied and Materials Sciences; Ecology.

Programs:
Environmental Science/Environmental Studies; NSF Science Tech; Psychometric Lab.

The Division of the Social and Behavioral Sciences
Michael Liensch, Ph.D., Chair
David Dill, Ph.D., Vice Chair

Departments:
Aerospace Studies; Afro-American Studies; Anthropology; City and Regional Planning; Economics; Geography; History; Military Science; Naval Science; Political Science; Public Policy; Recreation and Leisure Studies; Sociology.

Curricula:
Asian Studies; International and Area Studies; Management and Society; Peace, War, and Defense.

Programs:
Archaeology; Humanities and Human Values; Slavic, Eurasian, and East European Studies; Study Abroad; Urban Studies.

The Academic Advising Programs in the College of Arts and Sciences and the General College
Carolyn C. Cannon, M.A., Associate Dean
Donald G. Mathews, Ph.D., Assistant Dean
Gustavo P. Maroni, Ph.D., Assistant Dean
Nalin R. Parikh, Ph.D., Assistant Dean
Paul G. Shinkman, Ph.D., Assistant Dean
Barbara Stenross, Ph.D., Assistant Dean
Elizabeth A. Jordan, Ph.D., Assistant Director
Seth L. Leibowitz, Ed.D., Assistant Director
Marilyn J. Wyrick, M.A., Assistant Director
Matthew W. Yager, M.A., Assistant Director

Advisers

The charge of the advising programs is to provide students with a foundation for appropriate academic decisions. To that end, advisers discuss choice of majors with advisees and help them select appropriate courses to satisfy general education and major/minor requirements. In addition, advisers explain academic policies, procedures, and regulations.

All first- and second-year students are enrolled in the General College. During their two years in the General College, students complete the Basic Skills and General Education ("Perspective") requirements that comprise the foundation of their undergraduate
education. Many students do not know upon entering the University which major they wish to pursue. These required courses, combined with several electives, provide the opportunity to explore different areas of interest. Students who plan to enter a specific major or professional program can combine their General Education requirements with other required courses in their chosen field.

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 proceed with a major in the College of Arts and Sciences, students must meet the academic eligibility requirements discussed in later sections of this Undergraduate Bulletin. To enter a professional school, students must be accepted into the program.

Each student in the College of Arts and Sciences and the General College is assigned to an advising team consisting of an assistant dean or assistant director, at least one full-time adviser, and several part-time faculty advisers. The advisers provide students with personal assistance and advice in selecting courses, maintaining required scholastic standards, and planning a complete educational program. The Advising Program's office is located in Steele Building. Advisers' office locations and hours are posted on the Web at www.unc.edu/depts/advising.

As juniors and seniors, students receive academic advice regarding course registration, graduate school and career opportunities from their major departments 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 adviser in Steele Building at least once each year.

Students are promoted to the College of Arts and Sciences during their fourth semester provided they have a grade point average of 1.75 or higher and at least 36.0 academic hours passed on all work taken at the University. Students may request transfer to the College of Arts and Sciences at the end of their first year provided they have completed two semesters in residence with a grade point average of 3.0 or higher and at least 45 hours passed (including Advanced Placement and transfer credit). Such early promotion to the College of Arts and Sciences does not imply that a student's first available date for Early Registration will be advanced.

The College of Arts and Sciences offers programs of study leading to the Bachelor of Arts degree and to the more specialized degrees of Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts. Students may choose their major fields of study from a variety of departments. In addition, special interdisciplinary curricula lead to degrees with majors in: American Studies; Applied and Materials Sciences; Asian Studies; Comparative Literature; Ecology; Environmental Studies or Environmental Science, Folklore; International Studies; Management and Society; Peace, War, and Defense; Slavic, Eurasian, and East European Studies; and Women's Studies.

Students enter the College of Arts and Sciences by transfer from the General College or by admission to advanced standing in the University. In either case, the General College requirements must be met, and students who enter the college with freshman-sophomore deficiencies must include the fulfillment of these requirements in their junior-senior programs. (Certain limited exceptions apply to students admitted to the University via the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System. Consult the Associate Dean for Advising in Steele Building for details.)

Students will have the assistance of the advisers in the Academic Advising Programs office when selecting a major field or special program. If one of the interdisciplinary degree programs is selected, advisers in the major departments will assist in the selection of courses. Final responsibility for appropriate course selection and for full compliance with all published regulations and requirements of the college rests with the student.

To avoid problems with registration and to ensure graduation by the expected date, students are strongly encouraged to officially declare a major during their sophomore year or early in their junior year. Students who have not declared a major prior to their sixth semester may not be permitted to register until they have seen an adviser and chosen an academic major. Students who have not declared a major by the beginning of their fifth semester will be notified of the impending penalty associated with their registration for the next semester.

Special Advising Programs for Undergraduates

Pre-Health Professions

UNC-Chapel Hill has no formal pre-dental or pre-medical curricula. Instead, students should choose one of the traditional B.A. or B.S. programs. Most B.S. programs require students to take the same mathematical and natural science courses that are required for admission to dental and medical schools. Some medical schools (only Duke in North Carolina) require a year of calculus. Math 31 and 32 meet this requirement.

Since many B.A. programs do not require these "pre-med" courses, students in the B.A. programs must take them as electives and are advised to take them early in the college career. Particularly, Chemistry 11 and 11L should be taken in the first semester.

In view of ongoing changes in pre-professional course requirements for dental and medical schools, students are strongly encouraged to visit the Health Professions Advising Office, 201D Steele Building. The latest requirements both for courses and the required admission tests can be obtained from this office. This office also provides health career assistance in preparing for baccalaureate and post-baccalaureate programs in the Allied Health Programs, as well as in veterinary medicine, optometry, etc.

Prerequisite and admission information for the study of Veterinary Medicine, including the School of Veterinary Medicine at North Carolina State University, can also be found in the Health Professions Advising Office, 201D Steele.

Pre-law

Many students enter the University each fall with aspirations to attend law school. At UNC-Chapel Hill there is no formal curriculum for pre-law students. 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. However, 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.

The Association of American Law Schools recommends a pre-law program involving education for "comprehension and expression in words, a critical understanding of the human institutions and values with which the law deals, and creative power in thinking." Law school graduates who have a strong second area of competence often have excellent job placement possibilities. For exam-
ple, patent attorneys are frequently selected for their background in the sciences.

Applicants to law school must present evidence of academic achievement of high quality and strong Law School Admission Test (LSAT) scores. Pre-law 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 are also encouraged to visit the pre-law adviser in Steele Building.

Credit by College Board Advanced Placement or International Baccalaureate Examination

Students who perform well on Advanced Placement examinations of the College Board or on the Higher Level examinations of the International Baccalaureate Program may receive academic credit for comparable University coursework. Each year, the director of undergraduate admissions publishes the minimum scores necessary for the awarding of course credit. 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 the student began University study that determines the standards that apply, not the year the student took the examination. Such credit will not be contingent upon the completion of further work in the subject.

Credit by Examination

Students can sometimes earn credit for a course by successful completion of an “advanced standing” examination in that course administered by the department concerned. Approval to take the examination must be granted by the department or school at least thirty days before the examination is scheduled. Recommendation for credit by examination is submitted by the department or school to the student’s academic dean for final approval. Credit so earned will not be contingent upon completion of further work in the subject.

Special Studies for Credit

The University offers a variety of internship, experiential learning and special study opportunities for undergraduates. Variable amounts of credit up to six hours per semester and twelve hours total for graduation may be taken for graded credit. Certain restrictions apply. For example, participation in the Student Government Tutoring program is limited to six hours of credit for two semesters. For Special Studies 90 and 91, no more than seven hours may be taken for PS/D+/D/F grades.

Students may participate in either formalized programs such as UNITAS or the N.C. Fellows leadership program (Division of Student Affairs), or may make individualized contracts for work under the supervision of a member of the permanent faculty.

Interested students should see the Special Studies coordinator in the Academic Advising Programs office at 314 Steele Building.

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

No internship automatically earns academic credit. Students may seek credit for internships in two ways:

- through consultation with the director of undergraduate studies in their major department (for course credit in the department);
- through consultation with the associate dean for undergraduate curricula, who serves as the director of special studies, 3rd floor Steele Building.

Students are eligible to receive credit for an internship through SPCL 091P-004 if they meet the following criteria:

- they have a GPA of 2.500;
- their internship has been approved by the coordinator for Career Services and the director of special studies;
- they have completed a learning contract in the semester before they do the internship.

The deadline for completing paperwork for an internship is two weeks before the last class day of the semester preceding the internship.

Students who have completed the preliminary paperwork may sign up for three or six hours of SPCL 091P-004 for a PS/F grade only, in the semester following the internship.

Requirements for Degree Programs within the College of Arts and Sciences

In the College of Arts and Sciences, students pursuing the Bachelor of Arts degree may choose from more than forty or so major fields of study. There are a great variety of courses available to satisfy the first-year and sophomore General Education requirements and electives. The pattern of courses in the junior-senior years is similar: six to eight courses in a major field, four General Education required courses, and enough free electives to complete a total of 120 hours.

When they enter the University, many students know that they wish to pursue a Bachelor of Science degree or a more specialized program within or outside the College of Arts and Sciences. Students should be aware that many of these programs are highly competitive and the basic and applied sciences and health sciences often require strong science and mathematical skills.

All Bachelor of Arts and most Bachelor of Science degree programs require the following courses:

- English 11, 12 (and COMM 9 for those who receive placement credit for English 11 and 12 based on their SAT 1 Verbal or ACT scores)
- One mathematical science course beyond Math 10
- Completion of foreign language through level 3 (in some cases, level 4)
- Nine General Education Perspective courses in the General College (unless exemptions are specified)
- Cultural Diversity requirement (it may overlap with a Perspective requirement; some majors are exempt)
- Two semesters of physical education activities (do not count as academic credit hours) and
- Satisfactory completion of the swim test or equivalent.

In addition, most Bachelor of Science programs in basic and applied sciences and health sciences require two or more mathematical sciences courses, and many Bachelor of Science programs require a foreign language through level 4 (in some instances, a modern foreign language is required).

Bachelor of Fine Arts and Bachelor of Music programs vary somewhat from the basic pattern of General College requirements. For information on the degree requirements for any specific major,
see the section of this Undergraduate Bulletin for the corresponding department or curriculum.

**Bachelor of Arts**

Students must successfully complete at least 120 semester hours of course work (not including physical education activities courses) and attain a final cumulative grade-point average (GPA) of at least 2.000. If repeated, most courses will not count twice 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's Office in the College of Arts and Sciences. A minimum of forty-five academic credit hours must be earned from UNC-Chapel Hill courses, and at least twenty-four of the last thirty academic credit hours applied to the degree requirements must be earned from UNC-Chapel Hill courses. These may include courses taken through Independent Studies (correspondence) or via Carolina Courses On-Line or courses offered in study abroad programs sponsored by the University.

Students admitted to the University beginning with or after fall semester 1982 must complete the pattern of courses required by the General College, at least eighteen semester hours in the major field, and one course each in four of the five junior/senior-level perspectives. A Non-Western/Comparative course must be taken for one of the junior-senior perspectives if such a course was not used to satisfy the Historical perspective requirement in the General College. No courses from the student's major or minor department, curriculum, or program may be used to fulfill junior/senior-level perspectives, even if not used to satisfy the major or minor requirements, except for capstone courses and honors courses not being used for the major or minor requirements. Courses cross-listed with one's major or minor are treated as courses in the major or minor department, regardless of what the student's registration shows. This means the courses may not be used to satisfy junior/senior-level perspectives and may not be taken PS/D+/D/F.

No more than forty semester hours in any subject may be used toward fulfillment of the B.A. graduation requirement.

Twelve semester hours of courses from professional schools (Business Administration, Education, Journalism and Mass Communication, Law, Library Science, Social Work, Dentistry, Medicine, Nursing, Pharmacy, or Public Health) may be offered for degree credit in B.A. and B.S. programs. Arts and Sciences students electing professional school minors are exempt from this rule only to the extent that the minor requires additional professional school courses.

Students must complete a satisfactory major as prescribed by departmental or curriculum requirements. A minimum of eighteen hours of C or higher grades (not a C average, and not including grades of C-) in the major is required. Students transferring credits in their major field must earn a grade of C (not C-) or higher in at least three-fourths of the courses in the major taken at UNC-Chapel Hill. Students transferring from another institution must take at least half of their major course requirements at UNC-Chapel Hill.

**Bachelor of Arts with a Major in Interdisciplinary Studies**

Students interested in an interdisciplinary degree program not covered by any degree-granting curriculum should apply to the director of interdisciplinary studies (Steele Building) in the second semester of the sophomore year or the first semester of the junior year. Students should have a grade-point average of at least 2.400 and at least forty-five hours left before graduation. Students should meet all General College requirements before declaring the interdisciplinary major.

Specific core course requirements must be distributed as follows: eight courses from three departments, with a maximum of four from any one department. Core courses should be appropriate for juniors and seniors majoring in those departments and are not to be first-year/sophomore-level courses. They should form a coherent area of study to which the student is able to give a title (e.g., Medieval Studies, Cultural Studies, Urban Studies) and which the student is unable to get by majoring in one of the departments or already-established curricula of the College of Arts and Sciences. Because the Interdisciplinary Studies major is for those who cannot satisfy the requirements of any recognized major offered by the University, those choosing this major may not declare a second major or minor. (An exception to this policy applies to students pursuing the Interdisciplinary Studies major in Cultural Studies.)

For information about Renaissance Studies for the Interdisciplinary Studies major, consult with either Professor Masters at 230 Dey Hall or Professor Headley at 500 Hamilton Hall. For information about the Interdisciplinary Studies major in Cultural Studies, please contact the University Program in Cultural Studies in 111 Bingham Hall. For general information and all other information about this major, contact the director of interdisciplinary studies (assistant dean in advising).

With permission of the relevant professional school, one may use up to twelve hours of professional courses (e.g., in Business Administration, Journalism and Mass Communication, Public Health) in the core. This can be advantageous to students who want some concentration in these areas but who also want a degree in Arts and Sciences. Interdisciplinary Studies majors are still restricted by the College of Arts and Sciences rule that there be no more than twelve hours of professional courses in the 120 hours required for the B.A. degree.

Qualified students may pursue departmental or interdisciplinary honors through this program.

**Bachelor of Science**

Four-year programs leading to the degree of Bachelor of Science provide for specialization in a particular field, necessary instruction in related fields, including foreign language, and somewhat reduced requirements in nonscientific fields.

This degree is awarded in Applied Sciences, Biology, Chemistry, Computer Science, Environmental Science, Geology, Mathematical Decision Sciences, Mathematical Sciences, Mathematics, Physics, and Psychology. Specific junior/senior requirements for each scientific-field degree are stated in the headnote to the course descriptions of the respective department or curriculum. 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 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. Junior/senior requirements for the degree are stated in the headnote to the course descriptions of the Department of Art.

**Bachelor of Music**

The four-year program leading to the degree of Bachelor of Music emphasizes training and achievement in the performance or composition of music. Junior/senior requirements for the degree are stated in the headnote of the course descriptions of the Department 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.

**Double Majoring**

The College of Arts and Sciences will award only one bachelor’s degree to a student. (See “Academic Procedures.”) A student may double major by meeting all of the major requirements and elective distribution requirements in the two disciplines selected. In some cases it would be possible to do this in as little as 120 semester hours.

Courses that can be used for both a major in an interdisciplinary curriculum and a major in a single department may be double-counted for double majors with the following general limitation: More than half of the courses taken in each major must be exclusive to that major and not double-counted.

**Academic Minors**

The College gives official recognition to academic minors in certain departments and curricula. In addition, Arts and Sciences students may minor in Business Administration with the permission of the Kenan-Flagler Business School, in any one of eight minor tracks offered by the School of Journalism and Mass Communication, with the permission of that school, and in Information Systems, with permission of the School of Information and Library Science.

The following minors are available. Specific junior/senior requirements for each minor are stated in the headnotes to the course descriptions of the respective department, curriculum, or school.

- African Studies (African and Afro-American Studies)
- Afro-American Studies (African and Afro-American Studies)
- American Studies
- Anthropology
- Arabic (Asian Studies)
- Archaeology (Anthropology)
- Art History
- Asian Studies
- Astronomy (Physics)
- Biology
- Business (Kenan-Flagler Business School) — students must be admitted to program
- Chemistry
- Chinese (Asian Studies)
- Classical Humanities (Classics)
- Cognitive Science (Psychology)
- Comparative Literature
- Creative Writing (English) - approval required
- Dramatic Art (dramaturgy; theatrical design; theatrical production)
- English
- Environmental Science and Studies
- Exercise and Sport Sciences
- Folklore
- French (Romance Languages)
- Geography
- Geological Sciences
- Germanic Languages
- Greek (Classics)
- Hindu-Urdu (Asian Studies)
- History
- Information Systems (School of Information and Library Sciences) — students must be admitted to program
- Italian (Romance Languages)
- Japanese (Asian Studies)
- Jazz Studies (Music)
- Journalism and Mass Communication [eight tracks] — students must be admitted to program
- Latin (Classics)
- Linguistics
- Marine Sciences
- Mathematics
- Mathematical Sciences
- Medical Anthropology (Anthropology)
- Medieval Studies (Classics)
- Music History and Music Theory (Music)
- Music Performance (Music)
- Philosophy
- Physics
- Portuguese (Romance Languages)
- Public Policy
- Recreation and Leisure Studies
- Religious Studies
- Russian and East European Literature in Translation (Slavic Languages)
- Russian Language (Slavic Languages)
- Social and Economic Justice (Sociology)
- Spanish (Romance Languages)
- Urban Studies and Planning (City and Regional Planning)
- Women’s Studies
- Writing for the Screen and Stage (Interdisciplinary Studies) — approval required

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

- A student may have only one minor regardless of the student’s major degree program. Departments may exclude certain minors from being elected and completed by students majoring in these departments.
- Students pursuing a double major program may not pursue the completion of a minor.
- As a general rule, the same course may not be counted for the fulfillment of a requirement in both the major and the minor. However, courses that can be used for both a major in an interdisciplinary curriculum and a minor in a single department may be double counted with the following limitations: more than half of the courses used in the minor must be exclusive to that particular field and not part of the major.
- 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 minor departments may require that more than nine hours must be completed at the University.
- Courses in the minor department or cross-listed with the minor may not be used to satisfy Arts and Sciences perspective requirements, except for capstone or honors courses.
- If more than a single course in the minor is used to satisfy a General College perspective requirement, (an) advanced course(s) in the minor field recommended by the minor department/curriculum/school must be completed to satisfy the minor requirement. Some departments or curricula may disallow the use of courses in the minor as General College perspectives.
- A minimum of twelve hours of C (not C-) grades or higher is required in the minor unless otherwise (more than twelve hours) specified by the minor department.
- All courses in the minor department must be taken for a grade, though one exception to this rule will be allowed, as with courses in the major (i.e., one course taken before the declaration of the minor can count toward that minor).
- If students plan to pursue the completion of a minor, they are encouraged to declare their minor early in the junior year.

Currently, students may use a maximum of twelve professional school hours as electives to fulfill their Arts and Sciences semester-hour graduation requirement (120 hours plus two Physical Education Activity hours). Arts and Sciences students electing professional school minors are exempt from this rule only to the extent that the minor requires additional professional school courses.

Degrees with Honors

Programs providing an opportunity for graduation with honors for qualified students are offered in all four divisions of the college. 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 these general procedures and requirements:

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

Requirements for eligibility: in general, a minimum overall GPA of 3.200 is required for admission to honors work, though a higher average is required in some departments.

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 projects: the preparation of an honors thesis or essay; an honors research project; an independent research or reading program; 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 exam and a high GPA 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 GPA.

Degrees with Distinction

To graduate "with distinction" or "with highest distinction" one must have completed at least forty-five 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.

Dean's List

To be eligible for the Dean's List, students must meet one of the following requirements:

1. A 3.200 grade-point average with no grade lower than C if enrolled in fifteen or more hours of letter-grade credit, exclusive of physical education activities courses;

2. A 3.500 grade-point average with no grade lower than C if enrolled in at least twelve but fewer than fifteen hours of letter-grade credit, exclusive of physical education activities courses.

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

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:

1. Students who have completed at least seventy-five semester hours of graded academic course work taken at UNC-Chapel Hill with a grade-point average of at least 3.850.

2. Students who have completed at least 105 semester academic course hours (which include at least forty-five semester hours of graded academic course work taken at UNC-Chapel Hill) with a 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 and counted at UNC-Chapel Hill toward the candidate's degree. Physical activity course hours and grades shall not be
included. Grades and hours received on courses taken after the candidate has received his or her degree also 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 in No. 2 above and who have completed at least ninety 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 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.

**The James M. Johnston Center for Undergraduate Excellence**

James Leloudis, Ph.D., Director  
Randi Davenport, Ph.D., Associate 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 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 enrich undergraduate education, offers opportunities for learning outside of the traditional classroom, and creates a social context for the intellectual community that is the heart of the academy. The center hosts visits from civic and community leaders, philosophers and 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 offices of:

- The Undergraduate Honors Program  
- The Office of Burch Programs and Honors Study Abroad  
- The Office of Distinguished Scholarships  
- The Office of Undergraduate Research  
- The Robertson Scholars Program

The Johnston Center also serves as a laboratory for innovation in teaching and learning by providing access to technological facilities. 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

The Honors Program offers exceptionally well-qualified freshmen, sophomores, and juniors an opportunity to take part of their general education curriculum in special honors seminars and honors sections.

Honors seminars are special topics courses that are often interdisciplinary and emphasize new approaches to teaching. Honors seminars and honors sections of regular departmental offerings are limited in enrollment, usually to fifteen or twenty students, and are taught by regular members of the faculty. These courses emphasize critical reading, class discussion, and expository writing.

Some enrolling first-year students are invited to participate immediately in the Honors Program. Other students can, however, apply to the program during their freshman and sophomore 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 co-curricular 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 study-abroad programs (see below).

Senior departmental honors programs are offered in nearly fifty departments, curricula, and professional schools throughout the University. Generally, all students with at least a 3.2 overall grade-point average at the end of the junior year are eligible to participate. Although the programs vary somewhat from department to department, most involve the preparation of an honors thesis. Interested students should consult with the honors adviser 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.

**Burch Programs and Honors Study Abroad**

Ross Lewin, Ph.D., Director

**Honors Study Abroad:** The Honors Program offers innovative study abroad opportunities in London, Berlin, Rome, Prague, Beijing, Sydney, and Cape Town. They are, in most instances, 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 GPA.

**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 together engaged in a shared research project in the U.S. and abroad. Topics for recent and upcoming seminars include policymaking in Washington, D.C., economic and social reconstruction in the Balkans, musical performance in Eastern Europe, and astronomical study at UNC-Chapel Hill's new telescope in Chile.

**Office of Distinguished Scholarships**

George Lensing, Ph.D., Director

The Office of Distinguished Scholarships serves as an information clearinghouse for prestigious scholarship opportunities, includ-
ing the Rhodes, Marshall, and Truman scholarship programs. The office advises students on their applications, suggests interviewing strategies, and facilitates contacts with faculty mentors. The office’s Web site provides up-to-date information on scholarships for sophomores, juniors, seniors, and recent graduates.

**Office of Undergraduate Research**

Patricia J. Pukkila, Ph.D., Director

The Office of Undergraduate Research (OUR) was established in 1999 to help students learn about the expanding possibilities to undertake 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.

The OUR maintains several kinds of searchable databases, including listings of courses that introduce research methodologies, 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 research to the campus and community. There are also funding opportunities available through the OUR that provide the necessary support for students to conduct summer research, travel to professional meetings to present their work, or pay for essential research supplies.

For more information about the Office of 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., Director

In an increasingly international world, 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 application through one of the following offices that administer study abroad programs: the College of Arts and Sciences Study Abroad Office in the Porthole Building; the UNC-Chapel Hill Summer School Office, 134 East Franklin St; the Year Abroad in Sevilla Program, Room 142 Dey Hall; or the Year Abroad in Montpellier Program, Room 238 Dey Hall. More information is available in the Undergraduate Bulletin under all of these program headings and on relevant Web sites. Study Abroad credit will be awarded only to students who participate in the programs administered by these 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 of 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 Honors Program (including Burch Field Research Seminars) and by the Carolina Environmental Program, the Kenan Flagler Business School BS/BA program, and various academic departments within the College of Arts and Sciences. The Summer School Office offers a number of programs led by UNC-Chapel Hill faculty members for a summer session abroad. The Year Abroad programs in French and Spanish are designed for majors or minors in Romance Languages. Study Abroad programs are available in more than fifty different 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 must begin to plan their academic program by first arranging an advising session in the Study Abroad Office. Students may fulfill elective, language, general education, and major 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 associate dean for undergraduate curricula. The Study Abroad Office coordinates the approval process in both instances.

Students abroad remain registered at UNC-Chapel Hill. They do not lose their academic standing and are able to pre-register for courses for the semester when they will return to campus. Students may apply their usual need-based financial aid to study abroad costs, and many scholarships and additional loan programs are available to all students. Outside funding is also available, especially for students who choose to study in non-Western countries. Students may participate in programs abroad during their first, sophomore, junior, or senior year. Some programs offer graduate level courses.

The Study Abroad Office also offers approximately thirty-five exchange programs with selected universities abroad. An exchange program allows a student to pay UNC-Chapel Hill tuition and, in some instances, room and board, and to exchange places with a student from a foreign institution. Through informational meetings and individual counseling, the Study Abroad Office staff assist 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 pre-departure program during which students receive valuable information regarding safe travel, managing money abroad, credit issues, and managing homesickness. The office maintains contact with the students while they are abroad and provides a re-entry program upon their return to UNC-Chapel Hill.

**Special Programs for Undergraduates**

The Office for Student Academic Counseling

Harold Woodard, M.A., Associate Dean
Marcus Collins, M.S., Assistant Dean

The Office for Student Academic Counseling (OSAC) offers academic and personal support to all UNC-Chapel Hill students. OSAC has historically sponsored programs and activities that promote academic excellence, increase retention, and improve the campus climate for diversity among Native American and African American undergraduates. Support provided by OSAC includes the Minority Student Advisory Program, Cultural and Personal Enrichment sessions for Native American Students, the STAR Network, and the Annual Academic Achievements (3.0) Recognition Ceremony. Historically, OSAC has worked cooperatively with members of several student organizations including Black Women United, the Black Student Movement, the National Panhellenic Council, the Asian Student Association, the Carolina Hispanic Association, and the Carolina Indian Circle. Among the tribes that have been represented in the Carolina Indian Circle are the Lumbee, Cherokee, Coharie, Haliwa-Saponi, Meherrin, and
Waccamaw Siouan. An associate dean, an assistant dean, and an administrative assistant work with several research and graduate students to meet the needs of any UNC-Chapel Hill student requesting assistance. Visit OSAC's administrative offices at 210 Steele Building or its Web site at www.unc.edu/depts/osc.

**Academic Services**

Fred M. Clark, Ph.D., Associate Dean

Academic Services, programs to help students achieve academic success, consists of the Academic Support Program for Student Athletes, Learning Disabilities Services, the Learning Center, the Summer Bridge Program, the General Chemistry Resource Center, the Math Help Center, and the Writing Center. These programs provide academic support services to students from the moment they enter the University.

The College of Arts and Sciences has developed the programs to assist all students to achieve academic success. With an emphasis on students in the General College, but open to all students, the programs are intended to strengthen academic skills. Although they cover a range of academic disciplines, the programs share common goals: to be responsive to students' individual needs and to provide appropriate services so students can gain the confidence essential to their success at the University.

Academic Services is under the direction of the associate dean for academic services in the College of Arts and Sciences. The administrative office is in 211 Steele Building.

**Academic Support Program for Student Athletes**
Robert Mercer, M.Ed., Director

The Academic Support Program for Student Athletes, located in Kenan Field House, offers academic counseling and support to help student athletes successfully balance the demands of their academic and athletic schedules.

The staff provides academic counseling, a first-year transition program, proactive monitoring, study skills development workshops, a tutoring program, and career counseling services. The Athletics Center's facilities include a computer lab, a study hall equipped with study cubicles, ten small-group study rooms, a small classroom, and a 130-seat auditorium for group presentations and lectures.

**General Chemistry Resource Center**
Todd Austell, Ph.D., Coordinator

The General Chemistry Resource Center supplements class instruction for any student enrolled in Chemistry 11 (General Chemistry I) and Chemistry 21 (General Chemistry II). When the center is in session, tutors are on duty in the Dobbs Chemistry Resource Center, 225 Venable Hall, Monday through Thursday from noon to 6:00 p.m. Students may drop in to ask questions, discuss course material, and work through problems.

**Learning Center**
Martha Keever, Ph.D., Director

The Learning Center, located in Phillips Annex, 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, retention, and graduation rates. The center's programs include:

Academic Counseling, 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, guided study groups to help participants blend how to learn with what to learn; and the Peer Tutoring Program, tutorial assistance to enhance students' understanding of many subjects. Visit the Learning Center's Web site at www.unc.edu/depts/locweb.

**Learning Disabilities Services**
Jane Byron, M.A., Director

Learning Disabilities Services, located on the sixth floor of the Bank of America Building, 137 E. Franklin Street, is the University's designated service provider for UNC-Chapel Hill students with learning disabilities (LD) and attention-deficit/hyperactivity disorder (ADHD). Undergraduate and graduate/professional school students become eligible to work with LDS after their disability documentation has been reviewed by a University committee. LDS provides services and accommodations to students and serves as a campus resource to instructors and administrators. The mission of LDS is to assist students in achieving their academic potential within the regular, academically competitive University curriculum. Visit the LDS Web site at www.unc.edu/depts/lds.

**Math Help Center**
Elaine Dieter, M.S., Coordinator

The Math Help Center, located in 224 Phillips, provides additional instructional support for those students enrolled in Math 10 through 33. 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.

**Summer Bridge Program**
Fred M. Clark, Ph.D., Director

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 a mathematics 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 Summer Bridge Program's administrative offices are in 207 and 211 Steele Building.

**Writing Center**
Kimberly Abele, Ph.D., Director
Laura Merrill, Assistant Director

The Writing Center, located in Phillips Annex, offers free, one-on-one writing instruction to students, staff, and faculty. Tutors work with students in all aspects of writing including topic development, organization, style, and grammar. Individual or small-group tutorial sessions are available by appointment and through the online service. To make an appointment or access online resources, visit the Web site at www.unc.edu/dpts/wcweb.
Department of Aerospace Studies  
www.unc.edu/depts/afrotc  
(919) 962-2074

THOMAS REILLY, Chair  
Professor  
Thomas Reilly, Lieutenant Colonel, USAF.  
Assistant Professors  
Anthony Hensley, Major, USAF.  
Scott Workman, Major, USAF.

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, Air Force ROTC will continue to develop outstanding officers who will serve the nation. Air Force ROTC offers both undergraduate and graduate 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, Air Force ROTC 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. Air Force ROTC cadets learn and develop personnel management and leadership talents through hands-on experience both inside and outside of the traditional classroom setting. Anyone interested in Air Force ROTC may call the department at (919) 962-2074 or email afrotc@email.unc.edu.

The Air Force ROTC Program

Air Force ROTC offers eight semesters of academic classes. The University recognizes these classes as undergraduate elective credits. Air Force ROTC is not a major—cadets take ROTC courses in addition to the courses in their chosen major. Air Force ROTC cadets are also required to take our Leadership Laboratory (0 credit).

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 two-hour Leadership Lab meets once a week and is required for all Air Force ROTC cadets. A student may enter, or leave, Air Force ROTC 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 hour class), with a two-hour Leadership Lab (0 credit) once a week. Entry into the POC is competitive. Once accepted, a student is obligated to serve in the active duty Air Force upon graduation.

Undergraduate students may enter the program at the beginning of their freshman 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 three semesters of full-time study remaining at the University. Completion of the Air Force ROTC 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 professions requiring extended special training, as in the case of pilot, navigator, or physician.

The minimum requirement for 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, U.S. citizenship, medical qualification, passing a physical fitness test, and achieving minimum scores on the Air Force Officer's Qualification Test (AFOQT).

Guaranteed Job Placement

Completion of AFROTC guarantees cadets a job as an Air Force Officer. Starting salary is around $34,000 and increases to $53,000 after four years in the Air Force.

Scholarships and Financial Assistance

Any student may apply for a two or three year scholarship after joining Air Force ROTC. In most cases, these scholarships cover tuition, fees, and provide a tax-free allowance ($250 - $400) and a textbook allowance each semester. A wide variety of scholarships are available.

Non-scholarship students accepted into the POC may also be eligible for financial assistance with tuition, books, and fees. All POC receive the tax-free monthly allowance once qualified.

Facilities

The University has provided excellent facilities. These facilities are in the ROTC Armory (221 S. Columbia Street) diagonally across from the Carolina Inn near the center of campus. The building was completely renovated by the University in 1995-1996. Home of the Air Force, Army, and Navy ROTC programs, the Armory contains classrooms, a Drill Deck, and offices. Air Force cadre facilities include a cadre office, lounge, and newly furnished conference room/library equipped with desks, computers, and a large conference table for meetings and study groups. Air Force ROTC classes are conveniently held in the Armory.

Applied Professional Training

These summer programs are available on a competitive basis to AFROTC cadets:

Air Force Academy Freefall (AFAF)

A twelve-day parachute-training program conducted at the United States Air Force Academy, Colorado Springs, CO. The course is comprised of strenuous physical training, conditioning, ground school, and five freefall 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 ten-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 twenty-day program incorporating combat, basic aircrew, 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, CO.

**Air Force Academy Soaring (SOAR)**
A fifteen-day program designed to give cadets the opportunity to experience the basic fundamentals of flight in non-powered glider operations. Training is conducted at the United States Air Force Academy (USAFA) at Colorado Springs, CO. 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 fifteen 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 cadets have no previous flight experience.

**Army Airborne Training (AAT)**
A 24-day program comprised of strenuous physical training, conditioning, ground 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 fatigue and running shoes after strenuous exercise. Upon successful completion, cadets are awarded a basic parachutist rating. All training is conducted at Fort Benning, GA.

**British Exchange (BREX)**
A two-week program providing the opportunity for AFROTC cadets to participate in an exchange program in the United Kingdom (UK) with the Royal Air Force (RAF) University Air Squadron (UAS) summer field training programs. The UAS system is similar to the AFROTC program. Typical flying training sorties for pilot-qualified participants may include basic handling, aerobatics, formation, and/or navigation flights—based on availability of sorties at the UAS locations. Orientation rides in other RAF aircraft may also be available.

**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, TX.

**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, 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.

**Air Force ROTC Curriculum**

**General Military Course (GMC)**

**Freshman Year**
AERO 11a U.S. Air Force Today (1). An introduction to Air Force ROTC and the United States Air Force (USAF); customs and courtesies, officer opportunities, core values and communications skills. Fall. Staff.


AERO 31L 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. Fall and spring. Staff.

**Sophomore Year**
AERO 14 Air Power and Modern Warfare (HIST 63B, PWAD 64) (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. Fall. Staff of the History Department.

AERO 31L 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. Fall and spring. Staff.

**Additional GMC Courses**
*(requires department permission)*
AERO 96 Independent Study (1-3). Readings and research of topics regarding the U.S. Air Force. Fall and spring. Staff.

AERO 199 Seminar (1-3). Seminar in topics related to the U.S. Air Force. Fall and spring. Staff.

**Professional Officer Course (POC)**

**Junior Year**
AERO 57 Contemporary Leadership and Management (3). This is the first part of a two-part course concerning contemporary leadership and management. Emphasis is on 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. Fall. Staff.

AERO 65 Contemporary Leadership and Management (3). The second part of the course described above (AERO 57). Class
participation, comprehension, and written communication skills will be stressed. Spring. Staff.

AERO 71L Leadership Laboratory (0). Required for all AFROTC cadets. Fall and spring. Staff.

(Note: Students entering AFROTC as juniors complete the equivalent of the freshman and sophomore year course work at a 5-week summer field training camp, during which they are paid a salary. Travel, room, and board are provided by the Air Force.)

Senior Year

AERO 149 Defense Policy and National Security (POLI 149, PWAD 149) (3). 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. Fall. Staff of the Political Science Department.

AERO 51 The Military and Contemporary Society (3). A survey and analysis of the major issues of officership in the Air Force. Lectures and discussions will center on gaining insight into the military officer today and the near future, military law, ethics, law of armed conflict, and preparing for active duty as a Second Lieutenant. Class participation, comprehension, written, and oral communication skills will be stressed. Spring. Staff.

AERO 71L Leadership Laboratory (0). Required for all AFROTC cadets. Fall and spring. Staff.

Additional POC Courses
(requires department permission)

AERO 96 Independent Study (1-3). Readings and research of topics regarding the U.S. Air Force. Fall and spring. Staff.

AERO 199 Seminar (1-3). Seminar in topics related to the U.S. Air Force. Fall and spring. Staff.

University Required Courses

In addition to the Air Force ROTC courses, most cadets must complete the following University requirements:

A. Take PWAD 68, The Ethics of Peace, War, and Defense (PHIL 42/ POLI 68) (3).

B. Take one of the following courses:

PWAD 60 The Rhetoric of War and Peace (Comm 73) (3).
PWAD 20 World Regional Geography (Geog 20) (3).
PWAD 86 International Relations and World Politics (Poli 86) (3).
PWAD 63 History of Sea Power (Hist 63A) (3).
PWAD 80 War and Society (Anth 80) (3).
PWAD 120 Religion, Fundamentalism, and Nationalism (Reli 120) (3).
PWAD 121 Southern Africa (Afric 120) (3).
PWAD 165 Literature of Atrocity: The Gulag and the Holocaust in East European Literature (Slav 165) (3).
PWAD 167 Ethnic Conflicts in Former Yugoslavia (Slav 167) (3).
PWAD 196 Images of World War in Twentieth-Century Literature (Engl 196) (3).
PWAD 190 Violence and Religion in Literature from Epic to Novel (Roml 104, Cmpl 104) (3).
PWAD 196A Images of World War I in Twentieth-Century Literature (Engl 196A) (3).
PWAD 50 Introduction to Peace, War, and Defense (3).
PWAD 147 Contemporary Inter-American Relations (Poli 147) (3).
PWAD 153 Political Geography (Geog 153) (3).
PWAD 73 The United States in World War II (Hist 73) (3).
PWAD 76 War and American Society to 1903 (Hist 68) (3).
PWAD 77 War and American Society, Twentieth Century (Hist 69) (3).
PWAD 107 Ancient Greek Warfare (Hist 102A) (3).
PWAD 127B War and Society in Early Modern Europe (Hist 127B) (3).
PWAD 146 Revolution and Nation-Making in America, 1763-1815 (Hist 146) (3).
PWAD 84 Science, Technology, and Military Affairs (Phys 84) (3).
PWAD 138 Power, Morality, and Foreign Policy (Poli 138) (3).
PWAD 196B Images of Vietnam War in Twentieth-Century Literature (Engl 196B) (3).

Extracurricular Activities

The AFROTC experience is much more than classroom studies. Cadets participate in a wide range of activities. These include social functions including a formal dinner, fund-raising events, color guard at UNC 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 U.S. Air Force as a military organization and a professional calling. The local AAS chapter is active nationwide and Air Force ROTC cadets attend the national convention each year.

Civil Air Patrol (CAP) is an all-volunteer auxiliary to the Air Force. Locally, Air Force ROTC cadets may participate in the cadet Flight Orientation Program receiving four to eight 1-hour sorties with a certified flight instructor.

Department of African Studies and Afro-American Studies

www.unc.edu/depts/afriafam

JULIUS E. NYANG'ORO, Chair
Professors
Gerald Horne, Julius E. Nyang’oro, Bereket H. Selassie.
Associate Professors
Roberta Ann Dunbar, Perry Hall, Reginald Hildebrand, Kenneth Janken, Joseph Jordan, Michael Lambert.

The Department of African and Afro-American Studies is an interdisciplinary program leading to the A.B. 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 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 devel-
op 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.

**Major Requirements**

**General College:**

All General College perspective requirements apply. A modern foreign language is required; Swahili is encouraged for students concentrating in AFRI. Prospective majors are encouraged to include AFRI 40 and AFAM 40 or 41 in the General College program. College of Arts and Sciences:

All College of Arts and Sciences perspective requirements apply. Courses from the major department may not be used to fulfill Arts and Sciences perspective requirements. Students must earn at least eighteen hours of "C" or higher in the core courses.

**Concentration in Afro-American Studies:**

The major requires the completion of ten courses (thirty hours) including five core courses:

- AFRI 40
- AFAM 40, 41, 70
- AFRI-AFAM 174

The remaining fifteen hours should be chosen from any of the Afro-American Studies courses offered by the department, including courses cross-listed with other units. At least one of these additional courses should be numbered 100 or above. Frequently offered courses include: AFAM 54, 58, 59, 65, 66, 67, 74, 76, and 128.

**Concentration in African Studies**

**CORE COURSES**

- AFRI 40; AFAM 40 or 41; ANTH 26; POLI 59; AFRI/AFAM 174 plus one of the following:
  - HIST 38, 39, 78, 79, and 193 plus two of the following
  - AFRI 60, 61, 62, 63, 64, 65, 66, and 90 plus one of the following
  - AFRI 120, 121, 122, and 123 plus one of the following
  - AFRI 190 (permission only); ANTH 126, 155, and 160; PLAN 124;
  - ECON 163; GEOG 168; HIST 194A; POLI 126, 130; COMM 149;
  - RELI 150.

**Minor Requirements**

**Concentration in Afro-American Studies**

The undergraduate minor in Afro-American Studies requires the completion of five courses (fifteen hours) including three core courses listed below. Only one minor course may be used to fulfill a General College perspective requirement; no minor course may be used to fill an Arts and Sciences perspective requirement.

**CORE COURSES**

- AFRI 40; AFAM 40 and 41

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, such as:

- AFAM 90/ANTH 90/RELI 90
- AFAM 106/SOWO 106
- AFAM 112/JOMC 112
- AFAM 130/AFRI 130/WMST 130

**Concentration in African Studies**

The undergraduate minor in African Studies consists of fifteen hours. Students are encouraged to take AFRI 40 in General College. Only one minor course may be used to fulfill a General College perspective requirement; no minor course may be used to fill an Arts and Sciences perspective requirement.

**REQUIRED COURSE**

AFRI 40; four additional courses, selected in consultation with the African Studies adviser, two of which must be chosen from list A and one at the 100-level.

**List A**

- AFRI 60, 61, 62, 63, 64, 65, 66, 120, 121, 122, 123; AFRI/AFAM 174.

**List B**

- ANTH 26, 126; POLI 59, 126, 130; GEOG 168; HIST 38, 39, 79, 193, 194A, 194B.

**Honors in African and Afro-American Studies**

Students with an overall GPA of 3.2 at the beginning of their senior year are encouraged to apply for candidacy for the A.B. with honors. Students interested in undertaking Honors research and the writing of a thesis should consult with the undergraduate studies adviser as early as possible. Approved candidates will enroll in AFAM or AFRI 98A and 98B Honors Research I and II. These courses will count as part of the major requirement in lieu of one course to be determined in consultation with the adviser and with the approval of the chair.

**African Studies Course Descriptions**

**African Studies 40 Introduction to African Civilization (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.

**African Studies 60 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.

**African Studies 61 African Women: Changing Ideals and Realities (WMST 61) (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.

**African Studies 63 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.

**African Studies 64 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.

**African Studies 65 Political Processes and Economic Developments in Africa (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.

African Studies 68 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. Spring. Lambert.

African Studies 70 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.

African Studies 80 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. Fall. Lambert.

African Studies 90 Independent Studies (Var.). Independent study project designed particularly in conjunction with overseas study. Permission only.


African Studies 98B 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. Nyang'oro, Newbury, Dunbar.

African Studies 115 Field Research Methods in African Studies (3). Prerequisite, AFRI 40 or equivalent. 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. Spring. Lambert.

African Studies 118 Topics in African Art (ART 118) (3). Prerequisite, one course in related area. An upper-level seminar designed to investigate selected topics in narrowly defined areas of African Art.

African Studies 120 Contemporary Southern Africa (PWAD 121) (3). Prerequisite, AFRI 40 or equivalent. Study of the history, politics, and economic development of Southern Africa in the twentieth century. Nyang'oro.


African Studies 122 West Africa: Society and Economy in the Twentieth Century (3). Prerequisite, AFRI 40 or equivalent. Interdisciplinary course on twentieth-century West Africa. Topics vary but are likely to include demography and health, gender, urbanization, labor, religion and politics, and education. Dunbar.

African Studies 123 Central Africa: The Politics of Development (POLI 119) (3). Prerequisite, AFRI 40 or equivalent. 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. Newbury.

African Studies 124 North-East Africa. (3). Prerequisite, AFRI 40 or equivalent. 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. Selassie.

African Studies 130 Culture, Gender, and Participatory Development (AFAM 130, WMST 130) (4). Prerequisite, permission required. 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 2-4 hours/week of community service. Spring. Dunbar, Newbury.

African Studies 131 Practicum in African Studies (Var.). Prerequisites, AFRI 40 or comparable course and permission of the supervisor. Internship in Africa or in organization concerned with African issues. Reading and reporting requirements set by supervisor. For African Studies majors and other qualified students. Fall, spring, summer. Dunbar, Nyang'oro, Newbury.

African Studies 174 Key Issues in African and Afro-American Linkages (AFAM 174) (3). For advanced undergraduates and graduate students. This course is intended to explore theoretical and methodological issues concerning the historical linkages between African and Afro-American peoples.


African Studies 190 Independent Studies (Var.). Independent study projects defined by student and faculty adviser for advanced undergraduate and graduate students. By permission only.

Swahili 001 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. Fall.

Swahili 002 Elementary Kiswahili II (3). Prerequisite, SWAH I. Continues the introduction of essential elements of Kiswahili structure and vocabulary and aspects of African cultures. Aural comprehension, reading, speaking, and writing are stressed. Spring.

Swahili 003 Intermediate Kiswahili III (3). Third semester Kiswahili, designed to increase reading and writing skills. Introduction of literature. Aural comprehension and speaking skills stressed. Fall.

Swahili 004 Intermediate Kiswahili IV (3). Prerequisite, SWAH III. 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. Spring.
Swahili 1-2 Intensive Kiswahili 1-2 (6). The 1-2 course covers the material in the SWAH I and SWAH II sequence in a single semester. Fall, spring, and summer.

Swahili 3-4 Intensive Kiswahili 3-4 (6). Prerequisite, SWAH 1-2, or SWAH II. The 3-4 course covers the material in the SWAH III and SWAH IV in a single semester.

Afro-American Studies Course Descriptions

Afro-American Studies 9 Freshman Seminar (Education 9) (3). Small group interaction with contemporary human and race relations as focus for study and discussion. Emphasis on increasing personal and racial awareness aimed at enhancing and improving relationships between students with varied racial and ethnic backgrounds.

Afro-American Studies 40 The Black Experience (3). An interdisciplinary course designed to provide a broad survey of the black experience in the Americas with special emphasis on the sixteenth, seventeenth, and eighteenth centuries.

Afro-American Studies 41 The Black Experience (3). An interdisciplinary course designed to provide a broad survey of the black experience in the Americas with special emphasis on post-emancipation developments.

Afro-American Studies 45 African American Art Survey (ART 40) (3). An introduction to African American art and artists: their social contexts from early slavery through the twentieth century.

Afro-American Studies 54 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.

Afro-American Studies 55 Afro-American Political Philosophy (PHIL 55) (3). A philosophical examination of the writings of African Americans on slavery, race, and discrimination. Among the main figures to be studied are Martin Delany, Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Marcus Garvey, and Martin Luther King.

Afro-American Studies 58 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.

Afro-American Studies 59 Black Influences on Popular Culture (3). This course examines the influence of African American expressive culture, particularly popular music, on American mainstream culture. Hall.

Afro-American Studies 60 Junior Seminar (3). An examination of the principal historical, philosophical, and research issues underlying Afro-American Studies. Emphasis on the theoretical and methodological concerns related to the conduct of research on Afro-American peoples.

Afro-American Studies 62, 63 Foundations of Black Education (3 each). 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.

Afro-American Studies 65 Topics in Afro-American Studies (3). Intensive analysis of a selected topic related to the black experience. Topic will vary with the instructor.

Afro-American Studies 66 Black Women in America (WMST 65) (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.

Afro-American Studies 67 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.

Afro-American Studies 69 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. Fall. West. B.A.-level Western Historical perspective; Cultural Diversity requirement.

Afro-American Studies 70 Seminar in Afro-American Studies (3). An examination of the historical, philosophical, theoretical, and methodological issues underlying the field of Afro-American studies. For junior and senior AFAM majors. Major research paper required.

Afro-American Studies 71 Field Research in the Black Experience (3). Individual research and practicum. Registration by permission of the instructor.

Afro-American Studies 73 Blacks and Criminal Justice (3). An examination of the problems of black Americans as they relate directly to criminal justice.

Afro-American Studies 74 Emancipation in the New World (History 71) (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. Fall, spring. Hildebrand. B.A.-level Western Historical perspective; Cultural Diversity requirement.

Afro-American Studies 75 The Music of African Americans (3). A study of the meaning of black music, the cultural, social, and political influences that have resulted in its creation, and its functions in past and present black communities.

Afro-American Studies 76 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. Regester.

Afro-American Studies 77 Twentieth-Century African American Art (ART 73) (3). This course will focus upon the expression of African Americans in the United States in the twentieth century with some discussion of Caribbean and South American art.

Afro-American Studies 78 Black Caribbean in the United States (3). This course will look at the experiences of black Caribbean immigrants in the United States, the activities in which they participate, as well as their shifting senses of their identities. Slomuc. B.A.-level Non-Western/Comparative perspective.

Afro-American Studies 81 The African Impulse in African American Art (ART 86) (3). 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.

Afro-American Studies 85 African American Women in the Media: Identity, Politics and Resistance (WMST 85) (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, theatre and music. Berger. Fall and spring.

Afro-American Studies 88 Black Thought and Black Intellectuals in the Nineteenth and Twentieth Centuries (3). An examination of the principal intellectual trends in black life during the nineteenth and twentieth centuries as well as the life and work of the intelligentsia.

Afro-American Studies 90 African American Religious Experience (ANTH 90, RELI 90) (3). Prerequisite, at least one course in AFAM, ANTH, or RELI. 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. Hinson, Mafly-Kipp. Cultural Diversity requirement.

Afro-American Studies 91 African American Islam (RELI 91) (3). An historical examination of African-American Islam in the U.S. Explores the intellectual, cultural, social, and political roots of black Islam in addition to its diverse doctrinal, ritual, and institutional manifestations. Curtis. BA-level Non-Western/Comparative perspective, Cultural Diversity requirement.

Afro-American Studies 92 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. Fall. Hildebrand.

Afro-American Studies 94A 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.

Afro-American Studies 98A 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. Fall.

Afro-American Studies 98B 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. Spring.

Afro-American Studies 106 Racism: Implications for Human Services (SOWO 106) (3). The organizing focus for this course will be how to work with minority groups, especially African Americans. The conceptual framework will be directed toward relationship building to enhance service delivery.


Afro-American Studies 115 Minority Children: Psychological and Cognitive Development (EDFO 115) (3). An analysis of research theory and programs regarding the social and cognitive development of minority children.

Afro-American Studies 122 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. Hildebrand.


Afro-American Studies 130 Culture, Gender, and Participatory Development (AFRI 130, WMST 130) (3). See African Studies 130 description.

Afro-American Studies 150 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.

Afro-American Studies 160 The Harlem Renaissance (3). A study of the meaning, goals and strategies, and periodization of the Harlem Renaissance in order to determine whether the movement was a failure or a success.

Afro-American Studies 169 African American Women's History (HIST 169, WMST 169) (3). The course covers the history of black women in United States history from the eighteenth century to the present. It deals with such themes as work, family, community, sexuality, politics, religion, and culture. Hunter.

Afro-American Studies 174 Key Issues in African and Afro-American Linkages (AFRI 174) (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.

Afro-American Studies 178 Topics in African American Art (ART 178) (3). Prerequisite, one course in related area. An upper-level seminar for the investigation of narrowly defined areas of African American Art. Fall, spring. Harris.


Afro-American Studies 190 Independent Studies (Var.). Independent study projects defined by student and faculty adviser for advanced undergraduate and graduate students. By permission only.

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Curriculum in American Studies

www.unc.edu/depts/amerstud

JOY KASSON, Chair
Professors

Associate Professor
Rachel Willis.

Assistant Professor
Timothy Marr.

Adjunct Professors
Robert Cantwell, Peter Filene, Jon Finson, Michael Lienesch, Thomas Tweed.

Adjunct Associate Professor
Laurie Mafly-Kipp.

The Curriculum in American Studies, an undergraduate program leading to the Bachelor of Arts degree, offers students an opportunity
to examine American culture from a variety of perspectives. Works of history, literary and artistic expression, social and political analysis are studied with the aim of discovering interrelationships among different aspects of our culture.

**Bachelor of Arts with a Major in American Studies**

**Regular Concentration 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:** AMST 20, AMST 34H, AMST 35H

**Approaches:** AMST 40

**Topics** (one of the following): AMST 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 70, 76, 77, 150

**Seminar** (one of the following): AMST 80, 81, 82, 83, 84, 85

**Literature** (one of the following): AMST 56, 57, 63, ENGL 80, 81, 82, 83, 84, 85, 86, 87, 184, RELI 68

**Ideas and Traditions** (one of the following): AFAM 62, 63, 88, 150, AMST 69, ECON 135, 193, EDUC 41, JOMC 160, HIST 62, 64, 65, 68, 69, 154, 155, 157, 158, 159, 160, 161, 162, 172, 181, PHIL 55, 59, POLI 62, 65, 155, 157, RELI 71, 72, 73, 140, 148, 149, 158, WMST 75

**Expressive Arts and Popular Culture** (one of the following): AFAM 45, 59, 75, 76, 77, 178, AMST 66, 68, 150, ART 43, 73, 178, COMM 174, ENGL 146, 147, 187, 189, FOLK 188, 190, HIST 156, MUSC 44, 45, 81, 86, 135, RECR 111

**Regionalism, Transnationalism, and the Public Sphere** (one of the following): AMST 74, 78, 81, 174, AMST 59, 64, 65, 77, 94, 94L, 98, ANTH 105, COMM 173, ENGL 94A, 196B, FOLK 40, GEOG 60, 62, 154, 161, HIST 66, 67, 72B, 74, 78, 152, 153A, 163, 164, 167, 168, 171, 180, JOMC 142, POLI 46, 87, 122, 134, 136, 144, 174, SOCI 15, 168

**Ethnicity and Diversity** (one of the following): AFAM 65, 66, 67, 69, 70, 90, 92, 128, AMST 58, 70, 72A, 72C, 72E, ANTH 130, 150, ASIA 89, HIST 72B, 72D, 165, 166, 169, JOMC 112, POLI 44, 72, 73, 171, RELI 44, 45, 46, 74, 152, 155, 156

**Southern Studies Concentration**

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:** AMST 20, 34H, 35H

**Approaches:** AMST 40

**Topics** (one of the following): AMST 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 70, 76, 77, 150

**Seminar** (one of the following): AMST 80, 81, 82, 83, 84, 85

**Southern Literature and Language** (one of the following): COMM 74, ENGL 84, 87, 88

**History of the South** (one of the following): AFAM 58, HIST 72B, 148, 163, 164, 165, 166, 167, 168, 169, 170, 171

**Expressive Arts and Popular Culture of the South** (one of the following): AFAM 90, ENGL 187, 189, FOLK 188, 190, MUSC 44, 45, 86

**State and Local Culture** (one of the following): AFAM 71, AMST 94, ENGL 88B, GEOG 62, HIST 66, 67, POLI 134

**Southern Society** (one of the following): AFAM 150, AMST 98, ANTH 105, 130, 150, FOLK 40, GEOG 161, POLI 46, 136, SOCI 15

**Native American Studies Concentration**

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

**Introduction:** AMST 20, 34H, 35H

**Approaches:** AMST 40

**Topics** (one of the following): AMST 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 70, 76, 77, 150

**Seminar** (one of the following): AMST 80, 81, 82, 83, 84, 85

**Native American Studies:** AMST 10

**Native American History** (three of the following): AMST 72A, 72C, 72E, HIST 72B, HIST 72D

**Native American Culture** (one of the following): ANTH 130, 150

**Minor in American Studies**

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

**Introduction:** AMST 20, 34H, 35H

**Approaches:** AMST 40

**Topics** (one of the following): AMST 56, 57, 58, 59, 60, 61, 62, 63, 64-65, 66, 68, 69, 70, 76, 77, 150

**Seminar** (one of the following): AMST 80, 81, 82, 83, 84, 85

**Elective** (one of the following): One AMST course above AMST 140

In addition, students are required to fulfill four of five Arts and Sciences Perspectives requirements.

**Minor in Native American Studies**

The minor in Native American Studies consists of five courses.

AMST 10/HIST 10: Introduction to the Cultures and Histories of Native North America is required.

Students should select four additional courses from those currently available:

AMST 72A/HIST 72A: Native America: The East

AMST 72C/HIST 72C: Native America: The West

AMST 72E/HIST 72E: Native America in the Twentieth Century

AMST 70: Native Americans in Film

ANTH 130: Native North American Cultures

ANTH 150: Archaeology of North American Indians

ART 81-006: Native American Contemporary Art

HIST 72B: History of the Native Americans of the Southeast

HIST 151A/WMST 151A: Ethnohistory of Native American Women

In addition, students are required to fulfill four of five Arts and Sciences Perspective requirements.
Course Descriptions
6 Freshman Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

10 Introduction to the Cultures and Histories of Native North America (3). An interdisciplinary introduction to Native American history and studies. The courses use history, literature, art, and cultural studies to study the Native American experience. Cultural Diversity requirement.

20 The Emergence of Modern America (3). Interdisciplinary examination of two centuries of American culture focusing on moments of change and transformation. Lecture and discussion. Fall and spring. J. S. Kasin. A&S Western Historical perspective.

34H Defining America (3). An interdisciplinary course for junior-senior honors students that considers what it has meant to be "American" from colonial times to 1865. Fall. A&S Aesthetic, Western Historical, or Philosophical perspective.

35H Defining America (3). An interdisciplinary course for junior-senior honors students that considers what it has meant to be "American" during the period 1866 to present. Spring. A&S Aesthetic, Western Historical, or Philosophical perspective.

40 Approaches to American Studies (3). A study of interdisciplinary methods and the concept of American Studies. Fall and spring. A&S Western Historical perspective.

56 The Fifties: Voices of A Complex Decade (3). The decade of the 1950s through literature, politics, and mass culture. Focus on themes such as conformity, consumerism, McCarthyism, and family, with an emphasis on critical voices and watershed events. Fall, spring, summer. Cantwell. A&S Aesthetic/Literature perspective.


58 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. Marr. A&S Western Historical perspective.

59 Tobacco and America (3). Explores the significance of tobacco from Native American ceremony to the Southern economy by focusing on changing attitudes towards land use, leisure, social style, public health, litigation, and global capitalism. Marr. A&S Western Historical perspective.

60 American Studies Junior Seminar (3). Special topics in American Studies.

63 American Studies Junior Seminar Aesthetic Perspective (3). Topics in arts and literature in American Studies. A&S Aesthetic perspective.

64 Access to Work in America (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. Willis. A&S Social Science perspective.


66 The Folk Revival: The Singing Left in Mid-Twentieth-Century America (3). Maps the evolving political and cultural landscape of mid-twentieth century America through the lens of the Folk Music Revival, from the 1920s to its alliance with Civil Rights and Anti-War movements of the 1960s. Cantwell. A&S Aesthetic/Fine Arts perspective.

68 American Media and American Culture (3). Examines American film and television production, texts, and reception as instances of American culture. The particular time period, genre, media form, audience, and set of cultural issues may change from year to year. Allen. A&S Aesthetic/Fine Arts perspective.

69 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. Marr. A&S Western History perspective.

70 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. Green. A&S Western Historical perspective, Cultural Diversity requirement.

72A Native American History: The East (HIST 72A) (3). Covers the histories of American Indians east of the Mississippi River and before 1840. The approach is ethnohistorical. Green. A&S Western Historical perspective.

72C Native American History: The West (HIST 72C) (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 nineteenth century. Green. A&S Western Historical perspective and Cultural Diversity requirement.

72D Native American Tribal Studies (ANTH 72D, HIST 72D) (3). This course introduces students to a tribally specific body of knowledge. The tribal focus of the course and the instructor changes from term to term. Perdue, Green. A&S Non-Western/Comparative perspective, Cultural Diversity requirement.

72E Native America in the Twentieth Century (HIST 72E) (3). This course deals with the political, economic, social, and cultural issues important to twentieth-century Native Americans as they attempt to preserve tribalism in the modern world. Green. A&S Western Historical perspective and Cultural Diversity requirement.

76 Nature Writing (3). Journey into the tradition of nature writing in America. Course will consider the historical, philosophical, and cultural backdrop for the practice of nature writing in America. Students will read several classic prose works in the tradition. Stott. A&S Aesthetic/Fine Arts perspective.

77 Nationhood and National Identity (3). How is a nation more than a state? How do rituals, symbols, memorials, and celebrations help to create national identity? What is patriotism?

80 American Studies Senior Seminar (3). Studies of American topics from a broad cultural perspective. Fall and spring.

81 Health and Illness in American Life (3). How ordinary citizens, health professionals, and policy makers have viewed and responded to predictable life events (birth, childhood, aging, death) and to disease, health care, and pursuit of health. Madison. A&S Western Historical perspective.

82 Images of the American Landscape (3). Explores literary, artistic, touristic, and commercial representations of the American landscape: natural wonders to strip malls and theme parks. Cantwell. A&S Aesthetic/Fine Arts perspective.

83 Seeing America: Visual Culture and American Studies (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. Fall, spring, summer. Kasson. A&S Aesthetic/Fine Arts perspective.

84 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. Marr. A&S Western Historical perspective.


90, 91 Honors in American Studies (3 each). 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. Fall and spring.

94 The University in American Life: The University of North Carolina (3). This capstone course is for juniors and seniors and is multifaceted in its inquiry into the role of the University in American life. UNC used as the case study. Fall. Willis.

94L The University in American Life: The University of North Carolina Laboratory (1). Pre- or corequisite, AMST 94. Field laboratory explores UNC campus sites and Triangle-area universities. One four-hour laboratory a week.

96 Independent Study in American Studies (3). Permission of the chair required. Directed reading under supervision of a faculty member. Fall and spring.

98 Service Learning in America (3). Explores history and theory of voluntarism and service learning in America. Includes a weekly academic seminar and placement in a service learning project. Fall, spring. Willis.

99 Internship (Var.). Permission of instructor required.

150 Advanced Seminar in American Studies (3). Examines American civilization by studying social and cultural history, criticism, art, architecture, music, film, popular pastimes and amusements, among other possible topics. Taught by Lehman-Brady visiting professor. Graduate students and upper-level undergraduates.

Department of Anthropology

www.unc.edu/depts/anthro

JUDITH FARQUHAR, Chair

Professors

Associate Professors
Robert E. Daniels, Marisol de la Cadena, Glenn D. Hinson, Dale L. Hutchinson, C. Margaret Scarry, Margaret J. Wiener.

Assistant Professors
Brian Billman, Valerie L. Lambert, Peter Redfield, Patricia Savin, Karla Slocum, Silvia Tomaskova, Christopher Nelson.

Adjunct Professors
R. P. Stephen Davis, Sue E. Estroff.

Adjunct Associate Professors
Lorraine Aragon, Michael C. Lambert, Debra G. Skinner.

Adjunct Assistant Professors
William S. Lachicotte Jr., Barry Saunders.

Adjunct Research Assistant Professors
Brett Riggs.

Visiting Research Assistant Professors
Karaleah Reichart.

Research Professors
M. Jean Black.

Research Associate Professors

Research Assistant Professors
Nila Chatterjee, Sandy Smith-Nonini, Laurie C. Steponaitis.

Lecturer
Jennifer Rioux.

Visiting Professor
Robert I. Levy.

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 fieldwork 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 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: (a) 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; (b) cultivating the capacities needed to interpret the widely differing cultural and meaning systems of our world; and (c) 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 and abilities 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 occupation and professions, including but not limited to professional anthropology.

**The Anthropology Department**

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: (a) Evolution and Ecology, which examines the evolution of humans and related species, and human adaptations to the environment, in all their variability; (b) the Anthropology of Meaning, which seeks to interpret the meanings and symbols of cultures; and (c) 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.

**Undergraduate Major**

The anthropology major requires nine courses—Anthropology 97 and twenty-four other credit hours in Anthropology. Anthropology 97, "Directions in Anthropology," serves as the majors' core course; it offers an integrative perspective on the theories and history of anthropology, and explores what it means to be an anthropologist. Most majors take Anthropology 97 in their junior year.

The eight remaining three-hour courses must satisfy the following requirements:

- At least one must be chosen from each of the three concentrations; no more than three can be numbered below 90; and no more than nine hours of field-oriented coursework (Anthropology 93, 99F, 151, 153 or 161) can be counted towards the major.

- Students must earn a grade of "C" or higher in six of the nine courses to fulfill the major requirements.

The department recommends that majors enroll in some field-oriented coursework, such as Anthropology 93 (Internship in Anthropology), 99F (Special Projects), 151 (Field School in Archaeology), 153 (Field School in South American Archaeology), or 161 (Field School in Contemporary African Culture), or in Study Abroad coursework.

The anthropology major must meet all perspectives, electives, and other requirements in the College of Arts and Sciences. To ensure this, each anthropology major should consult with his or her adviser in the College of Arts and Sciences office in Steele Building at least once each semester.

Students interested in choosing anthropology as a major or minor should visit the department's Web site at www.unc.edu/depts/anthro and click on the link for the undergraduate program. It would also be beneficial to consult with the director of undergraduate studies.

**Courses by Concentration in the Department**

**Evolution and Ecology Concentration:** ANTH 100, 102, 110, 111, 111A, 111B, 111C, 112, 114, 115, 116, 117, 119, 131, 139, 150, 151, 152, 153, 156, 158, 159, 160

**Meaning Concentration:** ANTH 90, 105, 121, 123, 125, 128, 129, 130, 132, 134, 135, 136, 137, 138, 141, 142, 145, 146, 154, 163, 166, 167, 169, 170, 171, 173, 174, 179, 184, 185, 188, 192, 195, 196

**Social Systems Concentration:** ANTH 100, 119, 120, 122, 124, 127, 129, 130, 131, 132, 133, 136, 137, 140, 141, 145, 147, 148, 150, 149, 154, 155, 156, 157, 158, 159, 161, 162, 164, 165, 166, 167, 168, 170, 177, 178, 182, 185, 186

Please note that this list is subject to revision each semester. Other 100-level courses that are being offered for the first time or Anthropology 199 (one-time only "Special Topics" courses) may be designated by the director of undergraduate studies as satisfying one of these concentrations requirements. These designations will be circulated to undergraduate majors as early as possible but not later than two weeks prior to the preregistration period for the semester in question.

**Undergraduate Minor 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 90; at least one course must come from each of the three concentrations. No more than one course can be used to fulfill the General College Perspectives requirements. Students must have a grade of "C" or higher 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.

**Undergraduate Minor in Archaeology**

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 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. At least one of the courses used to fulfill the minor's requirements must be numbered 90 or above.

Core Courses (choose two, no more than one of which is a field school): Anthropology 110, 153, Classical Archaeology 111, 153; Comparative Studies (choose one): Anthropology 21, 45, 48, 100, 112, 156, 168, Classical Archaeology 20, 33, 34A, Honors 36; Area-Studies Courses (choose one): Anthropology 131, 150, 159, Classical Archaeology 006, 41, 47, 48, 49, 50, 75, 77, 78, 79, 95, 149A, 149B, 182, 188, 189, 190, 191, 192, 193, 194, 195, 196, 198, Religious Studies 28; Topical Courses (choose one): Anthropology 43, 52, 102, 111, 111A, 111B, 111C, 114, 116, 152, 155, 156, 158, 160, Classical Archaeology 006, Religious Studies 111.

**Undergraduate Minor 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: Anthropology 47, 114, 115, 119, 123, 141, 166, 170, and 173. No more than one course can be used to fulfill the General College Perspectives requirements. Students must have a grade of "C" or higher 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. It is recommended that a student planning on a minor in anthropology so inform the director of undergraduate studies in the department.

Double Majors
Students may double major in anthropology and some other field. Students enrolling in anthropology as a second major should inform the director of undergraduate studies in the department.

Honors in Anthropology
Students with an overall grade average of 3.2 or higher are encouraged 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 Anthropology 95 and 96 in two consecutive semesters. These courses provide candidates with the opportunity to pursue original research for the thesis. Anthropology 95 and 96 are "controlled enrollment courses," which means that the student cannot register for them through CAROLINE, but 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 adviser by the end of their junior year, and apply for financial aid for their thesis projects.

Candidates who complete and successfully defend a thesis before a committee consisting of their adviser and two readers may graduate with honors or highest honors. The awarding of highest honors for theses written in the department is extremely rare, and reserved for those very few and rare 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.

Independent Research, Internships, and Field Schools
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 Anthropology 93, 99, 99F, 151, 153, or 161.

Anthropology 93 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. Anthropology 93 is a "controlled enrollment" course for which the student cannot register through CAROLINE; 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 Anthropology 93.

Anthropology 99 provides anthropology students the opportunity to engage in independent study, and Anthropology 99F the opportunity to engage in field research, under the mentoring of a specific faculty member. Variable credit may be obtained for these courses, although three units are usually expected. Anthropology 99 and 99F require the permission of the faculty member under whom the student wishes to conduct research prior to the semester in which Anthropology 99 or 99F are taken. Both are controlled enrollment courses for which the student cannot register through CAROLINE, but only through the director of undergraduate studies in the department. In general, this course should only be taken by students with some prior coursework in anthropology or a related social science.

Anthropology 151, 153, and 161 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 (Anthropology 93, 99F, 151, 153 or 161) 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, intensive language training, as well as excellent course work in anthropology. By consulting with their departmental advisers as well as with UNC'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 UNC's Study Abroad Office. Students may wish to consult the Summer School about its Study Abroad program. Some Important Information on Anthropology Courses
The basic division in undergraduate anthropology courses is between lower-division courses numbered below 90 in the General College and upper-division courses numbered between 100 and 199 in the College of Arts and Sciences. Sophomores should not hesitate to take courses numbered 100 to 199 because of fears of their difficulty, but may wish to consult with the instructor before enrolling. Among anthropology courses numbered from 100 to 199, higher-numbered courses are not necessarily more difficult than those with lower numbers.

The Anthropology Web site has a section specifically for undergraduates that contains detailed information for majors regarding major requirements, honors study, advice on anthropology career tracks, internships, and field schools. Find it at www.unc.edu/depts/anthro and click on the link for the undergraduate program. The site is also a good source for general information about the department.

Course Descriptions
6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.
10 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. Staff. GC Social Science perspective, Cultural Diversity requirement.

20 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. Farquhar. GC Non-Western/Comparative perspective.

21 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. Spring. Steponaitis. GC Social Science perspective.

23 Habitat and Humanity (3). Cross-cultural survey of types of residential architecture, including prehistoric dwellings, and sacred structures such as shrines and temples. Emphasis on architecture as symbolic form and cultural meaning. Johnson. GC Aesthetic perspective.

26 The Peoples of Africa (3). Introductory ethnographic survey emphasizing cultural diversity of indigenous societies. Basic concepts used in analyzing African economics, political systems, marriage patterns and family organization, religious beliefs, etc. Daniels. GC/B.A.-level Non-Western Comparative perspective, Cultural Diversity requirement.

30 Anthropology of the Caribbean (FOLK 133) (3). Theories and examples of how Caribbean people of different status live, act, and see themselves within various cultural, social, economic, and political events, and activities across time. Attention also to North American views of the Caribbean. Spring. Slocum. B.A.-level Non-Western Comparative perspective.

40 Southern Style, Southern Culture (Folklore 40) (4). An anthropological journey into the worlds of Southern meaning, exploring the linked realms of aesthetics, faith, class, gender, and the politics of culture. An introduction to anthropology, with fieldwork required. Hinson. GC Social Science perspective, Cultural Diversity requirement.

42 Local Cultures, Global Forces (3). Explores connections between local cultural expressions and global forces as both change over time. Particular attention to role of colonial domination in the creation of contemporary cultures and societies. Wiener, de la Cadena. B.A.-level Non-Western Comparative perspective, Cultural Diversity requirement.

43 Human Evolution and Adaptation (3). Ideas used in reconstructing human evolution and analyzing contemporary human variation. The course includes paleoanthropology and analogies from animal behavior, but emphasizes human biological and biocultural adaptation to diverse environments. Leslie. GC Natural Science perspective (no lab).

44 Anthropology and Social Problems (3). Contemporary dilemmas examined from a cross-cultural view, including racism, environment, population, war, gender restrictions, and hunger and affluence. Lutz. GC Social Science perspective, Cultural Diversity requirement.

45 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. Fall. Billman, Scarry, Steponaitis. Social Science perspective.

46 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. Evens. GC Philosophical perspective.

47 Comparative Healing Systems (3). Explores the relationship between health, ecology, and culture, and studies the many ways of healing, using examples from several different cultures. Finkler. GC Non-Western/Comparative perspective.


49 Introduction to Cultural Anthropology (3). An introduction to Non-Western cultures studied by anthropologists. Focuses on the cultural and social systems of three different cultures. Intertwined is a critical questioning of the notion of culture. Holland. GC Social Science perspective, Cultural Diversity requirement.

50 Anthropology of Globalization (3). Explores different approaches to globalization and studies inequalities in power between nation-states, racial and ethnic groups, classes, and locales undergoing it. Uses ethnographic materials to examine how gender, family, and work are affected by transnational migrations. Nonini. GC Non-Western/Comparative perspective, Cultural Diversity requirement.

51 Anthropological Perspectives on Food and Culture (3). Anthropological perspective on foodways. Examines the biological basis of dietary patterns as well as the cultural contexts of food production, preparation, presentation, and consumption. Scarry. GC Social Science perspective.

52 The Past in the Present (3). Who needs the past? Introduction to the methods of historical archaeology and exploration of surprising extent to which the remote past has been used to shape definitions of nationality, race, gender, and class, and continues to figure in current affairs. Spring. GC Social Science perspective.

55 Introduction to the Civilization of India, Pakistan, and Bangladesh (ASIA 55) (3). The course reviews urban and rural ways of life and the transformation of culture following British rule. Islam, Buddhism, caste, family life, and values are examined as well as several ways of life and problems besetting the countries as they pursue national goals. Staff. GC Non-Western/Comparative perspective; A&S Non-Western/Comparative perspective.

58 Anthropology of Race Relations (3). Introduction to the anthropology of race and race relations. Focuses on anthropological critiques of racism; theories of racial formation; race relations in historic and Comparative perspective; contemporary issues in race relations. Nonini, de la Cadena. GC Cultural Diversity requirement.
62 Population Anthropology (3). Interactions among culture, biology, environment, and human population dynamics, past and present. Includes changing influences on reproduction, migration, and mortality; social and biological consequences of population size, growth, and composition. Leslie. GC Social Science perspective.

72D Native American Tribal Studies (AMST 72D, HIST 72D) (3). This course introduces students to a tribally specific body of knowledge. The tribal focus of the course and the instructor changes from term to term. Perdue, Green. A&S Non-Western/Comparative perspective, Cultural Diversity requirement.

73 Native Languages of the Americas (LING 73) (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. Fall, spring. Crowhurst. A&S Social Science perspective and Cultural Diversity requirement.

77 Global Issues in the Twentieth Century (HIST 51, INTS 77, GEOG 77, POLI 84) (3). Survey of international social, political, and cultural patterns in selected societies of Africa, Asia, America, and Europe, stressing comparative analysis of twentieth-century conflicts and changes in different historical contexts.

78 Women in Science (WMST 78) (3). A survey of women's participation in scientific fields and knowledge production through history in various cultures around the world. A discussion of the nature of science, women's exclusion, and strategies used to change or subvert the system. Fall and spring. Tomaskova. A&S Social Science perspective.

80 War and Society (Peace, War, and Defense 80) (3). Cross-cultural perspectives on war in its relation to society, including Western and non-Western examples. Surveys political, economic, cultural, and feminist approaches to war and war preparation. Lutz. GC Non-Western/Comparative perspective, Cultural Diversity requirement; A&S Social Science perspective, Non-Western/Comparative perspective.

82 Anthropological Perspectives on Cultural Diversity (3). Introduction to new theories of cultural difference that include power, discourses, and identity (e.g., race, ethnicity, gender) emphasizing ethnographic and other anthropological approaches. Encourages students to examine how ideas of difference shape how we act, think, and imagine as members of diverse cultures. GC Cultural Diversity requirement; A&S Social Science perspective.

84 Language and Power (Linguistics 72, Women's Studies 71) (3). See Linguistics 72.

85 Practices in Cultural Studies (3). This course focuses on debates in the field of cultural studies. It introduces methods of analysis of cultural phenomena, set in cross-cultural and social context. Students will conduct original research, usually through some ethnographic methodology. Spring. Lutz, Holland, Farquhar, Nonini.

86A UNITAS (3). The first of a two-semester course that explores issues of social and cultural diversity. Students must be residents of UNITAS dorm. UNITAS includes service learning and classroom components. Fall, spring. Offered as a section of Special Studies 91P. Cultural Diversity requirement.

86B UNITAS (3). The second of a two-semester course that explores issues of social and cultural diversity. Students must be residents of UNITAS dorm. UNITAS includes service learning and classroom components. Fall, spring.

90 African American Religious Experience (Religion 90, Afro-American Studies 90, Folklore 90) (3). Prerequisite, students must have taken at least one course in APAM, ANTH, or Religious Studies. Introduction to the diversity of African American beliefs, experiences, and expressions from the colonial era to the present. Exploration will be historical and thematic. Hinson, Maffly-Kipp. GC Cultural Diversity requirement.

92 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. Fall. Hildebrand. Cultural Diversity requirement.

93 Internship in Anthropology (Var.). Prerequisite, permission of instructor and director of undergraduate studies. Internship with anthropological component in an outside organization. Staff.

95 Honors Project (3). Open only to honors candidates. Permission of instructor is required. Data collection, analysis, and interpretation for independent research project, and work on preliminary draft, for the honors thesis. Staff.

96 Honors Thesis (3). Open only to senior honors candidates. Instructor's permission required. Writing of honors thesis based on independent research, under the direction of a faculty member of the department. Staff.

97 Directions in Anthropology (3). Open only to and required of anthropology majors in the junior year. Directions in the discipline and profession of anthropology as reflected in research issues and in academic and nonacademic roles for anthropologists. Staff.

99 Special Study Projects (Var.). Prerequisite, permission of instructor. Reading or study under the guidance of a faculty member whose interests coincide with those of the individual student. Staff.

99F Fieldwork Projects (Var.). Prerequisite, permission of instructor. Fieldwork research under the guidance of a faculty member whose interests coincide with those of the individual student. Staff.

100 World Prehistory (3). A course designed to provide anthropology majors and other students of comparable social science or humanities background with an understanding of the global scale archaeology of the human species. B.A.-level Non-Western Comparative perspective, Cultural Diversity requirement.

102 Archaeological Geology (Geology 102) (3). Prerequisite, permission of the instructor. Archaeological geology is the application of geological principles and techniques to the solution of archaeological problems. Geological processes and deposits pertinent to archaeological sites, geological framework of archaeology in the southeastern United States, and techniques of archaeological geology and site analysis are studied. Students make field trips to three or more sites in the Southeast and write required reports on geological aspects of the sites. Three lecture hours a week. Fall. Staff.

105 Anthropology of the South (3). Anthropological materials and insights bearing on modernization and other current trends in southern culture; research problems in the South. Peacock.

110 Principles of Archaeology (3). An examination of archaeology as a set of techniques and a subfield of anthropology, including history of archaeology, survey and excavation techniques, laborato-
ries' treatment of remains, archaeological analysis, historical and processual inference. Scarry.

111 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, fauna, botanical remains, and human remains. Spring. Billman, Scarry. A&S Social Science perspective.

111A Laboratory Methods in Archaeobotany (3). Prerequisite, any course in archaeology or permission of instructor. An examination of the laboratory techniques and interpretive frameworks used by archaeologists to analyze plant remains recovered from archaeological sites. Fall. Scarry.

111B Zooarchaeology (3). Prerequisite, archaeology course or permission of instructor. Introduction to laboratory methods, analytical approaches, and interpretive frameworks for the anthropological study of animal remains from archaeological sites.

111C Laboratory Methods: Lithic Seminar (3). This seminar is designed to introduce students to the method of analyzing stone tools. The class will explore the relationship between people and nature, and people and technology in prehistory. The emphasis of the seminar will be on stone tool research and experimental practice. The class will examine how archaeological data can be used to investigate questions about 1) prehistoric subsistence strategies, 2) social uses of technology, 3) interactions of social groups in obtaining and exchanging raw materials, and 4) gender and technology. The class will also work on a virtual dig and analyze stone artifacts recovered in this project.


114 Human Osteology (4). Lectures and laboratory sessions will be devoted to an extensive examination of the human skeleton. Emphasis will be on analysis of skeletal material in the field and in the laboratory. Staff.


116 Bioarchaeology (3). Study of human remains from archaeological settings. How human remains inform our understanding of life history, both at the individual and population levels. Focus is placed on the relationship between biology, culture, and behavior. Fall, spring.

117 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. Relevance and limitations of these theories for anthropologists will be focal. A&S Social Science perspective.

119 Global Health (INTS 119) (3). This class explores some of the historical, biological, economic, medical, and social issues surrounding globalization and health consequences. Fall. A&S Social Science perspective.

120 Anthropology of Development (INTS 120) (3). Introduction to critical analysis of Third World development by examining the various ways in which "development" has been understood from the 1950s to the present. The relation among modernity, globalization, and post-development. Fall. Staff.

121 Culture and Personality (3). Systems theory is used to conceptualize the relationship between cultural patterns and individual minds. Functional, dysfunctional, and therapeutic processes are examined in examples from Africa, Asia, Europe, and Native America. Daniels. B.A.-level Social Science perspective, Cultural Diversity requirement.

122 Anthropology and Human Rights (3). This course examines human rights issues from an anthropological perspective, addressing the historical formation of rights, their cross-cultural contest and the emergence of humanitarian organizations. Spring. Redfield. A&S Social Science perspective.

123 Magic, Ritual, and Belief (Folklore 123) (3). An intensive, intellectual examination of key anthropological theories of magico-religious thought and practice. Starting with the nineteenth century, the course discusses major anthropological approaches to understanding magico-religious thought and practice, and proceeds to offer an approach of its own. By permission of instructor. Spring. Evens. GC Cultural Diversity requirement; A&S Philosophical perspective.

124 Law, Culture, and Society (3). Law and legal mechanisms in their cultural and social contexts. Historical and contemporary problems of "law and development" will be analyzed. Staff.

125 Emotions and Society (3). Survey of relationship between emotional experience and social life, especially including gender relations. Emotions as learned, culturally variable understandings and behaviors. Lutz. B.A.-level Social Science perspective.

127 Aboriginal Cultures of Mexico and Central America (Folklore 127) (3). The development of Indian cultures of Middle America; culminating in such civilizations as the Aztec and Maya; archaeological and ethnohistorical data synthesized. Staff.


129 Culture and Power in Southeast Asia (Asian Studies 129, Folklore 129) (3). The formation and transformation of worldviews, identities, and expressive forms in southeast Asia over time, including the impact of global/national interests. Sources include translations of texts. Special focus on insular Southeast Asia. Peacock, Nonini, Wiener. B.A.-level Non-Western Comparative perspective.

130 American Indian Societies (Folklore 130) (3). A broad survey of contemporary American Indian societies and cultures. Film, autobiography, literature, current issues, archaeological evidence and history help expose the multiple perspectives that characterize American Indian life today. Lambert. A&S Non-Western/Comparative perspective, Social Sciences perspective, Cultural Diversity requirement.

131 Archaeology of South America (3). The development of native South American cultures according to archaeological and early ethnohistorical records. Billman.

132 Latin American Cultures (Folklore 132) (3). Explores four important aspects of Latin American life from historical and contemporary perspectives. These are economic and ethnic relations,
gender, health, and religious beliefs and practices. Emphasizes comparison with United States. Finkler, de la Cadena. B.A.-level Non-Western Comparative perspective, Cultural Diversity requirement.


135 Consciousness and Symbols (Folklore 135, Comparative Literature 135) (3). Symbolizing as exemplified in the arts, religions, languages, and culture. Emphasis is on the relation of symbolizing to society and psychology, as analyzed by classical theorists such as Durkheim, Weber, Jung, and others more recent. Peacock. B.A.-level Philosophical perspective.

136 Collaborative Visual Ethnographic Projects (ART 145) (3). Prerequisites, ART 09 and one intermediate class. Explores conceptual and practical strategies of examining, articulating, and representing subjects. Through collaboration students experience the dynamic nexus of anthropology, ethnography, theoretical analysis, photography, international cultural issues, and historical issues. A&S Aesthetic/Fine Arts perspective.

137 Gender and Performance (FOLK 137) (3). Examines the cultural constitution of gender identity by the gender-specific assignment of artistic forms and performance roles in various parts of the world. Spring. Sawin.

138 Religion, Nature, and Environment (RELI 130) (3). A seminar on concepts of nature within religions and a variety of worldwide spiritual traditions. Emphasis on sacred space, place, and pilgrimage as a vital intersection of religion and nature. Fall. Johnson.

139 Environmental Anthropology (3). Analyzes processes through which human actors in a variety of geographic settings and social contexts define nature, the environment, and relationships with the material world, and use power to impose their definitions on others. Staff. B.A.-level Social Science perspective.

140 Gender and Culture (Women's Studies 140) (3). Cross-cultural perspectives on the social uses of gender distinctions. Focus on women's lives outside the U.S. and Europe. Comparison with students' social context. Lutz. GC Cultural Diversity requirement; A&S Social Science perspective.

141 The Anthropology of Gender, Health, and Illness (3). This course will explore the social and cultural patterns and practices that differentially influence health and illness among women and men. Finkler. GC Cultural Diversity requirement; A&S Social Science perspective.

142 Religion and Anthropology (Folklore 142, Religious Studies 142) (3). Religion studied anthropologically as a cultural, social, and psychological phenomenon in the works of classical and contemporary social thought. Tyson, Peacock. GC Cultural Diversity requirement; A&S Social Science perspective.

143, 144 Field Training in Anthropology (3 each). Instructor's permission required. Supervised, on-site data collection and analysis. Students develop background knowledge and select research topic before leaving campus. Staff.

145 Politics of Culture in China (Asian Studies 145) (3). This course examines struggles to define culture and the nation in twentieth-century China, comparing processes of cultural production with the politics of culture in the United States. Spring. Farquhar. A&S Non-Western/Comparative perspective, Cultural Diversity requirement.

146 Introduction to Folklore (Folklore 146) (3). See Folklore 146 for description. Staff.


148 Anthropology and Public Interest (3). Explores ways that anthropological theory and method can be used to impact or participate in policy debates regarding contemporary social problems. Considers professional and internship options in public service fields. Fall, spring. Slocum.

149 Anthropology and Marxism (3). Examination of major writings within the Marxist critical tradition which have illuminated central problems within anthropology as theoretical discourse and discipline, and introduction to recent important research in Marxist anthropology. Nonini. A&S Philosophical perspective.

150 Archaeology of North American Indians (3). The history of American Indian cultures from 10,000 B.C. to the time of the European invasion as reconstructed by archaeological research. Special emphasis on the eastern woodlands and the Southwest. Steponaitis. GC Cultural Diversity requirement; A&S Non-Western/Comparative perspective.

151 Field School in Archaeology (6). Intensive training in archaeological field methods and techniques. Students participate in excavation, recovery, recording, and interpretation of archaeological remains; transit mapping, photography, flotation recovery, and other research procedures. Steponaitis.

152 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. Scarry.

153 Field School in South American Archaeology (6). Prerequisite, permission of instructor. Intensive course taught in Peru. Training in excavation, laboratory methods, research design, and South American archaeology. Students participate in excavation, total station transit mapping, global positioning system data collection, analysis of artifacts, and archaeological sites tours. Summer. Billman.

154 Environmental Consciousness and Action (3). Explores anthropological perspectives on environmental issues, examining especially their shaping by structures of power and privilege, discourses of the public sphere, and public (re)actions, rooted in place and social position. Fall. Holland. B.A.-level Social Science perspective.

155 Ethnohistory (Folklore 155) (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. Crumley. GC Cultural Diversity requirement.

156 Archaeology and Ethnography of Small-scale Societies (3). Archaeological and ethnographic approaches to small-scale hunter-gatherer and farming societies, including method and theo-
ry for investigating economy, ecology, social relations, ideology. Spring. Staff. B.A.-level Social Science perspective.

157 Ethnicity in Latin America (3). Through a comparative historical analysis ranging from the creation of modern Latin American nation-states to contemporary diasporas, this course focuses on the relationship between ethnicity and issues of gender, class, race, and "civilization." de la Cadena.

158 Archaeology of Sex and Gender (WMST 158) (3). Exploration of gender relations in past and gendered archaeological practice in present, including relevance of gender to general social theory in archaeology, and development of research designs addressing gender meanings and practices, childhood, identity, sexuality. Fall. Tomaskova. B.A.-level Social Science perspective.

159 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. Fall. Tomaskova. A&S Social Science perspective.

160 Historical Ecology (ENST 160) (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. Crumley.

161 Field School in Contemporary African Culture (6). Prerequisite, permission of instructor. Intensive course taught in Kenya, combining classroom study of ethnography and history with field studies in Nairobi, Central, and Rift Valley Provinces. Home stays with Kenyan families. Daniels. GC Cultural Diversity requirement; A&S Social Science perspective, Non-Western/Comparative perspective.

162 Anthropology of Space and Power (3). Investigation of the relationships between space, power, and cultural representations in modern urban life. Draws on a variety of sources to examine the cultural politics of built forms, architecture, and urban planning. Nonini. GC Cultural Diversity requirement.

163 Space as Property and the Properties of Space (3). Prerequisite, any intermediate-level art history course or permission of instructor. This course encourages students to consider the built environment in new and critical ways. To interrogate the relationships between the built environment and power, we explore representation of architecture, architectural discourse, the urban environment, gender, and social class. Fall, spring. Hills.

164 Foundations of Social Anthropology (3). Intensive study of theory in social anthropology, through use of standard ethnographic monographs on traditional societies, with emphasis on political dimension. Special attention given to the nature and problems of structural-functionalist explanation. Evans.

165 Economic Anthropology (3). A comparative exploration through ethnography and other anthropological sources of the cultural mysteries of commodities and the processes of commodification in everyday life in contemporary societies. Nonini. GC Cultural Diversity requirement; B.A.-level Social Science perspective, Cultural Diversity requirement.

166 Kinship, Reproduction, Reproductive Technology, and the New Genetics (WMST 166) (3). Course combines traditional anthropological concern with family and kinship and the meaning of women's reproduction and genetic inheritance in contemporary modern society. Debates in the field of kinship, reproductive technologies, and genetics will be examined in depth; ethical dilemmas. Spring. Pinker.

167 Urban Anthropology (3). Study of the political economy and cultural politics of spaces and landscapes in contemporary Third World and American cities as they undergo globalization, economic restructuring, and the influx of migrants. Nonini.

168 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. Crumley. B.A.-level Non-Western Comparative, Cultural Diversity requirement.

169 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 interconnectedness on the peoples of the world. de la Cadena, Wiener.

170 Medicine and Anthropology (Folklore 171) (3). An introduction to social and cultural aspects of illness and healing in a wide range of societies. Examines alternative healing systems in the U.S. Especially relevant to premedical students. Pinker, Farquhar. GC Cultural Diversity requirement; A&S Social Science perspective.

171 Sociolinguistics (Linguistics 170) (3). See Linguistics 170.

173 Anthropology of the Body and the Subject (FOLK 173) (3). Prerequisite, Anthropology 170 or permission of instructor. Anthropological and historical studies of variation in cultural constructions of bodily experience and personal subjectivity are reviewed, with special emphasis on the genesis of the modern individual and cultural approaches to gender and sexuality. Farquhar.


175 Ethnographic Method (3). Intensive study of and practice in many of the most commonly used anthropological research techniques. Staff.

176 Self and Other in the Ethnographic Encounter (3). Explores the intersubjective relationship between ethnographer and ethnographic situation, and theoretical implications for defining practice, agency, and process in social life. Course conducted through ethnographic practice and/or textual readings. Fall. Staff.

177 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. Crumley. GC Cultural Diversity requirement; A&S Western historical perspective.

178 Chinese Diaspora in the Asia Pacific (ASIA 178) (3). Examination of the histories, social organizations, and cultures of the Chinese diaspora in the Asia Pacific region, focusing on contemporary issues in the cultural politics and identities of "overseas Chinese." Nonini. A&S Non-Western/Comparative perspective.

179 Introduction to General Linguistics (Linguistics 100) (3). (See Linguistics 100 for description.) Fall and spring.

180 Linguistic Phonetics (Linguistics 120) (3). (See Linguistics 120 for description.) Fall.
181 Introduction to Comparative and Historical Linguistics (Linguistics 101) (3). (See Linguistics 101 for description.) Spring. Tsiapera.

182 Contemporary Chinese Society (ASIA 182) (3). This course draws on recent sociological and anthropological research in the Peoples Republic of China, autobiography, film, and fiction, to explore contemporary Chinese society and culture. Farquhar. A&S Non-Western/Comparative perspective.

183 Phonology I (Linguistics 123) (3). (See Linguistics 123 for description.) Spring.

184 Discourse and Dialogue in Ethnographic Research (Folklore 184, Linguistics 184) (3). The study of verbal communication as a cultural practice, especially as relevant to ethnographic research: conversational analysis, speech act theory, ethnography of speaking, dialogism, discursive construction of self and culture. Sawin.

185 Anthropology of Science (3). Cultural perspectives on science and technology in Western society, including research settings and social applications of science; relations between scientific worldview and power in social institutions and the popular imagination. Staff. B.A.-level Social Science perspective.

186 Schooling and Diversity: Anthropological Perspectives (3). Anthropological approaches to issues of schooling and cultural diversity, including their relationship to gender, race, and class. Critical review of theory and method in the study of the reproduction of these divisions. Holland. GC Cultural Diversity requirement; A&S Social Science perspective.

188 Observation and Interpretation of Religious Action (Religious Studies 288, Folklore 288) (3). Prerequisite, permission of instructor. Exercises (including field work) in learning to read the primary modes of public action in religious traditions: sermons, testimonies, rituals, prayers, etc. Primary focus on construction and interpretation of texts from field observation. Peacock.

189 Language Minority Students: Issues for Practitioners (Education 150). (See Education 150 for description.) Fall. Staff.

190 Syntax I (Linguistics 130) (3). (See Linguistics 130 for description.) Fall. Staff.

192 Pidgins and Creoles (Germanics 172, Linguistics 172) (3). Examination of the linguistic features of pidgin and Creole languages, the sociohistorical context of their development, and their import for current theoretical issues (acquisition, universals, language change). Staff.

193 Syntax II (Linguistics 133) (3). (See Linguistics 133 for description.) Spring. Staff.

195 The Interpretation of Dwellings (3.0). Theories of and methods for the study of building and landscape architecture. Field studies of residential and religious architecture and landscape. Fall. Johnson.

196 The Gardens, Shrines, and Temples of Japan (ART 192) (ASIA 196) (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. Johnson. A&S Aesthetic perspective.

197 Ethnography and Culture after Empire (3). Recent critiques of and new approaches to sociocultural anthropology, with special attention to colonialism and power; fieldwork and ethnography; making and remaking the material world and subjectivities through discourses and practices. Fall, spring. Wiener/de la Cadena.

199 Special Topics (4). Examines selected topics from an anthropological perspective. Course description is available in the departmental office. Staff.

Curriculum in Applied and Materials Sciences

www.unc.edu/depts/appl_sci

SEAN WASHBURN, Chair
Otto Zhou, Associate Chair for Graduate Studies
Stephen Quint, Associate Chair for Undergraduate Studies

Professors

Associate Professors
Dorothy Ere, Timothy Johnson, Stephen Kniisle, Jianping Lu, Nalin Parikh, Lu-Chang Qin, Stephen Quint, Richard Superfine, Alex Trophsha, Yue Wu.

Assistant Professors
Richard Goldberg, Wenbin Lin, Jeffrey Thompson, Frank Tsui, Paul Weinhold, Otto Zhou.

This curriculum is designed to prepare students for an active role in the exciting world of modern science and engineering. It is directed toward students seeking a career in the sciences but having applied interests.

Three tracks of concentration are available: Biomedical Engineering, Computer Engineering, and Materials Science. Each track leads to the degree of Bachelor of Science in Applied Science and prepares the student for entry-level industrial positions, for choices of graduate study from several fields of science or engineering, or medical school. The Materials Science track options enable the student to emphasize interests in biomaterials, electronic and optical materials, or polymeric materials. The Computer Engineering track emphasizes the analysis, design, and use of digital systems, microprocessors, and computers. The Biomedical Engineering track brings together the fields of computer technology, engineering, and biology. This is a field of great breadth ranging from medical imaging and informatics to prosthetics, medical devices, tissue engineering, to genomics and applications of signal processing and control. Students in the two engineering tracks are required to engage in at least one summer internship (for compensation) in industry or university research and complete a senior design project. This qualifies the student for a master’s degree in Biomedical Engineering with one additional year. For all tracks the first two years of study are approximately parallel to the first two years of study leading to the B.S. degree in Chemistry, Physics, Computer Science, or the mathematical sciences. Interchange of those majors is common during the General College period. Students in the curriculum are encouraged to participate in undergraduate research. The curriculum studies, like all sciences, are 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.
Common Requirements
Chemistry 11, 11L (desirably by recognition of high school chemistry), 21, 21L
Mathematics 31, 32, 33, 83*
Physics 26, 27*
English 11, 12
Foreign Language (through level 3)
General College Perspectives (seven courses spread throughout the undergraduate years)
Applied Sciences Seminar 98
Two Physical Activity courses
*Completed by the end of the sophomore year

Additional Requirements

Computer Engineering Track
Applied Sciences 98, 101, 102, 103, 104, 105, 198, 199
Biomedical Engineering 120
Computer Science 14 or 16, 114, 120, 121
Mathematics 81, 128
Physics 101, 102
Statistics 101, or 128, or Biostatistics 110
A choice of 4 Category Electives and 1 Free Elective

Biomedical Engineering Track
Applied Sciences 50, 60, 98, 101, 105, 130, 198, 199
Biology 11
Biomedical Engineering 100, 111
Computer Science 14 or 16 or Physics 61
Mathematics 128
Physics 101, 102
Biology 45, 50
Statistics 101, or 128, or Biostatistics 110
A choice of 2 Biomedical Specialty Electives and 4 Category Electives

Materials Science Track
Applied Sciences 50 or Biomedical Engineering 160
Applied Sciences 98, 99
Chemistry 41, 41L or Physics 101
Chemistry 62, 62L or Physics 102
Applied Sciences 120, 130, Chemistry 182 or Physics 160
Applied Sciences 141, 144L
Materials Sciences 101
Select 5 courses from 2 specialty categories. Select 1 from Math/Comp requirement and 5 free electives

1 Participation in undergraduate research, Applied Sciences 99, is recommended.
2 Quality performance and satisfaction of selected electives can enable a fifth-year M.S. program in Biomedical Engineering.
3 Applied Sciences 130 replaces Chemistry 181 for Applied Sciences majors.
4 Biology 62 or 63 are acceptable alternatives.

Course Descriptions

50 Introduction to Materials Science (3). Prerequisite, Chemistry 21; co- or prerequisites, Physics 27, Math 83, Chemistry 61. 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. Spring. Staff.

60 Statics (3). Prerequisites, Math 32, Physics 26. The resolution, distribution, and transfer of forces in rigid structural bodies. Fall. Staff.

97 Independent Study in Applied Sciences (Var.). Prerequisite, permission of the instructor and the chair of the curriculum. Independent study under a member of the Applied Sciences faculty. Fall, spring, summer.

98 Technical Communications Seminar (1). Students submit written synopsis of current topics in Applied Sciences which are presented by invited research scientists during the first six weeks. Students research, prepare, and give oral presentation on state-of-the-art technology in selected areas of research. These oral presentations and written reports on their research topic are critiqued. Taken once for credit preferably in the junior year. Participation in all semesters is encouraged. Fall. Staff.

99 Research in Applied Sciences for Undergraduates (3). Prerequisites, permission of the instructor and the chair of the curriculum. At least nine hours of independent work a week. May be taken repeatedly for elective credit. Work done in Applied Sciences 99 may be counted towards graduation with Honors or Highest Honors by petition to the chair of the curriculum. Further details on Applied Sciences 99 and the Honors Program are available from the curriculum office, 18-1A Venable Hall.

101 Systems and Signals (Biomedical Engineering 106) (3). Prerequisites, Physics 101 and permission of instructor. Analysis of linear systems by transform methods to networks, including stability and analysis. Survey of numerical methods for network solutions. Three lecture hours a week. Spring. Biomedical Engineering faculty.

102 Information, Modulation, Transmission, and Noise (Biomedical Engineering 107) (3). Prerequisites, Physics 101 and permission of instructor. Physics and network models of active devices. Active filter design and applications to communication systems including information theory. Three lecture hours a week and three laboratory hours a week. Spring. Biomedical Engineering faculty.

103 Digital Signal Processing I (Biomedical Engineering 121) (3). Prerequisite, Computer Science 14 or equivalent. 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. Spring. Biomedical Engineering faculty.

104 Analysis of Digital Systems (Biomedical Engineering 128) (3). Prerequisites, Physics 101, 102. Application of Boolean algebra to the analysis and synthesis of switching circuits, asynchronous and synchronous machines, programmed logic arrays, and fault-tolerant design. Fall. Biomedical Engineering faculty.

105 Linear Control Theory (Biomedical Engineering 132) (3). Prerequisite, Math 128 or equivalent. Linear control system analysis and design are presented. Frequency and time domain characteristics and stability are studied. Fall. Biomedical Engineering faculty.

120 Introduction to Polymer Chemistry (Chemistry 120) (3). Prerequisite, Chemistry 61 or 65H; prerequisites or corequisites, Chemistry 62 or 66H, 62L or 66L. Introduction to polymer chemistry; synthesis and reactions of polymers; thermodynamics and kinetics of polymerization; physical characterization of polymers; industrial uses of polymers. Spring. Organic and Physical Chemistry faculty.


123 Intermediate Polymer Chemistry (Chemistry 123, Materials Science 123) (3). Prerequisite, Applied Sciences 122. Rheology and mechanical properties of polymers; plastics, fiber, and elastomer technology. Spring. Chemistry faculty.

124L Polymer Chemistry Laboratory (Chemistry 124L) (2). See Chemistry 124L description.

130 Thermodynamics and Kinetics Applied to Solids (3). Prerequisites, Physics 27, Math 83, Applied Sciences 50. 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. Fall. Faculty.

132 Special Topics in Materials Science (Var.). Prerequisite, permission of instructor. Advanced specialty topics in material science for undergraduates. Fall, spring. Faculty.

134 Visualization in the Sciences (Computer Science 134, Physics 134) (3). Computational visualization applied in the natural sciences. For both computer science and natural science students. Available techniques and their characteristics, based on human perception, using software visualization tools.

141 Fundamentals of Materials Science (Chemistry 190) (3). Prerequisites, Applied Sciences 130 and Physics 160 or Chemistry 182. Crystal geometry; diffusion in solids; mechanical properties of solids; electrical conduction in solids, thermal properties of materials; phase equilibria. Fall. Chemistry and Physics faculty.


143 Chemistry and Physics of Surfaces (Chemistry 193, Materials Science 141) (3). Prerequisite, Applied Sciences 141. The structural and energetic nature of surface states and sites; experimental surface measurements; reactions on surfaces including bonding to surfaces and adsorption; interfaces. Spring. Chemistry and Physics faculty.


145L Materials Laboratory II (Physics 149L) (2). Prerequisite, Applied Sciences 144L. Continuation of Materials Laboratory 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. Spring. Physics faculty.

161 Biomaterials (Biomedical Engineering 112) (3). Prerequisite, Physiology 140 or equivalent. 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. Fall. Biomedical Engineering faculty.

162L Biomedical Materials Laboratory (2). Prerequisite, Applied Sciences 144L. A laboratory evaluation of fundamental or engineering properties of various biomaterials. Scientific methodology, data analysis, and technical report writing will be stressed. Spring. Biomedical Engineering faculty.

190 Visualization in the Sciences (Computer Science 290, Physics 190) (3). See Physics 190 course description.

198 Senior Design Project I (1). Conceptual prelude and preparation to APPL 199 in which the theoretical and practical knowledge acquired during the undergraduate tenure is applied to develop a solution to a real-world problem.

199 Senior Design Project II (3). Prerequisite, Applied Sciences 198. 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.

Department of Art

MARY C. STURGEON, Chair

Professors
Jaroslav T. Folda, S. Elizabeth Grabowski, Jim Hirschfield, Richard W. Kinnaird, Arthur S. Marks, Carol Mavor, Mary D. Sheroff, Mary C. Sturgeon, Dennis J. Zaborowski.

Associate Professors
Michael D. Harris, Juan Logan, Yun-Dong Nam, Mary Pardo, Elin o'Hara Slavick, Dorothy Verkerk.

Assistant Professors
Michael Cole, Pika Ghosh, Kimowan McLain, Joyce Rudinsky.

Lecturers
Jeff Whetstone, Pamela Pecchio, Rebekah Tolley.

Adjunct Faculty
North Carolina Museum of Art: Rebecca Martin Nagy, Mary Ellen Soles, David H. Steel, Dennis P. Weller.

Professors Emeriti
Robert Barnard, James Gadson, Frances H. Huemer, Sara Immervahrl, Arthur Marks, Jerry Noe, Marvin Saltzman.

Overview
The Department of Art offers four undergraduate majors: the B.A. in Art History, the B.A. in Studio Art, the B.F.A. in Studio Art, and a combined Studio/Art History degree—the B.F.A. with Emphasis in Art History. This combined degree was designed for those wishing a depth of study in both programmatic areas in the Art Department. In addition, students may pursue a minor in art history.

The department possesses outstanding facilities for the teaching of both art history and studio art in the Hanes Art Center. The build-
ing houses state-of-the-art facilities for image projection and other art history classrooms as well as classroom studios for painting, drawing, printmaking, design, photography, and electronic media. Students enrolled in studio classes have 24-hour access to these studio labs. Sculpture and ceramic sculpture are taught in the Art Lab building one mile north of campus.

Art Department resources include the Joseph C. Sloane Art Library with its collection of 80,000 volumes, which is supplemented by the University’s Academic Affairs Libraries with holdings of more than 3.5 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 site for numerous exhibitions throughout the year. The main gallery has an exhibition schedule of 12-15 shows each year, including work by professional artists, faculty, 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 Duke University Museum of Art 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, D.C. is about a four-and-a-half-hour drive. Flights to New York are relatively inexpensive from the Raleigh-Durham airport.

The department welcomes undergraduates to take its beginning courses as electives. Foundation courses in Studio Art (Art 02, 04, 05, 09, and 10) and introductory courses in Art History (20-44) do not assume previous work in high school. Some students with sufficient high school experience may be eligible for placement in the next level of in studio media classes. (Art 15, 16, 17 or 18). Students seeking placement in these studio classes or art history should see the appropriate department adviser. (See also a more specific discussion of placement under the Studio Art program description.)

Program in Art History

The undergraduate program in art history is directed toward two main educational goals: 1) to acquaint students pursuing a liberal arts degree with the historical significance, cultural diversity, and intellectual richness of human artistic traditions from prehistoric times to the present; 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 study of art history fully complements an array of disciplines in the Humanities and Social Sciences represented in the College of Arts and Sciences: History, Classics, Archaeology, Religious Studies, Anthropology, Sociology, Communication Studies and Studio Art. The ultimate goal of such an education is to help students acquire an individual perspective on their own values and beliefs, and their place in a society increasingly shaped by visual communications and technology.

Required Courses for the B.A. in Art History

Art History majors must take a total of 36 credit hours in the department, including required courses at the General College level (Art 31, 32, and one studio course—either Art 02, Art 04, or Art 10). Students should take an additional elective in art history from the introductory-level courses numbered 20-44. Freshmen and sophomores who plan to major in art history should consult with their General College adviser.

Rising juniors should meet with their College of Arts and Sciences adviser, and with the Art Department Undergraduate Adviser, Professor Mary Pardo, about their program and concentration. An art history major must take at least 24 semester hours and at most 27 semester hours of art history at the intermediate and advanced level. For the Bachelor of Arts (B.A.) degree the maximum number of semester hours of art history and studio art that can be taken is 39. Of the art history courses required for the major, at least 6 semester hours must be in courses at the intermediate level (Art 50 through 89) and 6 semester hours at the advanced level (Art 90-198). In addition, a minimum of 4 electives must be selected from art history courses at the intermediate level and above (Art 50 to Art 198). A maximum of two cross-listed courses taught by faculty outside the department will count toward the major. Students must distribute their intermediate and advanced level courses, choosing at least one course in each of the following areas: Ancient Art, Medieval Art, Renaissance/Baroque Art, Modern Art.

Note: All classical archaeology (CLAR) courses are cross-listed as art history courses.

Language Requirements: We strongly urge majors to study languages beyond the University requirement. Students planning to pursue art history at the graduate level must realize that most graduate programs in art history require an advanced reading knowledge of at least French and German, as well as other languages necessary for the student’s area of specialization.

Minor in Art History

The student who plans to minor in art history should consult with the undergraduate adviser in art history. The minor consists of five courses in art history for a total of 15.0 credit hours. Two or three courses should be selected from the beginning level (20-44) and the remainder from the intermediate or advanced level (50-198).

Restrictions: Cross-listed courses under the aegis of another department and studio courses cannot be included in the minor.

Honors in Art History

The Honors Program is open to students with a 3.2 GPA who have demonstrated overall excellence in the discipline. Honors are generally pursued in the senior year. Students enroll in the Honors course (Art 90, fall; Art 91, spring) in the Honors Office located in Steele Building. This should be done after consultation with the faculty honors adviser and the department honors adviser. For more information see the University Honors booklet and the departmental honors announcement.
Independent Study

With permission of the departmental faculty member who will supervise the project, a student may register for Art 98 (Directed Readings in Art History) for three semester hours. This may be repeated for credit.

Transfer Students

The University accepts 6 semester hours in art history from students transferring from other institutions. Transfer students must meet with the department adviser to receive additional credits. The student may transfer in not more than half of the courses for the art history major. The transfer student, however, should note that to obtain a B.A. in art history one must complete a minimum of 18 semester hours of art history in residence at the University of North Carolina at Chapel Hill or a Study Abroad program sponsored by UNC-Chapel Hill.

Study Abroad Courses

Students may be credited with a maximum of 2 courses taken abroad from non-UNC programs, dependent on approval by the Department of Art.

Graduation Requirements

For the B.A. degree in art history the student must have a "C" average (2.0) on all work taken in the University and 18 semester hours of work with the grade of "C" or better in art history. All students should consult with their adviser in the Art Department, and their adviser in Steele Building. Only Steele Building advisers will determine whether a student has met the overall requirements for graduation.

Internships

Students are encouraged to pursue internships at local, regional, or national arts institutions. Information is available about internship opportunities in the department office. In order to receive academic credit for an internship the student must arrange in advance with a department faculty member a directed study course (Art 98) that is approved by the department adviser.

Art History Courses

When looking at the course listings below, please keep the following levels in mind:

- Art history beginning-level courses numbered 20-44: no prerequisites.
- Art history intermediate-level courses numbered 50-89: prerequisite of at least one introductory art history course or permission of instructor.
- Art history advanced-level courses numbered 90-199: prerequisite of one intermediate-level art history course or permission of instructor.

Introductory Courses and Courses of General Interest

6K First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

22 Survey of Asian Art (3). An introductory survey of the visual arts of Asia, including arts of India, China and Japan. Fall, spring, summer. General College Fine Arts perspective.

30 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. Spring.

30H Honors in the History of Architecture (3). Admission by permission of the Honors dean.

31 History of Western Art I (3). Art 31 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 31 covers Ancient, Medieval, and early Renaissance periods. Fall. Verkerk.

31H Honors Section of Art 31 (3). Admission by permission of Honors dean.

32 History of Western Art II (3). Art 32 is the second semester of the two-semester survey course including Western art from the Renaissance to Modern art. Art 31 is not a prerequisite for Art 32, but all art history majors are required to take both courses. Spring. Sheriff.

32H Honors Section of Art 32 (3). Admission by permission of honors dean.

33 Ancient Survey (CLAR 33) (3). This course covers the history of ancient art as seen in historical context, discusses the Age of the Pyramids in Egypt, the tombs of the pharaohs in Thebes, the great palaces of the Mesopotamians and the Mycenaeans, the frescoes of the Minoans and the Etruscans, the development of classical art in Greece, and finishes with the arts of the Roman Empire.

34 Survey of Northern European Art (3). This is a survey of major Dutch and Flemish artists from the beginning of the fifteenth century to the last quarter of the seventeenth century. It will include such artists as Jan van Eyck, Pieter Bruegel, and Rembrandt.

35 Medieval Survey (3). Study of architecture, sculpture, and painting in early Christian, Byzantine, Pre-Romanesque, Romanesque, and Gothic Europe.

36 Renaissance Survey (3). This course surveys major developments in Italian art from about 1250 to about 1520, studying selected examples of painting, sculpture, and architecture to define the cultural role of art in this period.

37 Baroque Survey (3). Study of major figures of European art of the seventeenth century.

38 Modern Survey (3). An introduction to the visual arts of the modern period, from the mid-18th century to the present. Impressionists, symbolists, cubists are just a few of the schools of art studied.

39 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. Marks, Pardo, Folda. GC/B.A.-level Fine Arts/Aesthetic perspective.

40 African American Art Survey (AFAM 45) (3). An introduction to African American art and artists, their social contexts from early slavery through the twentieth century. Fall, spring, summer. Harris.

41 Minoans and Mycenaeans: The Archaeology of Bronze Age Greece (CLAR 41) (3). The course is a survey of the material culture of Greece, the Cyclades, and the eastern Mediterranean from the Paleolithic period (ca. 50,000 years ago) until the end of the Bronze Age (ca. 1200 B.C.). The primary focus will be the urbanized palatial centers that emerged in mainland Greece (Mycenaean) and the island of Crete (Minoan) in the second millennium B.C. Spring. Haggis.
42 Archaeology of Italy (CLAR 50) (3). See CLAR 50 for description.

43 American Art (3). From Colonial times to the present.

64 Women in the Visual Arts I (Women’s Studies 64) (3). This course analyzes the representation of women in Western Art, placing special emphasis on works by women.

80A Topics in Ancient Art History (3). Selected studies in Ancient Art that will vary as offered. Fall, spring, summer.

80B Topics in Medieval Art History (3). Selected studies in Medieval Art that will vary as offered. Fall, spring, summer.

80C Topics in Renaissance/Baroque Art History (3). Selected studies in Renaissance/Baroque Art that will vary as offered. Fall, spring, summer.

80D Topics in Modern Art History (3). Selected studies in Modern Art that will vary as offered. Fall, spring, summer.

90 Honors in Art (3). Permission of instructor: Fall.

91 Honors in Art (3). Permission of instructor: Spring.

98 Directed Readings in Art History (3). Permission of instructor.

124 Topics in South Asian Art (ASIA 124) (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of South Asian art including architecture, sculpture, and painting. Ghosh. Approved to fulfill Non-Western/Comparative perspective for ASIA 124 or Aesthetic/Fine Arts perspective for ART 124.


151 Women in the Visual Arts II (Women’s Studies 151) (3). Prerequisites, one of the following: Women in Visual Arts I, Art 32, or permission of instructor. Discussion of topics related to the representation of women in Western Art and/or women as producers of art. Sheriff.


185 The Literature of Art (3). 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.

186 Topics in the History of Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. Special topics course for particular needs not covered by the regular topics courses Art 110-119.

187 Studies in the History of Graphic Art (3). Prerequisite, any intermediate-level art history course or permission of instructor.


Courses by Field of Interest

African American Art
(see also Introductory Courses)

61 African Art (3). The class will examine topics and objects from West and Central African societies. Social, cultural, and historical conditions will be the foundation on which objects will be examined. Fall, spring. Harris. Arts and Sciences Aesthetic perspective, Cultural Diversity requirement.

73 Twentieth-Century African American Art (AFAM 77) (3). This course will focus upon the expression of African Americans in the United States in the twentieth century with some discussion of Caribbean and South American arts. Arts and Sciences Aesthetic perspective, Cultural Diversity requirement.

86 African Impulse in African American Art (AFAM 81) (3). 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. Fall, spring. Harris. Arts and Sciences Aesthetic perspective, Cultural Diversity requirement.

118 Topics in African Art (AFRI 118) (3). Prerequisite, one course in related area. An upper-level seminar designed to investigate selected topics in narrowly defined areas of African art. Fall, spring. Harris.

178 Topics in African American Art (AFAM 178) (3). Prerequisite, an upper-level seminar for the investigation of narrowly defined areas of African American art. Fall, spring. Harris.

Ancient
(see also Introductory Courses)

20 Ancient Cities (CLAR 20) (3). See CLAR 20 for description.

42 Archaeology of Italy (CLAR 50) (3). See CLAR 50 for description.

49 Greek Archaeology (CLAR 49) (3). See CLAR 49 for description.

75 The Archaeology of Cult: The Material Culture of Greek Religion (RELI 75) (3). 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.

77 Art of Classical Greece (CLAR 77) (3). Prerequisite, any introductory-level art history course. A chronological study of the main development of Greek sculpture, architecture, and painting from the fifth to the first centuries B.C.

78 Roman Art (CLAR 78) (3). See CLAR 78 for description.

110 Topics in the History of Ancient Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of ancient Greek and/or Roman art and architecture.

148 Art in the Age of Justinian and Theodora (CLAR 148) (3). Prerequisite, any course in history, art history, classics, or permission of instructor. Interdisciplinary course is based on monuments, history, and contemporary writings of Byzantine empire during the rule of Justinian I (527 - 565) and the empress Theodora (527-548). Comparative, analytical, and contextual approach will include a feminist perspective. Fall.

182 Mosaics: The Art of Mosaic in Greece, Rome, and Byzantium (CLAR 182) (3). Prerequisite, 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. Spring. Connor. B.A.-level Aesthetic perspective.

189 Studies in Near Eastern Archaeology (CLAR 189) (3).
190 Greek Architecture (CLAR 190) (3).
191 Architecture of Etruria and Rome (CLAR 191) (3).
193 Greek Painting (CLAR 193) (3). A survey of the development from geometric to Hellenistic painting through a study of Greek vases, mosaics, and mural paintings.
194 Archaic Greek Sculpture (CLAR 194) (3).
195 Classical Greek Sculpture (CLAR 195) (3).
196 Hellenistic Greek Sculpture (CLAR 196) (3).
198 Aegean Civilization and Near Eastern Backgrounds (CLAR 198).

Asia
(see also Introductory Courses)

68 Arts of Early and Medieval India (ASIA 68) (3). This course is an introduction to the visual culture of early and medieval India.
69 Arts under the Mughal Dynasty in India (ASIA 67) (3). This course explores the visual culture patronized by the Mughal dynasty in India from the 11th to the 17th centuries.
128 Art and Ritual in South Asia (ASIA 128) (3). This thematic course explores how objects and monuments are viewed, experienced, and used in a ritual context in South Asia.

Medieval
(see also Introductory Courses)

51 History of Early Christian and Byzantine Art (CLAR 51) (3). Prerequisite, any introductory-level art history course or permission of instructor. A survey of major developments in early Christian and Byzantine painting and sculpture.
52 Medieval Art in Western Europe (3). Prerequisite, any introductory art history course or permission of instructor. Survey of major developments in painting and sculpture in Europe during the Latin Middle ages (300 - 1400 A.D.).
53 Medieval Architecture (3). Prerequisite, any introductory art history course or permission of instructor. Survey of Western European architecture 300 - 1300 A.D.
54 Medieval Iconography (3). Prerequisite, any introductory art history course or permission of instructor. Understanding the meaning of medieval art by examining the iconography of selected important works.
55 Monuments of Medieval Art (3). The theory and aesthetics of medieval sculpture, painting, and architecture from 300 - 1300 A.D. in France, England, Italy, Spain, and Germany.
82 Crusader Art (3). Prerequisite, any introductory-level art history course or permission of instructor. This course surveys the main works of Crusader art in order to understand their nature and development from 1099 - 1291. The Crusader monuments are set in their historical context and in relation to Byzantine and Western European art.
111 Topics in the History of Early Medieval Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of early medieval art and architecture in Europe between the fourth and eleventh centuries.
112 Topics in Medieval Art: 1000 - 1453 (3). Prerequisite, any intermediate-level art history course or permission of instructor.

Selected topics in the history of medieval art and architecture in Europe between the eleventh and fifteenth centuries.

149A Constantinople: The City and Its Art (CLAR 149A) (3). Prerequisite, any course in history, art history, classics or permission of instructor. Interdisciplinary study of the city of Constantinople, capital of the Byzantine empire from 325 - 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. Fall, spring. Connor.

149B In Constantinople (CLAR 149B) (3). Prerequisite, 149A or permission of instructor. This course, taught primarily in Istanbul, once Constantinople, capital of the Byzantine empire 325 - 1453, provides first-hand experience with monuments and an overview of the history, topography, and culture of a great city in the history of civilization. Summer. Connor, Gates.

150 Romanesque Architecture (3). Prerequisite, any intermediate-level art history course or permission of instructor. An in-depth survey of medieval architecture from 1000 - 1140 A.D. in France, England, Italy, Spain, and Germany.
152 Gothic Architecture and Sculpture (3). Prerequisite, any intermediate-level art history course or permission of instructor. Origins of Gothic art in France and the stages of development through the middle of the thirteenth century. Emphasizes problems of methodology in the study of medieval art.

153 History of the Illuminated Book (3). Prerequisite, any intermediate-level art history course or permission of instructor. Chronological survey of major developments in book painting during the European Middle Ages from 300 - 1450 A.D.

154 Northern European Art of the Fourteenth and Fifteenth Centuries (3). Prerequisite, any intermediate-level art history course or permission of instructor.

Renaissance/Baroque
(see also Introductory Courses)

50 European Baroque Art (3). Prerequisite, any introductory-level art history course or permission of instructor. This course examines baroque art in Europe, with special reference to patterns of patronage.
56 Early Renaissance in Italy (3). Prerequisite, any introductory-level art history course or permission of instructor. The purpose of the course is to develop a solid acquaintance with representative aspects of Italian art from about 1250 - 1450. In alternate semesters the emphasis may change from central (Florence, Rome) to northern (Venice) Italy.
57 High Renaissance in Italy (3). Prerequisite, any introductory-level art history course or permission of instructor. The course examines the art of the early Renaissance in Italy, from 1490 - 1575. From semester to semester the emphasis may alternate between central Italian and Venetian/north Italian works.
58 Italian Renaissance Architecture (3). Prerequisite, any introductory-level art history course or permission of instructor. A survey of key architectural developments in central (Florence, Rome) and northern (Veneto, Lombardy) Italy between 1400 and 1600.
59 Northern European Art: Van Eyck to Bruegel (3). Prerequisite, any introductory-level art history course or permission
of instructor. This course will treat the art of the Netherlands (Holland and Belgium) in detail from Jan van Eyck to Pieter Bruegel.

60 Northern European Art: Bruegel to Rembrandt (3). Prerequisite, any introductory-level art history course or permission of instructor. This course will discuss in detail the art of the Netherlands (Holland and Belgium) from Bruegel to Rembrandt.

83 European Baroque Architecture (3). Prerequisite, any introductory-level art history course or permission of instructor. An investigation into the relationships between architecture and its sociopolitical context in the baroque period.

113 Topics in Renaissance Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of Renaissance art and architecture in Europe.

114 Topics in Baroque Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of baroque art in Europe.

160 Renaissance Art in Venice (3). Prerequisite, any intermediate-level art history course or permission of instructor. A special topics upper-level undergraduate course focusing on aspects of fifteenth- and sixteenth-century painting, sculpture, and architecture in Venice and its Dominion.

161 Baroque Architecture (3). Prerequisite, intermediate-level art history course or permission of instructor. An investigation into the relationships between art and its sociopolitical contexts in Europe during the seventeenth and eighteenth centuries.

162 (74) Sixteenth-Century Italian Painting (3). Prerequisite, any intermediate-level art history course or permission of instructor. Deals with major schools: High Renaissance, Leonardo, Michelangelo, Raphael; mannerism in Rome and Florence; Venetian painting with emphasis on Titian and Giorgione.

163 Sixteenth-Century Venetian Painting (3). Prerequisite, any intermediate-level art history course or permission of instructor. This course focuses on the achievements of High Renaissance painting in Venice, particularly as embodied in the major works of Giorgione, Titian, Tintoretto, and Veronese.

164 The Art of Florence (3). Prerequisite, any intermediate-level art history course or permission of instructor. A study of Florentine art from its beginning in the sixteenth century with primary emphasis on its religious dimensions.

165 Sixteenth-Century Dutch and Flemish Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. This is an advanced course concerned with the major art trends in the sixteenth century and their importance for the seventeenth century. Particular attention will be paid to the interaction between The Netherlands and Italy.

170 History of Seventeenth-Century Dutch and Flemish Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. The major trends in painting, drawing, and graphics from Pieter Bruegel through Rembrandt.

171 Italian Baroque Painting (3). Prerequisite, any intermediate-level art history course or permission of instructor. An advanced course in seventeenth-century painting in Rome. Emphasis will be given to the period 1590-1610; to the revolutionary innovations in light and in psychological interpretation in Caravaggio; to changing attitudes toward mythology in Annibale Carracci. The development toward high baroque ceiling decoration will also be traced.

172 Seventeenth-Century French and Flemish Art (3). Prerequisite, any intermediate-level art history course or permission of instructor.

Modern
(see also Introductory Courses)

43 American Art (3). From Colonial times to the present.

45 Picturing Paris: 1800-2000 (3). 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 "Paris" as an image. Sheriff: GC Aesthetic/Fine Arts perspective.

62 British Art (3). Prerequisite, any introductory-level art history course or permission of instructor. Survey of British painting from the time of Hogarth (ca. 1750) through the nineteenth century. Emphasis will be given to significant artists (Hogarth, Reynolds, Turner, Gainsborough, Constable); movements (neoclassicism, romanticism, Pre-Raphaelitism); and ideas (impact of science, industrialization).

70 Eighteenth-Century Art (3). Prerequisite, any introductory-level art history course or permission of instructor. An introductory survey of the architecture, sculpture, and painting with emphasis on European developments in the "fine" and "decorative" arts from the late seventeenth century to the time of the French Revolution.

71 Romanticism (3). Prerequisite, any introductory-level art history course or permission of instructor. This course will focus on the theory and definition of romanticism and will consider European art from 1800-1850.

72 Impressionism and Symbolism (3). Prerequisite, any introductory-level art history course or permission of instructor. A detailed study of selected paintings and associated critical texts, intended to develop an understanding of the issues of late nineteenth-century impressionism and symbolism.

74 Modern Architecture (3). Prerequisite, any introductory-level art history course or permission of instructor. Developments from 1800 to the present.

75 Twentieth-Century Art (3). Prerequisite, any introductory-level art history course or permission of instructor. Survey of painting from around 1885 to the present, introducing the major artists of the day and investigating the themes revealed through their art.

76 Post-1945 Art (3). Prerequisite, any introductory-level art history course or permission of instructor. An investigation of visual arts from the end of World War II to the present time, including abstract expressionism, pop art, minimal art, new realism, and post-modern theories.

115 Topics in Modern Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of European art and architecture of the eighteenth, nineteenth, and twentieth centuries.

116 Topics in Modern Design (3). Prerequisite, any intermediate-level art history course or permission of instructor.

117 Topics in the History of Architecture (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of European and American architecture.
19 Topics in American Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. Selected topics in the history of American art and architecture.

173 Eighteenth-Century French Painting (3). Prerequisite, any intermediate-level art history course or permission of instructor. Survey of the theory and practice of painting in France 1699 - 1800.

180 Theories of Modern Art (3). Prerequisite, any intermediate-level art history course or permission of instructor. A study of theoretical issues central to the understanding of modern art and criticism (e.g., modernism, the avant-garde, formalism, originality).

181 Modern Art and Criticism (3). Prerequisite, any intermediate-level art history course or permission of instructor.

**Museum Studies**

183 Topics in Connoisseurship (3). Permission of instructor required. 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.

184 Museum Studies (3). Designed to offer the essentials of museum work to students considering careers as curators and registrars. The course will use the Ackland Museum and its collection as a laboratory. Instruction will also be given in museum management, the duties of a registrar, and the packing and shipping of art works.

**Program in Studio Art**

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. For the non-major, study in studio art goes beyond art appreciation. Whatever discipline students eventually 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. We have the opportunity to provide all students, regardless of major, the keys to success. We develop two critical skills: the means of self-expression and techniques for creative thinking. Our added 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 the 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 craft 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 Art Department 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). The B.A. degree is intended to expose the undergraduate student to a broad range of studio art ideas and practices. The B.F.A. is considered the pre-professional course of study, providing a more in-depth experience of visual concept and practice. Because of the increased hours in the department required for the B.F.A. degree, upper-level perspective requirements in the College of Arts and Sciences are waived. Students considering the B.F.A. degree are advised to contact the undergraduate adviser for studio art during the freshman year and no later than the sophomore year.

Additionally, a combined Studio/Art History degree has been designed for those wishing to have a depth of study in both programmatic areas in the Art Department. The studio component of the B.F.A./Art History Emphasis (60 credit hours) parallels the B.A. degree with some exceptions as noted.

**Outline of the B.A. and B.F.A.**

The B.A. and B.F.A. both consist of six components: 1) Foundation courses, 2) a Life requirement (Art 24, Life Drawing or Art 26, Life Sculpture), 3) Studio Concentration (B.A.: 6 credits, B.F.A.: 13-19 credits), 4) Studio Electives (B.A.: 6 credits, B.F.A.: 15-18 credits), 5) Art History (9 credits), and 6) Professional Seminar (2 credits). The two degrees differ only in the amount of credit hours taken in the Studio Concentration and Studio Electives. Students intending to major in studio art should take six courses during the first two years at UNC-Chapel Hill, beginning with Foundation courses and possibly an introductory Art History course.

**Foundation Courses** consist of: Art 02 (Basic Three-dimensional Design/Introduction to Sculpture), Art 04 (Basic Drawing and Composition), Art 05 (Basic Two-dimensional Design), Art 09 (Basic Photography), and Art 10 (Introduction to Artmaking). These courses can be taken concurrently and in any order. Students should not take more than one course in the studio concentration or studio electives before completing foundation requirements.

**Studio Concentration** can be in the media areas of painting/drawing, printmaking, photography, electronic media (including video), mixed media or sculpture. In general, courses are numbered to reflect the concentration areas in the last digit: Mixed Media courses end in -3, Drawing - 4, Painting - 5, Sculpture - 6, Printmaking - 7, Electronic Media - 8, Photography - 9. 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 adviser to know whether certain courses can apply to your area of concentration.

**Studio Electives** provide for breadth in the studio art degree. Courses should be in areas other than the student’s concentration. Furthermore, students concentrating in a 2-D area should have one elective in a 3-D and Students concentrating in a 3-D area or mixed media should have one elective in a 2-D area.

**Art History.** All studio majors must take 3 art history courses. The recommended first course is Art 31 or Art 32. Of the three courses, one must be 50 level or above and one must be in the area of nineteenth or twentieth century (Art 32 counts for this requirement).

**Exhibition Requirement.** Studio majors also participate in a group exhibition of graduating majors at the conclusion of the spring semester in the senior year.
Credit Summary

<table>
<thead>
<tr>
<th>B.A.</th>
<th>B.F.A.</th>
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<tbody>
<tr>
<td>Foundation Courses</td>
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<td>(Art 02, 04, 05, 09, 10)</td>
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<td>Studio Concentration</td>
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<tr>
<td><strong>Total Departmental Credits</strong></td>
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B.F.A. with Emphasis in Art History

The B.F.A. with Emphasis in Art History is a 60-credit hour major that was established to allow students to experience a depth of study in both art history and studio art. As such, students electing this degree are advised jointly by the undergraduate advisers in both Studio Art and Art History. Students interested in the B.F.A./Art History emphasis are advised to contact the Art Department advisers no later than the sophomore year.

The B.F.A./Art History is based on the structure of the B.F.A. in Studio Art. Because of the increased number of Art hours required for the B.F.A. degree, upper-level perspective requirements are waived. No student may double major while pursuing the B.F.A.

The candidate will take a total of 60 credit hours in art history and studio distributed as follows:

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Foundation Courses</td>
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<td>Art 02 (3-D Design and Intro to Sculpture), Art 04 (Basic Drawing), Art 05 (2-D Design), and Art 09 (Intro to Photography)</td>
<td></td>
</tr>
<tr>
<td>Art 31 and Art 32 (History of Western Art Survey)</td>
<td>6 credits</td>
</tr>
<tr>
<td>Life Course (Art 24 or 84)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Studio Concentration</td>
<td>6-7 credits</td>
</tr>
<tr>
<td>Studio Electives</td>
<td>6-7 credits</td>
</tr>
<tr>
<td>Professional Seminar (Art 131)</td>
<td>2 credits</td>
</tr>
<tr>
<td>Art History Emphasis</td>
<td>24 credits</td>
</tr>
<tr>
<td>A choice of courses numbered 50-198, two of which must be 90 or above. At least one course in each of the four fields: Ancient, Medieval, Renaissance/Baroque and Modern</td>
<td></td>
</tr>
<tr>
<td><strong>Total Departmental Credits</strong></td>
<td><strong>60 credits</strong></td>
</tr>
</tbody>
</table>

Honors in Studio Art

The Honors Program in Studio Art is designed to provide senior majors an opportunity to pursue serious and substantial work that will qualify the student to graduate "with honors" or "with highest honors."

Rising senior Studio art majors with a grade point average of 3.2 are eligible to apply. Students must also have a faculty sponsor for application. Honors application review dates are scheduled in April. Applications and procedure outlines may be obtained in the Art Department office. (For students with a December matriculation, Honors applications must be arranged for and submitted by the end of the fall semester prior to the final year of the program.)

Anyone considering honors study should meet with the Undergraduate advisor for Studio, preferably during the second semester of the junior year but no later than the first week of classes during the senior year. The adviser will clarify details of eligibility, application, and program requirements. Application forms will be available at this time.

Admission to the Studio Honors Program is determined by nomination by a faculty sponsor and a review of work by the Studio faculty. The student must submit a completed application, a written statement regarding the work, and a body of work for review by the honors committee. Work submitted may be actual pieces or in slide form. The work must demonstrate a mature capability to perform visual research.

Once accepted as a studio art honors candidate, students enroll in the honors courses (Art 90 fall, Art 91 spring). Credit hours earned under the honors course numbers are typically applied to the student's concentration. Specific requirements for the honors project and a schedule of departmental and University deadlines will be issued at the time of acceptance to the studio Honors Program.

Transfer Students

The University will automatically accept up to twelve semester hours of studio art courses from other institutions provided that the courses in question have specific UNC equivalents. Additional credit may be granted by review of transcripts, course syllabi and/or portfolio review. Examples of work may be provided either in portfolio or slides. Note, however, that at least half of the credits earned toward a studio degree must be earned at UNC.

Advanced Placement and/or Waiver of Foundation Prerequisites

Advance Placement college credit can only be earned via the College Board AP and International Baccalaureate programs. Candidates must earn a 4 or 5 on AP portfolio reviews and a minimum of 6 on the IB portfolio exam to receive credit towards the UNC degree.

A few intermediate level classes do not require previous experience and are so noted in the course descriptions. However, most classes beyond the foundation level have prerequisite requirements. Individuals with sufficient prior experience may be eligible to waive studio foundation prerequisites for entry into first level media classes. Art majors or students intending to major in Studio Art who wish to waive foundation requirement must submit a portfolio that demonstrates a thorough understanding of the course content offered in the UNC-Chapel Hill curriculum. UNC portfolio requirements are modeled after the College Board AP Studio portfolio and may be obtained in the Art Department office.

General Information about Studio Art Courses

All studio courses are open as electives to juniors and seniors, and may be taken for credit in the College of Arts and Sciences. Art 02, 04, 06k, 09, and 10 have been designated to fulfill the General College Aesthetic Perspective requirement in Fine Arts. In addition to the foundations classes mentioned, Art 15, 16A, 16B, 16C, 17A, 17B, and 17C and Art 18 fulfill the upper level Aesthetic Perspective in the College of Arts and Sciences. Important! Students must have appropriate prerequisites or instructor permission for courses beyond Art 10. Prerequisites for courses are listed beside the name.

Most courses are taught every year; fall, spring, and during summer sessions. However, since studio faculty teaching assignments vary each semester, students are strongly encouraged to verify course offerings by consulting current schedules that are available in the Art Department office.

All studio courses meet for six studio class hours per week. Studio Art courses call for a commitment of time. Courses vary in this demand, but students should expect to spend at least three (foundation-level) and up to eight or nine (upper-level courses) additional hours outside of class for each three-credit-hour course.
Enrolling in Studio Courses

Studio Art courses, especially foundation-level courses, are extremely popular. Because the department reserves spaces in these classes for studio art majors, non-majors or undeclared students can 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.

Courses above the teen level may be taken for variable credit with instructor permission. Students may also pursue independent study coursework with individual faculty. Such work may be undertaken only with permission of the sponsoring faculty and is appropriate only after the typical sequence of courses has been completed.

Variable Credit Courses in Studio Art

Courses beyond the teen level listed as variable (Var.) credit can be taken for two to five credit hours, with three being typical. 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.

Independent Study in Studio Art

Studio majors may register for Independent Study only with prior faculty permission. A concise proposal of the work to be undertaken is required in writing, and must be approved by the supervising faculty. A copy of the proposal must be submitted to the Undergraduate Advisor for Studio Art for the student’s permanent departmental file. Multiple independent study courses may be taken and counted in the major.

Studio Courses

06 First Year Seminars (3). The seminars enable first-year students to work closely with professors in classes that enroll twenty students or fewer. Topics have included Narrative Sight/Site (a mixed media course investigating visual story telling), Time, the Forgotten Element (a course investigating issues of time in visual art), Class on Class (a photography course with the topic of class in our culture), Native American Contemporary Art (a studio course exploring art-making through the lens of Contemporary native culture) and Book Arts (visual explorations in the book format). See the directory of classes for current offerings.

Foundation Courses

02 Three-Dimensional Design/Introduction to Sculpture (3). Designed to develop aesthetic sensibility, analytical capacity, and fundamental skills in three-dimensional media.

04 Basic Drawing and Composition (3). Designed to develop aesthetic sensibility, analytical capacity, creative interpretation, and fundamental skills in two-dimensional media.

05 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.

09 Basic Photography (3). A beginning course in creative black and white photography. Technical information will serve the broader goal of understanding aesthetic and critical concerns of the photographic image and art in general. Fall, spring, summer. Whetstone, staff.

10 Introduction to Art Making (3). This course is designed to introduce students to a range of motivating ideas and theoretical positions that have informed much of the art of the last thirty years (Postmodernism). Students explore these ideas through a series of integrated lectures, discussion and studio projects. Students consider the creative process as well as the issue of content—how meaning is formed—both intended by the artist and by virtue of individual interpretation. Fall only.

Level I – Studio Courses


15 Painting I (3). Prerequisite, Art 04, Art 05 or Permission of instructor. Introduction to the techniques of two-dimensional thought and process through the application of various painting media. Kinnaid, Logan, McLain, Zaborowski.

16A Sculpture I (3). Prerequisite, Art 02 or permission of instructor. Introduction to the techniques of three-dimensional thought and process through the application of the various sculpture media. Nee, Hirschfield, staff.

16B Ceramic Sculpture I (3). Prerequisite, Art 02 or permission of instructor. An investigation of clay as a sculptural medium, developing technical skills, aesthetic awareness, and historical perspective. Nam.

16C Sculpture I - Casting (3). Prerequisite, Art 02. An investigation of the ancient and contemporary process of turning molten metal into a 3-dimensional work of art. Fall, spring. B.A.-level Aesthetic perspective.

17A Beginning Intaglio and Relief Printmaking (3). Prerequisite, Art 04 or Art 05 or Art 09. Introduction to the thought and process of intaglio and relief, their applications and procedures. Grabowski.

17B Beginning Lithography (3). Prerequisite, Art 04. Introduction to the thought and process of lithography, its application and procedure. Tolley.

17C Beginning Serigraphy (3). Prerequisite, Art 04 or Art 05. Introduction to the thought and process of screen printing, its application and procedure. Tolley.

18 Electronic Media (3). A beginning class in using electronic media for artistic practice, including digital imaging, sound, video, and interactivity. Technical information will serve the broader goal of understanding the aesthetics and criticism of this medium. Fall, spring, summer. GC Aesthetic/Fine Arts perspective. Rudinsky, staff.

24 Life Drawing I (3). Prerequisite, Art 04. Development of proficiency in figure drawing through the use of various drawing and painting materials (study from the model).

26 Life Sculpture (3). Prerequisite, Art 02 or permission of instructor. Conceptual investigation of the figure and issues of the body through the combined use of various sculptural materials.
Level 2 - Intermediate Studio Courses

47 Book Art (3). Prerequisite: Art 05 and one other 2-D 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. Spring. Grabowski. GC-level Aesthetic/Fine Arts perspective.

63 Mixed Media Seminar (Var.). Prerequisite, Art 02, 04, or permission of instructor. 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. Fall, spring. Slavick, McLain, Logan.

65 Intermediate Painting (Var.). Prerequisite, Art 15. Continuation of Art 15.

66A Intermediate Sculpture (Var.). Prerequisite, Art 16A. Continuation of 16A.

66B Intermediate Ceramic Sculpture (Var.). Prerequisite, Art 16B. Continuation of 16B.

66C Intermediate Casting (Var.). Prerequisite, ART 16C. The intermediate level continuation of ART 16C. Fall, spring, summer.

67A Intermediate Intaglio and Relief Printmaking (Var.). Prerequisite, Art 17A. Continuation of 17A.

67B Intermediate Lithography (Var.). Prerequisite, Art 17B. Continuation of 17B.

67C Intermediate Serigraphy (Var.). Prerequisite, Art 17C. Continuation of 17C.

79 Intermediate Photography (3). Prerequisite, Art 09. Continuation of Art 09 with further instruction on fine-tuning technical and production skills as well as an introduction to alternative photographic processes. Fall. Whetstone.

81 Special Topics (Var.). Prerequisite: may vary; at least one Foundation course. Special topics courses offer a particular media or conceptual focus. Classes are taught by regular faculty and frequently artist-in-residence faculty. Check department course listings for current special topics classes offered. Topics have included: storytelling objects, neon sculpture, installation, body imaging, surveillance.


89 Photography Topics (3). Prerequisite, Art 09. An intermediate level class that will focus on a particular photographic theme. Class theme will vary and alternate according to instructor. May be taken more than once. Will include seminar discussions based on readings and lectures as well as extensive visual projects. Offered once a year. Whetstone, staff. A&S Aesthetic/Fine Arts perspective.

92 The World of Graphic Design (JOMC 85) (3). Anthony.

93 Time, the Forgotten Element (3). Prerequisite, Art 02, 04 or 09 and one course numbered in the teens or permission of instructor. 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. Fall. Hirschfield.

Level 3 - Advanced Studio Courses

Note: Some advanced level courses may be repeated for credit as noted.

99 Color Photography (3). Prerequisite, Art 9. 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. Fall and spring. Pecchio. A&S Aesthetic/Fine Arts perspective.

109 Conceptual-Experimental Photography (3). Prerequisites, Art 9 (Basic Photography) and at least one of the following: Art 79, 89, or 99. Conceptual Photography is 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. Spring. Slavick A&S Aesthetic/Fine Arts perspective.

121 Special Topics in Studio Art (Var.). Prerequisite, intermediate level class or permission of instructor. May be repeated for credit.

123 Body Imaging (3). Prerequisite, Art 03, Art 05 and one intermediate class or permission of 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. Spring. Slavick.

125 Advanced Painting (Var.). Prerequisite, Art 65 or permission of instructor. Continuation of 65. May be repeated for credit.

126A Advanced Sculpture (Var.). Prerequisite, Art 66A or permission of instructor. Continuation of 66A. May be repeated for credit.

126B Advanced Ceramic Sculpture (Var.). Prerequisite, Art 66B or permission of instructor. Continuation of 66B. May be repeated for credit.

126C Advanced Casting (3). Prerequisite, ART 66C. The advanced level continuation of ART 66C. Fall, spring, summer.

127A Advanced Intaglio and Relief Printmaking (Var.). Prerequisite, Art 67A or permission of instructor. Continuation of Art 67A. May be repeated for credit.

127B Advanced Lithography (Var.). Prerequisite, Art 67B or permission of instructor. Continuation of Art 67B. May be repeated for credit.

127C Advanced Serigraphy (Var.). Prerequisite, Art 67C or permission of instructor. Continuation of Art 67C. May be repeated for credit.

129 Advanced Photography (3). Prerequisite, Art 79 or permission of instructor. Continuation of Art 79. Emphasis is placed on long term independent and collaborative projects. Spring. Whetstone. May be repeated for credit.

130 Independent Study in Studio Art (Var.). Prerequisite, permission of instructor. For students wishing to pursue additional media or thematic study beyond the advanced level. Students sign up with section numbers designated for additional faculty. May be repeated for credit.
Curriculum in Asian Studies

W. MILES FLETCHER, Chair

Professors

Associate Professors
Sahar Amer, Janice B. Bardsley, Guang Guo, James Hevia, Ryuko Kubota, Allan R. Life, Donald M. Nonini, James H. Sanford, Sarah Shields, Thomas A. Tweed, Gang Yue, Xinshu Zhao.

Assistant Professors
Inger Brodey, Thomas Campanella, Nila Chatterjee, Pika Ghosh, Charles Kurzman, Wendan Li, Christopher Nelson, Lisa Pearce, Shantanu Phukan, Jennifer Smith, Yasmin Saikia, Meenu Tewari, Rashmi Varma, Sarah Weiss, Margaret Wiener, Nadia Yaqub.

Lecturers
Yuki Arataké, Allison Busch, Eric Henry, Yuko Kato.

Visiting Lecturer
Tony Day.

Professor Emeritus
J. Douglas Erye.

The interdisciplinary Asian Studies curriculum 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 curriculum combines extensive language training with broad cultural studies that include art, history, literature, and religion as well as social science subjects such as anthropology, geography, economics, and political science.

Bachelor of Arts with a Major in Asian Studies

The Interdisciplinary Major in Asian Studies

General College

All requirements of the General College must be met.

College of Arts and Sciences

All College of Arts and Sciences perspective requirements must be met. The major in Asian Studies consists of eight interdisciplinary courses and four language courses. Of the eight interdisciplinary courses, at least one must be chosen from each of the following three divisions:

- History: History 32A, 32B, 33, 34, 35A, 35B, 36, 37, 74, 77, 83, 84, 86, 87, 88, 90 (when offered on Asia), 94E, 153A, 195, 196, 197
- Humanities: Art 22, 68, 69, 124, 128; ASIA 40, 70, 82, 140; Chinese 50, 51, 52, 53, 133, 134, 138, 144, 145, 148; Comparative Literature 84, 94, 182, 183, 186; Hindi-Urdu 115, 134; Japanese 81, 82, 84, 85, and 133; Linguistics 162; Religious Studies 39, 60, 64, 65, 66, 67, 69, 76, 77, 99 (when offered on Asia), 155, 160 (when offered on Asia), 161, 162, 163, 171, 172, 173, 175, 179, 192
- Social Sciences: Anthropology 20, 50, 55, 58, 109, 129, 145, 174, 178, 182, 196; ASIA 89; Economics 169; Geography 166, 167; Political Science 54, 85, 95 (when offered on Asia), 123, 125. With the approval of the chair of Asian Studies, a student may substitute a course in directed readings (ASIA 91) for one of the interdisciplinary courses. To register for ASIA 91, a student must obtain the approval of the chair and the faculty member who will supervise the project.

More than one Asian country must be represented among the student’s interdisciplinary courses. Of the eight interdisciplinary courses, at least six must be passed with a grade of C (not C-) or better. No interdisciplinary course may be taken pass/fail.

Language Requirements

Majors must take four courses in a single Asian language. Students may use these courses to fulfill the General College language perspective requirement. Up to two language courses beyond level four may count as interdisciplinary courses.

Concentrations in the Asian Studies Major

Chinese Concentration

Within the major in Asian Studies, students may take a concentration in Chinese, which requires eight courses. Of the eight courses, six must be language courses beyond Chinese 4 (the second semester of Intermediate Chinese), chosen from Chinese 110, 111, 112, 113, 114, 115, 120, and 121; the remaining two courses must be chosen from Chinese 50, 51, 52, 53, 133, 134, 138, 144, 145, or 148. Approved courses taken in UNC-Chapel Hill sponsored study-abroad programs may count in the concentration. Students taking a concentration in Chinese are strongly encouraged to choose from the following courses that are cross-listed with Asian Studies to fulfill some of the general education perspective requirements or as electives: ASIA 33, 39, 34, 54, 57, 83, 86, 145, 162, 166, 174, 178, and 182.

With the approval of the chair of Asian Studies, a student may count a course in directed readings (ASIA 91) in the concentration in Chinese. To register for ASIA 91, a student must obtain the approval of the chair and the faculty member who will approve the project.

Of the eight 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/fail.
Japanese Concentration

Within the major in Asian Studies, students may take a concentration in Japanese, which requires eight courses. Of the eight courses, six must be language courses beyond Japanese 104 (the second semester of Intermediate Japanese), chosen from Japanese 105, 106, 107, 108, 115, 116, 117, 118, and 119. The remaining two courses must be chosen from Japanese 81, 82, 84, 85, or 133 or ASIA 79, 80, 181, 183, or 186. Approved courses taken in UNC-Chapel Hill sponsored study-abroad programs may count in the concentration. Students taking a concentration in Japanese are strongly encouraged to choose from the following courses that are cross-listed with Asian Studies to fulfill some of the general education perspectives or as electives: ASIA 33, 34, 39, 54, 69, 71, 87, 88, 123, 163, 166, and 196.

With the approval of the chair of Asian Studies, a student may count a course in directed readings (ASIA 91) in the concentration in Japanese. To register for ASIA 91, a student must obtain approval of the chair and the faculty member who will approve 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/fail.

Honors

A candidate for Honors in Asian Studies will write a substantial paper under the guidance of a faculty member in Asian Studies. While researching and writing the honors paper, the student will enroll in ASIA 97 and 98, which count as two of the interdisciplinary courses of the major. In the case of the concentrations in Chinese and Japanese, ASIA 97 and 98 may count toward the major in a concentration as deemed appropriate by the curriculum.

A committee composed of two faculty members, at least one of whom will be in the Asian Studies field, 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 an Asian Studies faculty member to act as director of the project, and submit a proposal to the chair of Asian Studies for approval.

Study Abroad

UNC-Chapel Hill sponsors several study programs (both semester and year-long) in China, India, Japan, Korea, Singapore, and Thailand. Asian Studies majors are strongly encouraged to take advantage of these as well as other opportunities to live and study in an Asian setting.

Minor in Asian Studies

A student may minor in Asian Studies by completing five courses with at least one course chosen from each of the following three divisions: History, Humanities, and Social Sciences. (Students interested in advanced Asian language training should consider the Arabic, Chinese, Hindi-Urdu, or Japanese minors.)

Minor in Arabic (Asian Studies)

The undergraduate minor in Arabic consists of four courses. Three courses are language courses beyond ARAB 103 (ARAB 104, 105, and 106). The other course must be taken from among the following: ARAB 33, 133, 134, 141, 142; HIST 36, 37, 77, 195A, 196; RELI 60, 62, 171, 172, 179.

Minor in Chinese (Asian Studies)

The undergraduate minor in Chinese consists of five courses. At least three of the courses must be language courses beyond CHIN 3, chosen from among the following: CHIN 4, 102, 110, 111, 112, 113, 114, 115, 120, 121. The other two courses may be chosen from among the following: CHIN 50, 51, 52, 53, 133, 134, 138, 144, 145, 148.

Minor in Hindi-Urdu (Asian Studies)

The undergraduate minor in Hindi-Urdu consists of four courses. Three courses are language courses beyond HNUR 103 (HNUR 104, 105, and 106). The other course must be chosen from among the following: ANTH 55; ASIA 40, 70; HNUR 107, 108, 115, 134; RELI 172.

Minor in Japanese (Asian Studies)


Asian Studies Courses in English
(Administered directly by the Curriculum in Asian Studies)

Asian Studies General (ASIA)

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

40 Nation, Film and Novel in Modern India (3). Focus on how modern Indian writers (Tagore, Manto, Rushdie, Rusva) have represented the creation of an Indian national identity through such historical periods as British colonialism, the Mutiny of 1857, the Indian Independence Movement, the Partition and ensuing communal violence. Spring. Phukan. GC Non-Western/Comparative perspective.

70 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. Fall, spring. Phukan, Busch. A&S Non-Western Comparative perspective.

82 Asian-American Literature (3). This course examines the Asian-American experience through the literature produced by members of this ethnic group. More broadly, it explores American multiculturalism in literature, theory, and criticism. Fall or spring. Yue. A&S Aesthetic perspective, Cultural Diversity requirement.

89 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. Spring. Yue, staff. A&S Social Science perspective and Cultural Diversity requirement.

90 Seminar in Asian Studies (3). When offered, the topic will vary with the instructor. The class will be limited to a seminar size, and students must receive permission from the instructor to register. Fall or spring. Staff.

91 Independent Readings (3). For the student who wishes to create and pursue a project in Asian Studies under the supervision of a selected instructor. Permission required. Course is limited to three credit hours per semester. Fall and spring. Staff.

97 Senior Honors Essay (3). Required for honors students in Asian Studies. Fall. Staff.

140 Orientalist Fantasies and Discourses on the Other (International Studies 140) (3). This interdisciplinary course (literature, film, painting, music) examines the Eastern and Western encounters with and discourses on the Other from the eighteenth century to the present. Amer. A&S Non-Western/Comparative perspective.

199 Advanced Topics in Asian Studies (1-4). The course topic will vary with the instructor. The class will be limited to seminar size, and students must receive permission from the instructor to register. Fall, spring, and summer. Staff.

Arabic (ARAB)

33 Introduction to Arab Culture (3). Introduces issues that inform cultural expression in the Arab world today, treating sample historical, religious, and literary texts, film, Web sites, music, art, and architecture. Fall, spring. Yaqub. GC Non-Western/Comparative perspective and Cultural Diversity requirement.

133 Arabic Literature in Translation (3). Introduces students to both methods of literary analysis and the vast body of Arabic literature. Fall. Yaqub. A&S Non-Western/Comparative perspective and Cultural Diversity requirement.


China (CHIN)

50 Introduction to Chinese Civilization (3). A course designed to introduce both beginning undergraduate majors in Asian Studies and General College students to the Chinese world of past and present. Fall. Seaton. GC Non-Western/Comparative perspective.

51 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. Fall or spring. Henry. GC Non-Western/Comparative perspective.

52 Chinese Culture through Calligraphy (3). An introduction to the basic skills of brush writing and the cultural, historical, and artistic aspects of Chinese calligraphy. Open to anyone; knowledge of Chinese language is not required. Spring. Li. GC Aesthetic/Fine Arts perspective.

53 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. Fall. Hsiao. A&S Aesthetic perspective.


144 Chinese Poetry in Translation (3). Selected topics in Chinese poetry concentrating on one period or one genre. Spring. Seaton. A&S Aesthetic perspective.

145 Topics in Chinese Prose (3). Selected topics in Chinese fiction, historical writing, and prose, belle lettres, concentrating on one period or one genre. Fall and spring. Henry.

148 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. Fall or spring. Yue. A&S Aesthetic perspective.

162 The Structure of Chinese (Linguistics 162) (3). See Linguistics 162 for description.

India/Pakistan (HNIIR)

115 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. Fall and spring. Phukan.

134 Religious Conflict and Narrative in India (Religious Studies 176) (3). Historical causes of violence between Hindus and Muslims in modern India. Short stories, poetry and novels in translation used to explore how conflicts over religious sites, religious conversion, image worship and language use contributed to a sense of conflicting religious identity. Fall. Phukan. A&S Aesthetic perspective.

Japan (JAPN)

81 Women and Work in Japan (Women's Studies 82) (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. Spring. Bardsley. A&S Non-Western/Comparative perspective.


Asian Studies Language Courses
(Administered directly by the Curriculum in Asian Studies)

Arabic (ARAB)

95 Special Readings (3). Prerequisites, Arabic 141, 142. Special readings in Arabic. Fall and spring. Staff.

101, 102 Elementary Arabic I/II (4 each). Introduction to Modern Standard Arabic, including the Arabic script, basic grammar and vocabulary, and developing skills in reading, writing, listening and speaking. Fall and spring. Yaqub, Amer.

103, 104 Intermediate Arabic I/II (4 each). Prerequisite, Arabic 102. A proficiency based course centered on reading and listening to Modern Standard Arabic with an emphasis on understanding the application of grammatical structures and vocabulary development. Fall and spring. Yaqub, Amer.

105, 106 Advanced Arabic I, II (3 each). Prerequisite, Arabic 104. Intensive reading of a variety of texts; films, oral presentations, and formal and informal writing; extensive vocabulary development. Fall and spring. Yaqub, Amer.

141, 142 Readings in Arabic I/II (3 each). Classical and/or modern readings in Arabic, according to the student's interest and competence. Fall and spring. Staff.

Bengali (BENG)

1, 2 Elementary Bengali (3 each). An introduction to the spoken and written Bengali language. Fall and spring. Staff.

3, 4 Intermediate Bengali (3 each). Prerequisite, Bengali 2. Second-year level study of the spoken and written Bengali language. Fall and spring. Staff.

Chinese (CHIN)

1 Elementary Chinese (4). Introduction to Mandarin Chinese, providing instruction in the basic grammar common to both the spoken and written language. Spoken Mandarin will be emphasized and text materials will be in romanization. Five hours per week, three devoted to instruction in grammar and two to oral practice. Fall. Li.

2 Elementary Chinese (4). Prerequisite, Elementary Chinese 1 or permission of instructor. Continued emphasis on spoken Mandarin but with accelerated presentation of characters. The aim is to present a total vocabulary of 300 characters by the end of the term. Five hours per week, three devoted to grammar and two to oral practice and drill in the writing of characters. Spring. Li.

3, 4 Intermediate Chinese (4 each). Prerequisite, Elementary Chinese or permission of instructor. Second-year level of modern standard Chinese. Five hours per week, three devoted to reading and writing and two to oral drill. Fall and spring. Li.

101 Elementary Written Chinese (3). Introduction to written Chinese. For students who already speak some Chinese and intend to concentrate on reading. 101 is equivalent to CHIN 1 and 2, and 102 is equivalent to CHIN 3 and 4. CHIN 101 does not count toward minor. Staff.

102 Elementary Written Chinese (3). Introduction to written Chinese. For students who already speak some Chinese and intend to concentrate on reading. 101 is equivalent to CHIN 1 and 2, and 102 is equivalent to CHIN 3 and 4. Staff.

110, 111 Advanced Chinese (3 each). Prerequisite, Intermediate Chinese or permission of instructor. Advanced readings in Chinese. Three hours per week. Fall and spring. Staff.

112, 113 Readings in Chinese I/II (3). Prerequisite, Chinese 111 or permission of instructor. Selections from modern Chinese literature. Further training in speech and composition for students whose Chinese is already reasonably developed. Fall and spring. Henry, Seaton, Yue.


115 Topics in Chinese Literature and Language (3). Prerequisite, Chinese 111 or permission of instructor. Directed readings in Chinese literature and language on topics not covered by scheduled courses. Fall and spring. Staff.

120, 121 Literary Chinese (3 each). An introduction to the literary language of the Chinese classics. Fall and spring. Henry, Seaton.

Hindi-Urdu (HNUR)

1, 2 Elementary Hindi-Urdu (6). An intensive introduction to Hindi-Urdu including grammar instruction and drilling, written communication, reading, conversation, and creative applications of grammar and vocabulary. Summer. Staff.

101 Elementary Hindi-Urdu (4). No prerequisites. 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. Fall. Phukan.

102 Elementary Hindi-Urdu (4). Prerequisite, HNUR 101 or permission of instructor. Continued instruction in modern spoken and written Hindi-Urdu. The Urdu writing system is introduced. 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. Spring. Phukan.

103 Intermediate Hindi-Urdu (4). Prerequisite, HNUR 102 or permission of instructor. 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. Fall. Phukan.


105, 106 Advanced Hindi-Urdu (3 each). Prerequisite, HNUR 104 or permission of instructor. 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. Fall and spring. Phukan.

107 Readings in Hindi-Urdu Poetry (3). Prerequisite, HNUR 106 or permission of instructor. Introduces the development of
Hindi and Urdu poetry from the fifteenth century to the present, including the epic, devotional, dramatic, and romantic genres. A&S Aesthetic perspective. Staff.

108 Readings in Hindi-Urdu Prose (3). Prerequisite, HNUR 106 or permission of instructor. Introduces the range of Hindi-Urdu prose genres: the short story, the romance, the novel, and the autobiography. A&S Aesthetic perspective. Staff.

Indonesian (INDO)

101, 102 Elementary Indonesian (4 each). Introduction to modern standard Indonesian, providing practice and instruction in basic grammar, vocabulary, and reading comprehension. Five hours per week, including recitation classes that will meet in small sections. Fall and spring. Staff.

103, 104 Intermediate Indonesian (4 each). Prerequisite, Indonesian 102 or permission of instructor. Second-year level of modern standard Indonesian, concentrating on development of grammar, vocabulary, reading comprehension, and formal writing. Five hours per week, including recitation classes that will meet in small sections. Fall and spring. Staff.

Japanese (JAPN)

101 Elementary Japanese (4). Introduction to Modern Japanese with text and supplementary materials. Hiragana and katakana scripts are introduced. Weekly class hours devoted to basic sentence pattern exercises, speaking and writing practice, and creative application. Fall. Staff.

102 Elementary Japanese (4). Prerequisite, Japanese 101 or permission of instructor. Continued beginning course of Modern Japanese with text and supplementary materials. Approximately 150 kanji are introduced. Focus on basic sentence pattern exercises, speaking and writing practice, and creative application. Free conversation encouraged. Spring. Staff.


104 Intermediate Japanese (4). Prerequisite, Japanese 103 or permission of instructor. Continued emphasis on situational Japanese; verb conjugations, other grammar points, and approximately 150-200 new kanji. Memorization of dialogs, speaking and writing practice, and creative application expected. Participation in relevant extracurricular activities encouraged. Spring. Staff.

105 Advanced Japanese (3). Prerequisite, Japanese 104 or permission of instructor. Written Japanese introduced to students who have learned more than 400 kanji. Entire class conducted in Japanese. Comparable to intensive intermediate level taught in Japan to nonnative speakers. Fall. Staff.


107 Literary Japanese (3). Prerequisite, Japanese 106 or equivalent. 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. Fall. Staff.

108 Literary Japanese (3). Prerequisite, Japanese 107 or equivalent. 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. Spring. Staff.

115 Topics in Japanese Languages and Literature (3). Prerequisite, permission of instructor. Possible areas of study include business Japanese, Japanese-English translation, and scientific technical Japanese. This course may be taken more than once for credit. Fall and spring. Staff.

116 Japanese Journalism (3). Prerequisite, Japanese 106 or the equivalent or permission of instructor. Uses newspaper and magazine articles and television reports to introduce journalistic writing and contemporary social and cultural issues. Class conducted in Japanese. Spring. Aratake, Kubota.

117 Japanese Modernism (3). Prerequisite, Japanese 106 or equivalent or permission of instructor. This course introduces students in how to read pre-war 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. Fall. Bardsley.

118 Topics in Contemporary Japanese Literature (3). Prerequisite, Japanese 106 or equivalent or permission of instructor. This course introduces students to the popular writing, both fiction and nonfiction, designed for mass-market consumption in contemporary Japan. Class conducted in Japanese. Spring. Bardsley.


Persian (PRSN)

1, 2 Elementary Persian (3 each). Introduction to the spoken and written Persian (Farsi) language. Fall and spring. Staff.

3, 4 Intermediate Persian (3 each). Prerequisite, Persian 2. Second-year level instruction in the spoken and written Persian (Farsi) language. Fall and spring. Staff.

Tamil (TAML)

1, 2 Elementary Tamil (3 each). Introduction to the spoken and written Tamil language. Fall and spring. Staff.

3, 4 Intermediate Tamil (3 each). Prerequisite, Tamil 2. Second-year level instruction in the spoken and written Tamil language. Fall and spring. Staff.

Vietnamese (VIET)

1, 2 Elementary Vietnamese (4 each). Introduction to modern standard Vietnamese, providing practice and instruction in basic grammar and vocabulary. Five hours per week, including two recitation classes that meet in small sections. Fall and spring. Henry.

3, 4 Intermediate Vietnamese (4 each). Prerequisite, Elementary Vietnamese or permission of instructor. Second-year level of modern standard Vietnamese. Five hours per week including two recitation classes. Fall and spring. Henry.
Courses Cross-Listed with Asian Studies (ASIA)

(For descriptions of courses below, see listings under department headings)

22 Survey of Asian Art (Art 22) (3).
32A Southeast Asia to the Early Nineteenth Century (History 32A, International Studies 32A) (3).
33 Traditional East Asia (History 33) (3).
34 Modern East Asia (History 34, Peace, War, and Defense 34) (3).
35A South Asian History to 1750 (History 35A) (3).
35B South Asian History Since 1750 (History 35B) (3).
36 Introduction to Islamic Civilization (History 36, Religion 25) (3).
37 Modern Muslim World (History 37, Religion 26) (3).
39 Asian Religions (Religious Studies 39) (3).
54 Government and Politics of East Asia (Political Science 54) (3).
55 Introduction to the Civilization of India, Pakistan, and Bangladesh (Anthropology 55) (3).
60 Islamic Civilization (Religion 60) (3).
64 Hindu Sacred Texts (Religious Studies 64) (3).
65 Hindu Rites, Rituals, Feasts, and Festivals (Religious Studies 65) (3).
67 Arts under the Mughal Dynasty in India (Art 69) (3).
68 Arts of Early and Medieval India (Art 68) (3).
69 Religion in Traditional Japan (Religious Studies 69) (3).
71 The Buddhist Tradition: East Asia (Religion 67) (3).
74 The Pacific War, 1937-1945: Its Causes and Legacy (History 81, Peace, War, and Defense 83) (3).
76 Chinese Religious and Philosophical Texts I (Religious Studies 76) (3).
77 Chinese Religious and Philosophical Texts II (Religious Studies 77) (3).
78 The Middle East in the Modern Era (History 77) (3).
79 Cowboys, Samurai, and Rebels in Film and Fiction (Comparative Literature 94) (3).
80 Almost Despicable Heroines in Japanese and Western Literature (Comparative Literature 84) (3)
83 Origins of the Chinese Revolution (History 83) (3).
85 Asia and World Affairs (Political Science 85, Peace, War, and Defense 85) (3).
86 Revolutionary Change in Contemporary China (History 84) (3).
87 Imperial Japan: From “Revolution” to World War (History 87) (3).
88 Japan since 1945: The Fragile Superpower (History 88) (3).
123 Government and Politics in Japan (Political Science 123) (3).
124 Topics in South Asian Art (Art 124) (3).
128 Art and Ritual in South Asia (Art 128) (3).
129 Culture and Power in Southeast Asia (Anthropology 129, Folklore 129) (3).
145 Politics of Culture in China (Anthropology 145) (3).
153 The Vietnam War (History 153A, Peace, War and Defense 117) (3).
155 Asian Religions in America (Religious Studies 155) (3).
162 Taoism (Religious Studies 162) (3).
163 Japanese Religion since 1868 (Religious Studies 163) (3).
166 Eastern Asia (Geography 166) (3).
167 Tropical Asia (Geography 167) (3).
169 Western and Asian Economic Systems (Economics 169) (3).
171 Sufism (Religious Studies 171) (3).
172 Islam in South Asia (Religious Studies 172) (3).
173 Religion and Culture in Iran, 1500-Present (Religious Studies 173) (3).
175 Religion and Culture in Modern South Asia (Religious Studies 175) (3).
178 Chinese Diaspora in the Asia Pacific (Anthropology 178) (3).
179 Readings in Islamicate Literatures (Religious Studies 179) (3).
181 Narrative Silence: Cross-Cultural Theme and Technique (Comparative Literature 182) (3).
182 Contemporary Chinese Society (Anthropology 182) (3).
183 Cross-Currents in East-West Literature (Comparative Literature 183) (3).
186 Literary Landscapes in Europe and Japan (Comparative Literature 186) (3).
193 The Economic History of Southeast Asia (History 192) (3).
194 Revolution in the Modern Middle East (History 196) (3).
195 Women in the Middle East (History 195, Women's Studies 195)(3).
196 The Gardens, Shrines, and Temples of Japan (Anthropology 196, Art 192) (3).
197 The Middle East and the West (History 197) (3).

For Further Information
Contact the curriculum office, 401 Alumni Building, CB# 3267, (919) 962-4294, or its chair, (919) 962-6823. Send email inquiries to asia@email.unc.edu.
Department of Biochemistry and Biophysics
www.med.unc.edu/wrkunits/2depts/biochem

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. 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.

Course Descriptions

7 Introduction to Biochemistry (4). Designed to meet the needs of prenursing and premedical hygiene students, students in the allied health sciences, 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 BI0C 8). Concurrent registration in BI0C 7L required. One year of high school chemistry is strongly recommended. Three lecture hours and one two-hour laboratory a week. Fall. Toews (coordinator), staff.

8 Introduction to Biochemistry (4). Designed to meet the needs of prenursing students and prenatal hygiene students, students in the allied health sciences, and other students who desire a background in biochemistry as it relates to the human body. Continuation of BI0C 7; covers basic and clinically relevant aspects of biochemistry. Three lecture hours and one two-hour laboratory a week. Spring. Toews (coordinator), staff.

102 Undergraduate Research in Biochemistry (1-3). Prerequisite, an overall 3.0 C.P.A. and permission of course director. For juniors and seniors who wish to carry out an independent, mutually arranged research project in the laboratory of a biochemistry faculty sponsor. Restricted to on-campus work. Minimum three hours per week for each unit of credit per semester. May be repeated. May not substitute for honors, advanced elective, or other course requirements of another department. A written report is required in each term. Fall and spring. D. Lee, staff.

104 Enzyme Properties, Mechanisms, and Regulation (3). Prerequisite, Chemistry 130 or equivalent. 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. Fall. Traut, Wolfenden.

105 Molecular Biology (3). Prerequisites, 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. Fall. Crews, Fried, Van Dyke, Xiong.

110 Advanced Molecular Biology I (Microbiology 108, Genetics 110, Pharmacology 136, Biology 178) (3). Prerequisites, at least one undergraduate course in both biochemistry and genetics and permission of the instructor. DNA structure, function, and interactions in prokaryotic and eukaryotic systems, including chromosome structure, replication, recombination, repair, and genome fluidity. Fall. Griffith, Matson, A. Sancar.

111 Advanced Molecular Biology II (Microbiology 109, Genetics 111, Pharmacology 137, Biology 179) (3). Prerequisites, at least one undergraduate course in both biochemistry and genetics and permission of the instructor. RNA structure, function, and processing in biological systems including transcription, gene regulation, translation, protein and RNA transport. Spring. Baldwin, Marzluff, Strahl.

117 Cell Structure, Function and Growth Control I (2 or more). Prerequisites, undergraduate cell biology or biochemistry or permission of instructor. Comprehensive introduction to cell structure, function and transformation. Fall. Meissner, staff.

118 Cell Structure, Function and Growth Control II (2 or more). Prerequisites, Undergraduate cell biology or biochemistry or permission of instructor. Comprehensive introduction to cell structure, function and transformation. Spring. A. Cox, staff.


142 Biochemical Toxicology (Environmental Sciences 132/Toxicology 142) (3). Prerequisites, Chemistry 130 or equivalent, and one additional biochemistry course (or permission of course director). This course is designed for graduate and advanced undergraduate students in environmental sciences and engineering, toxicology, and related disciplines. This course will consist of lectures, in-class discussions and periodic examinations. The overall emphasis will be made on biochemical and molecular actions of toxics and assessment of cellular and molecular effects. The students are expected to develop a comprehensive understanding of biochemical and molecular changes caused by environmental chemicals and to be able to critically select necessary techniques for mechanistic research. Spring. Rusyn (course director).

144 Macromolecular Thermodynamics (1). Prerequisites, Chemistry 130 and two semesters of physical chemistry or permission of instructor. Basic molecular models and their use in developing statistical descriptions of macromolecular function. Course intended primarily for graduate students. Fall. Lentz.

145 Macromolecular Structure and Dynamics (1). Prerequisites, Chemistry 130 and two semesters of physical chemistry or permission of instructor. Macromolecules as viewed with modern computational methods. Course intended primarily for graduate students. Fall. Sondek (course director), Lentz, Temple.

146 Macromolecular Equilibria (1). Prerequisites, Chemistry 130 and 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. Fall. Hermans.

147 Macromolecular Spectroscopy (1). Prerequisites, Chemistry 130 and 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. Spring. Lentz.
150a Introduction to Light Microscopy (Biology 175) (1). Prerequisites, Biochemistry 144-147 or permission of course director. Fundamentals of optics and light microscope design for the novice student. Course intended primarily for graduate students. Spring (even years). Salmon (course director).

150b Advanced Topics in Imaging (Biology 175, Cell Biology) (2). Prerequisites, Biochemistry 144-147 or permission of course director. Optical imaging including fluorescence and confocal techniques. Scanning and transmission electron microscopy and image interpretation. Mechanical imaging and scanning probe microscopy. Course intended primarily for graduate students. Spring (even years). Costello (course director), Erie, Jacobson, Salmon, Superfine.

151 Macromolecular Interactions (Chemistry 235) (1). Prerequisites, Biochemistry 144-147 or permission of instructor. 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. Spring. Pielak (course director), Tripathy.

152 Macromolecular NMR (Chemistry 234) (1). Prerequisites, Biochemistry 144-147 or permission of instructor. Principles and practice of nuclear magnetic resonance spectroscopy: applications to biological macromolecule structure and dynamics in solution. Course intended primarily for graduate students. Spring. Campbell (course director), Pielak, Young.

152L Macromolecular NMR Practice (Chemistry 234) (1). Prerequisite, Biochemistry 147 or permission of course director. Lab section for BIOC 152. Course intended primarily for graduate students. Spring. Campbell (course director), Pielak, Young.

153 X-Ray Crystallography of Macromolecules (Chemistry 233) (1). Prerequisites, Biochemistry 144-147 or permission of instructor. Principles of protein crystallography; characterization of crystals; theory of diffraction; phasing of macromolecular crystals and structure refinement. Course intended primarily for graduate students. Spring. Ke.

154 Principles of and Simulation of Macromolecular Dynamics (1). Prerequisites, Biochemistry 144-147 or permission of instructor. 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. Spring (odd years). Hermans (course director), Troppa.

155 Electrical Signals from Macromolecular Assemblages (Neurobiology 222A)(2). Prerequisites, Biochemistry 144-147 or permission of instructor. An intensive, 6-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. Fall. Oxford (course director), Cheney, Rosenberg, Pallotta, Stuart.

156 Biomolecular Informatics (1). Prerequisites, Biochemistry 144-147 or permission of instructor. 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. Spring. Vaisman.

157 Macromolecular Crystallographic Methods (Chemistry 233) (2). Prerequisite, Biochemistry 153 or permission of course director. A combined lecture/laboratory workshop for serious students of protein crystallography. Course intended primarily for graduate students. Spring (odd years). Collins (course director), Redinbo, Carter, Sondek.

158 Proteomics, Protein Identification, and Characterization by Mass Spectrometry (1). Prerequisites, BIOC 144-147 or one semester of physical chemistry or permission of instructor. A lecture module that introduces students to the basics of mass spectrometry as applied to protein science. Course intended primarily for graduate students. Spring. Borchers (course director).

189 Molecular Biology Techniques (Biology 189, Genetics 189, Microbiology 189, Pharmacology 189, Physiology 189) (4). Prerequisites, some molecular biology, permission of the instructor. These one- and two-week intensive courses are part of the series of Carolina Workshops. Topics emphasized vary, but usually include techniques such as isolation of nucleic acids, blotting, cloning in viruses and plasmids, and DNA sequencing. Fall, spring, and summer courses available. Litaker and staff. Fee required. Eight laboratory hours.

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Department of Biology
www.bio.unc.edu

STEVEN W. MATSON, Chair

Professors

Associate Professors

Assistant Professors

Lecturers
Kenneth H. Bynum, Jean DeSaix, Catherine Lohmann, Penelope Padgett.

Associated Faculty
Frank L. Conlon, Stephen T. Crews, Sarah R. Grant, Chris Willett, Elaine Y. Yeh.

The Bachelor of Science and Bachelor of Arts in Biology are preferred degrees leading to careers in medical, dental, veterinary, environmental, marine, and biological sciences. Training in biology prepares students for careers in teaching, government, and private industry. State and federal agencies in agriculture, health, human services, environmental protection, etc., seek out students with good biological backgrounds. The degree programs in biology can provide a liberal education directed toward an appreciation of the complexity of nature.

Departmental majors gain a firm foundation in essential areas of biology through the core curriculum, and have ample opportunity to specialize in animal behavior, botany, cell biology, developmental
biology, genetics, marine biology, molecular biology, physiology, and plant systematics.

Prospective majors should be aware that to enroll in BIOL 50 or 54, required courses, they must achieve a grade of C or better in BIOL 11 and CHEM 11.

Bachelor of Science in Biology

This program is designed for students who intend to continue graduate study in biological or health sciences.

Students must fulfill all General College requirements with the following added restrictions:

Language:
through level 4 (Language 4 may be taken PS/F; French, German, or Russian are recommended).

Mathematics:
Math 31, plus one of the following: Math 32, Computer Science 14, Computer Science 16, Statistics 31, or Operations Research 14.

Natural Science Perspective:
Chemistry 11-11L and Biology 11-11L.
In addition, students must complete the following:
Physics 24, 25 or 26, 27.
Chemistry 21-21L, 41, 41L, 61, 62-62L.
Biology 50, 52 and 54 (the core courses) and one Organismal Structure and Diversity course chosen from 41, 43, 47, 51, 63-63L, 72-72L, 73-73L, 80-80L, 97-97L, 103, 105, 110, 114-114L, or 132.

Four biology electives beyond 11 (not including 90, 91, or 95), at least two of them with laboratory. At least two courses in biology must be numbered above 100.

Two additional courses in either biology, other natural sciences, or mathematics.

Students must also fulfill the Cultural Diversity requirement and take enough free electives to accumulate 123 academic hours.

Suggested program of study for B.S. majors:

Freshman year:
Biology 11, 11L; English 11, 12; Language 2, 3; Chemistry 11, 11L, 21, 21L; Mathematics 31; plus second course Perspective (one course)

Sophomore year:
Biology core (50, 52, 54); Language 4; Chemistry 61, 41, 41L, 62, 62L; Perspectives (one course); Physical education (one course)

Junior year:
Biology electives (three courses); Physics 24, 25 (or 26, 27); Perspectives (3 courses); Physical education (one course)

Senior year:
Biology electives (two courses); natural science or biology electives (two courses); Perspectives (two courses); free electives as needed to complete 123 academic hours

Bachelor of Arts in Biology

This program is designed to provide greater flexibility than the B.S. in meeting broad student interests.

Students must fulfill all General College requirements with the following added restrictions:

Mathematics:

Natural Science Perspective:
Chemistry 11-11L and Biology 11-11L.
In addition, students must complete the following:
Chemistry 21-21L.
Biology 50, 52, and 54 (the core courses) and one Organismal Structure and Diversity course chosen from 41, 43, 47, 51, 63-63L, 72-72L, 73-73L, 80-80L, 97-97L, 103, 105, 110, 114-114L or 132.

Three biology electives beyond 11 (not including 90, 91, 95), at least one with laboratory. At least one course in Biology must be above 100.

Four additional courses in biology, other natural sciences or mathematics (one of these will fulfill the Arts and Sciences Natural Science perspective).

Students must also fulfill three of the other four Arts and Sciences perspectives, the Cultural Diversity requirement, and take enough free electives to accumulate 120 academic hours.

Suggested program of study for B.A. majors:

Freshman year:
Biology 11, 11L; English 11, 12; Language 2, 3; Chemistry 11, 11L, 21, 21L; Mathematics Perspective (one course)

Sophomore year: Biology core (50, 52, 54); natural science electives (two courses); Perspectives (four courses); physical education (one course)

Junior year:
Biology electives (two courses); natural science electives (two courses); Perspectives (two courses); B.A. Perspectives (two courses); physical education (one course); free electives (two courses)

Senior year:
Biology electives (two courses); B.A. perspective (one course); free electives as needed to complete 120 academic hours.

Minor in Biology

A student may minor in biology by taking four biology courses beyond BIOL 11-11L distributed as follows:
• two of the three core courses (50, 52, 54)
• one course with laboratory
• one course numbered above 100.

Departmental Advisers for Majors
Second-semester sophomores electing a major in biology will be assigned a departmental faculty adviser.

Special Undergraduate Opportunities in Biology

During the second semester of the sophomore year, or later, students with a grade point average of 3.0 or higher in biology courses are encouraged to consult with their departmental adviser concerning the following special programs of study and research experience.

Laboratory Teaching Internship and Assistantship
See Biology 90, 91.
Undergraduate Research
See Biology 98.

Honors in Biology
Candidates for honors or highest honors must secure approval from the departmental honors adviser. They must have six hours of Biology 98 and 99, and maintain a grade point average in biology courses (exclusive of Biology 98 and 99) 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 at the departmental office.

Other Career Opportunities
Those who plan careers in health sciences including dentistry, medicine, and veterinary medicine should consult with the Health Professions Advising Office, Rm. 201D Steele Bldg. Those who plan to teach in public schools should see the requirements for Science Teacher Programs under the School of Education. Special courses in Marine Science are offered through the Department of Biology and the Curriculum in Marine Science at the Institute of Marine Science, Morehead City, N.C.

Undergraduate Awards
The Henry Van Peters Wilson Award, established in 1976, honors Professor H. V. Wilson, first chair of the Department of Biology at UNC-Chapel Hill. It is 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 recipient receives a monetary award and personal plaque, and his or her name is inscribed on a plaque displayed in Coker Hall.

The Robert Ervin Coker Award, established in 1976, honors Professor R. E. Coker, a pioneer American ecologist and member of the department for many years. The award is 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 award includes a monetary gift and personal plaque, and the recipient's name is inscribed on a plaque displayed in Coker Hall.

The John N. Couch Award, established in 1986, honors the late John N. Couch, outstanding mycologist, Kenan Professor of botany and member, National Academy of Science. The award is given annually to the senior honors student with interests in plant biology who has demonstrated the highest ideals of scholarship and research. The award includes a monetary gift and personal plaque, and the recipient's name is inscribed on a plaque in Coker Hall.

The Irvine R. Hagadorn Award, established in 1981, honors Professor I. R. Hagadorn, teacher and student adviser in the department from 1962 until 1981. Given annually to the junior in biology with the highest overall scholastic average, the award includes a monetary gift and personal plaque. The recipient's name is inscribed on a plaque displayed in Coker Hall.

The Francis J. LeClair Award, established in 1974, honors the late Francis J. LeClair, renowned horticulturist and for many years, University landscape architect. The award, presented annually to the outstanding member of the graduating class who has majored in biology with a specialization in botany, includes a monetary gift and personal plaque. The recipient's name is inscribed on a plaque displayed in Coker Hall.

Courses for Undergraduates Only
Stated prerequisites are understood to mean “or equivalent” and may be waived by the course instructor for students who are adequately prepared.

Note: Biology 11-11L is the prerequisite for most advanced work in biology. However, entering freshmen may earn placement credit for Biology 11-11L 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.

1 Biology Inquiry (1). No prerequisite. A seminar course that focuses on how biologists ask questions and resolve controversy. Students read and discuss excerpts from the original literature. Designed for freshmen but open to all interested students. Fall and spring. Pukkilala and staff.

6 First Year Seminars (3). Designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

8 Biology of Human Disease (Pathology 8) (3). Open to all undergraduates. No prerequisites. Presents an overview of basic human molecular and cellular biology in the setting of common human diseases. The course will emphasize how an understanding of disease mechanisms provides the knowledge base for informed use of modern health care. Spring. Reisner, Smith. B.A.-level and GC Natural Science (no lab) perspectives.

9 Prehistoric Life (Geological Sciences 16) (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 lab.) Fall, spring, and summer. Carter. Natural Sciences Life Science perspective. Cannot be used as a major requirement in biology.

9L Prehistoric Life Laboratory (1-2). The two-credit-hour laboratory option includes an internship (3-5 hours, once a week) at the North Carolina Museum of Natural History as part of the APPLIES service learning program in addition to the laboratory taught on campus. Spring, summer. Carter.

10 Issues in Modern Biology (3). For students not majoring in biology. Students who have taken any other course in the Biology Department may not register for this course. Recent advances in the understanding of major principles in biology. Emphasis includes the relevance and application of such advances to humans, society, and the environment. Three lecture hours a week. Spring. Staff. GC Natural Science (no lab) perspective.

11 Principles of Biology (3). Open to all undergraduates. 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 note above concerning Advanced Placement examination.) Three lecture hours a week. Fall, spring, and summer. DeSaix, Harris, Padgett. GC and A&S Natural Science perspective.

11L Introductory Biology Laboratory (1). Corequisite or prerequisite, Biology 11. 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. Fall, spring, and summer. DeSaix, staff.

41 Plant Biology (4). Prerequisites, Biology 11, 11L. 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. Spring. Gensel. GC and A&S Natural Science perspective.
43 Local Flora (4). Prerequisites, Biology 11, 11L. Open to all undergraduates. Recognition and identification of vascular plants with emphasis on the use of keys and other identification devices. Two lecture and four laboratory hours a week. Fall. Weakley. GC and A&S Natural Science perspective.

44 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 Biology 44 and Biology 45. Fall, spring, summer. Only offered through Continuing Studies.

45 Fundamentals of Human Anatomy and Physiology (4). Prerequisites, Biology 11, 11L. A multimedia-based course emphasizing the relationship between structure and function of the body's major organ systems. All students take two separate two-hour laboratories. In the anatomy lab students are guided in the use of computer-based human anatomy software. In the human physiology lab students perform a variety of computer-assisted noninvasive measurements and prepare laboratory reports using class data obtained in real time. Two hours of lecture and one hour of recitation weekly; four scheduled hours of laboratory each week. Fall. Bynum and Misch. Spring and summer. Bynum. GC and A&S Natural Science perspective.

47 Horticulture (4). Prerequisite, Biology 11. 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. Fall. Staff.

50 Molecular Biology and Genetics (4). Prerequisites, grade of C or better in Biology 11 and Chemistry 11 or Chemistry 21. 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. Fall, spring, and summer. Bloom, Dangl, Duronio, Kiefer, Maroni, Matson, Pukkila, Searles, Sekelsky, staff. GC and A&S Natural Science perspective.

51 Plant Diversity (4). Prerequisites, Biology 11, 11L. 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. Fall. Gensel.

52 Cellular and Developmental Biology (4). Prerequisite, Biology 50. 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. Fall, spring, and summer. Bautch, Bollenbacher, Goldstein, Jones, Lieb, Peifer, Reed, Salmon, staff.

54 Ecology and Population Biology (4). Prerequisites, grade of C or better in Biology 11 and Chemistry 11 or Chemistry 21. 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 and one recitation-demonstration-conference hour a week. Fall, spring, and summer. Burch, Peet, Reice, Servidio, Stiven, White, staff. GC and A&S Natural Science perspective.

60 Introduction to Research in Biology (3). Prerequisite, Biology 50 or Biology 54. A seminar based on current investigations at UNC-Chapel Hill. Students will examine sources of scientific information, explore the logic of scientific investigation, and develop proposals for their own work. Not open to seniors. Students with Biology 60 credit may receive a maximum of 3 hours of graded credit in Biology 98A. Pukkila.

63 Structure and Evolution of Vertebrates (3). Prerequisites, Biology 11, 11L. A history of the human body with emphasis on evolutionary history of vertebrates and anatomical evolution of organ systems. Three lecture hours a week. Fall and spring. Fieduccia, Padgett, staff. GC and A&S Natural Science perspective.

63L Vertebrate Structure and Evolution Laboratory (1). Prerequisite or corequisite, Biology 63. Vertebrate comparative anatomy of organ systems and their evolution with emphasis on human anatomy. Three laboratory hours a week. Fall, spring, and summer. Bynum.

64 Global Ecology: An International Perspective on Ecological and Environmental Problems (ENST 64) (3). Prerequisite, Biology 54. 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. Reice.

72 Vertebrate Field Zoology (3). Prerequisites, Biology 11, 11L. Introduction to the diversity, ecology, behavior, and conservation of living vertebrates. Three lecture hours a week. Fall. Wiley.

72L Vertebrate Field Zoology Laboratory (1). Corequisite, Biology 72. Study of the diversity of vertebrates in the field. Three laboratory and field hours a week, including two weekend trips. Fall. Wiley.

73 Animal Behavior (3). Prerequisites, Biology 11, 11L. An introduction to animal behavior with emphases on the diversity and adaptation of behavior in natural conditions. Three lecture hours a week. Fall and spring. C. Lohmann. GC and A&S Natural Science perspective.

73L Animal Behavior Laboratory (1). Prerequisite or corequisite, Biology 73. Techniques of observation and experiments in animal behavior. Three laboratory hours a week. Fall and spring. C. Lohmann.

80 Biology of Insects (3). Prerequisites, Biology 11, 11L. Study of insects with emphasis on physiology, ecology, and behavior. Three lecture, discussion, and demonstration hours a week. On occasion. Staff.

80L Biology of Insects Laboratory (1). Prerequisite or corequisite, Biology 80. 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. On occasion. Staff.

90 Laboratory Intern in Biology (1 P/F). Prerequisites, 3.0 or higher in course in question and all biology work, and permission of instructor. Experience to include laboratory preparations, demonstrations, assistance, and attendance at weekly laboratory preparation meetings for the course. Interns will not be involved in any aspects of grading in the course. May be repeated with credit. Three laboratory hours a week. Fall, spring, and summer. Staff.
91 Laboratory Teaching Assistant in Biology (2 P/F). Prerequisites, 3.0 or higher in course in question and all biology work and permission of instructor and department chair. Experience and duties to include attendance at weekly laboratory preparation meetings for the course, laboratory preparations, demonstrations, instruction, and grading in one section of laboratory course. May be repeated for credit. Three laboratory hours a week. Fall, spring, and summer. Staff.

92 Senior Seminar (1). Prerequisite, faculty recommendation. Offered to seniors for more detailed and comprehensive exposure to unifying principles in biology. Discussions and analyses of selected topics by students. Three seminar hours a week. On demand. Staff.

95 Directed Reading (2-4). Prerequisite, permission of the staff. 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. On demand. Staff. Cannot be used as a course toward the major.

96 Special Topics (2 or 3). Prerequisite, permission of the staff. An undergraduate seminar course devoted to consideration of pertinent aspects of a selected biological discipline. On demand. Staff.

96L Special Topics Laboratory (1 or 2). Permission of the staff. An undergraduate laboratory course covering aspects of a specific biological discipline. Laboratory reports will be required. Research work is not included in this course. On demand. Staff.

97 Special Topics in Organismal Biology (2 or 3). Prerequisite, permission of instructor. An undergraduate course devoted to consideration of pertinent aspects of a selected organismal biological discipline. Offered on demand. Fall and spring. Staff.

97L Special Topics in Organismal Biology Laboratory (1 or 2). Prerequisite, permission of 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. Fall and spring. Staff.

98A Undergraduate Research (1-3). For departmental majors in Biology. Prerequisites, Biology 11, 11L, an overall 3.0 grade point average, and permission of a faculty research director. Directed readings with laboratory study on a selected topic. A final written report is required each term. May be repeated for a total of no more than six credit hours. Biology 98A credit from three to five hours may be counted as one lecture course in the major; or six hours of 98A or 98A and 99A credit can be counted as a lecture course with a laboratory in the major. Fall, spring, and summer. Staff.

98B Undergraduate Research (1-3). Prerequisites, Biology 98A, an overall 3.0 grade point average, and permission of a faculty research director. Directed readings with laboratory study on a selected topic. A final written report is required each term. May be repeated. This course is offered for pass/fail credit only. Fall, spring, and summer. Staff.

99A Senior Honors Thesis (3). Prerequisites, permission of a faculty research director and three credit hours of Biology 98A in the same laboratory. Students with six hours of Biology 98A must take Biology 99B. See also the description of honors and highest honors under Special Undergraduate Opportunities in Biology in the statement preceding course descriptions. Required of all candidates for honors or highest honors in their senior year. Fall, spring. Staff.

99B Senior Honors Thesis (3). Prerequisites, permission of a faculty research director and six credit hours of Biology 98A in the same laboratory. Students with six hours of Biology 98A must take Biology 99B. See also the description of honors and highest honors under Special Undergraduate Opportunities in Biology in the statement preceding course descriptions. Required of all candidates for honors or highest honors in their senior year. This course is offered for pass/fail credit only. Fall, spring. Staff.

Courses for Graduates and Advanced Undergraduates

The stated prerequisites should be interpreted to read "or equivalent" and may be waived by the course instructor for students who are adequately prepared.


103 Introduction to Plant Taxonomy (4). Prerequisites, Biology 41 and/or Biology 43 or permission of the instructor. 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. Fall. Staff.

104 Vertebrate Embryology (3). Prerequisite, Biology 45 or 52. 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. Spring. Harris.

104L Vertebrate Embryology Laboratory (1). Prerequisite or corequisite, Biology 104. Descriptive and some experimental aspects of vertebrate development. Three laboratory hours a week. Spring. Harris.


108 Microbiology (3). Prerequisites, Biology 50 or consent of the instructor. Bacterial form, growth, physiology, genetics, and diversity. Bacterial interactions including symbiosis and pathogenesis (animal and plant). Use of bacteria in biotechnology. Brief introduction to fungi and viruses. Fall. Matthysse.

108L Microbiology Laboratory (2). Prerequisite or corequisite, Biology 108. Sterile technique, bacterial growth and physiology, bacterial genetics, bacteriophage, and bacterial diversity. Fall. Matthysse.

109 Bacterial Genetics (3). Prerequisites, for undergraduates, Biology 108; for graduate students, a molecular microbiology course. Genetics of eubacteria with emphasis on molecular genetics including regulation of gene expression, transposons, operons, plasmids, transformation, and conjugation. Spring. Matthysse.

110 Invertebrate Paleontology (Geology 132) (4). Prerequisites, Geology 16 or Biology 11, or permission of instructor. Study of major invertebrate phyla in the geologic record. Five cred-
it hour class includes an internship (once a week) at the North Carolina Museum of Natural History as part of the APPLES service learning program in addition to the laboratory taught on campus. Fall. Carter.


114L Avian Biology Laboratory (1). Corequisite, Biology 114. 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. Spring. Wiley.

115 Strategies of Host-Microbe Interactions (3). Prerequisite, Biology 52 and 108, or equivalents. 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. Spring. Alternates years. Dangl.

120 Comparative Physiology (3). Prerequisites, Biology 11, 11L, Physics 24, 25. An examination of the physiology of animals using a comparative approach. Both invertebrate and vertebrate animals are discussed in order to elucidate general principles. Spring. Kier.

121 Introduction to Neurobiology (3). Prerequisite, Biology 52. Survey of neurobiological principles in vertebrates and invertebrates, including development, morphology, physiology, and molecular mechanisms. Three lectures a week. Fall. Bollenbacher, Crews, K. Lohmann.

122 Human Genetics (Genetics 122) (3). Prerequisite, Biology 50. 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. Fall. Maroni.


124 Introduction to Immunology (3). Prerequisites, Biology 50, 52, and permission of instructor. 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. Three lectures hours a week. Spring. Bollenbacher, Weintraub.

125 Clinical and Counseling Aspects of Human Genetics (Genetics 125) (3). Prerequisites, Biology 122 and permission of instructor. Topics in clinical genetics including pedigree analysis, counseling/ethical issues, genetic testing, screening, and issues in human research are taught in a small group format. Active student participation is expected. Three lecture hours per week. Spring. Roche.

126 Oceanography (Marine Science 101; Environmental Science 127; Geology 101) (3). Prerequisites, major in a natural science or at least two college-level courses in natural sciences. The origin of ocean basins, chemistry and dynamics of seawater, biological communities and processes, the sedimentary record, and history of oceanography. Term paper. Intended for students with college science background; other students should see Geology 12. Three lecture hours a week. Fall, spring. Arnst, Neumann, Teske. A&S Natural Science perspective.

129 Laboratory in Cell Biology (4). Prerequisite, grade of C or better in Biology 52. 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. Spring. Jones

130 Introduction to Biological Chemistry (Chemistry 130) (3). Prerequisites, Chemistry 62 or 66H, 62L or 66L; Biology 11. The study of cellular processes including catalysis, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes is emphasized. Fall and spring. Biological chemistry faculty.

131 Endocrinology (3). Prerequisite, Biology 52 or 62. Principles of neuroendocrine and endocrine systems of vertebrates and selected invertebrates with consideration of the anatomy and physiology of glands of internal secretion. Hormone chemistry and interendocrine relationships are also emphasized. Three lecture hours a week. On occasion. Bollenbacher.

132 Evolutionary Mechanisms (4). Prerequisite, Biology 50 and 54, or permission of instructors. Introduction to mechanisms of evolutionary change, including natural selection, population genetics, life history evolution, speciation, and micro-macroevolutionary trends. Three lecture hours plus two hours of laboratory/recitation per week. Fall. Kingsolver, Pfennig.

133 Evolution and Development (3). Prerequisites, Biology 50, Biology 52, Biology 54. 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. Three lecture hours per week. Fall. Goldstein, Pfennig.

134 Biology of Blood Diseases (Pathology 134) (3). Prerequisite, Biology 52 or permission of instructor. An introduction to the biology and pathophysiology of blood and the molecular mechanisms of some human diseases, including malignant neoplasms, anemias, hemophilia, thombophilies, atherosclerosis, and viral infections. Fall. Church.

135 Molecular Basis of Disease (3). Prerequisites, BIOL 52 and BIOL 50, or permission of instructor. 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. Bollenbacher, Weintraub.

140 Biological Oceanography (Marine Sciences 104, Environmental Sciences 120) (4). Prerequisite, Biology 54 or 105 or permission. Physical, chemical, and biological factors characterizing estuarine and marine environments with emphasis on factors controlling animal and plant populations, including experimental approaches and methods of analysis, sampling, and identification. Five lecture and five laboratory hours a week. Summer. Alternate years. Offered on demand at the Institute of Marine Sciences, Morehead City, N.C. Staff.

141 Special Problems in Marine Biology (Marine Sciences 141) (3-6). Prerequisites, Biology 140 and permission of the instructor. Survey of current problems and intellectual approaches in any of the following areas: Marine Ecology (Peterson); Marine Chemical
Ecology (Lindquist); Marine Microbes (Kohlmeyer, Paerl). Hours and credits by prior agreement (with five or more laboratory and conference hours a week per unit credit). Fall, spring, first or second summer sessions. Offered on demand at Morehead City, N.C. Staff of Institute of Marine Sciences.

142 Plant Ecology (4). Prerequisite, Biology 54. 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. Fall. Alternate years. Peet.

143 Ecological Plant Geography (Geography 103) (3). Prerequisite, Biology 11 or Geography 10. 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. Fall. Alternate years. Peet.

144 Developmental Biology (3). Prerequisites, Biology 50 or Biology 52 and Chemistry 61. 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. Spring. Bautch, Peifer.

145 Statistical Analysis in Ecology and Evolution (Ecology 145) (3). Prerequisites, Biology 54 and Statistics 11 or 31. Statistical analysis and modeling of data in ecology and evolutionary biology. Analyses are related directly to specific biological data and experiments, including student projects that involve applying techniques to data. Three lecture hours per week. Fall. Alternate years. Kingsolver.

146 Marine Ecology (Marine Sciences 146) (3). Prerequisite, Biology 54 or 105. A survey of ecological and oceanographic processes structuring marine communities in a broad range of habitats with an emphasis on experimental approaches to addressing both basic and applied problems in marine systems. Three lecture hours a week. Spring. Alternate years. Bruno.

147 Field Ecology (4). Prerequisite, Biology 54. Application of ecological theory to terrestrial and/or freshwater systems. Lectures will acquaint students with these systems and emphasize quantitative properties of interacting populations and communities within them. The required laboratory will teach techniques and methodology applicable for analysis of these systems. Individual and group projects will emphasize experimental testing of ecological theory in the field. Two lecture and six field hours a week. Spring. Alternate years. Reice.

148 Marine Biology (Marine Sciences 148) (3). Prerequisites, Marine Sciences 12 or Biology 11. 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. Fall. Moran.

149 Ecosystem Structure and Function (3). Prerequisite, Biology 54 or a course in limnology or geochemistry. 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. On occasion. Staff.

149L Ecosystem Structure and Function Laboratory (1). Corequisites, Biology 149 and permission of instructor. Use of data to generate empirical models of ecosystem patterns or processes. Individual research projects. Three laboratory hours a week. On occasion. Staff.

150 Animal Societies and Communication (3). Prerequisite or corequisite, Biology 73. Comparative review of animal societies; diversity of social structure, social dynamics, communication, ecology, and evolution of social organization. Three lecture hours a week. Spring. Alternate years. Wiley.

151 Behavioral Ecology (3). Prerequisites, Biology 54 or 73. 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. Spring. Lynam.

152 Plant Anatomy (5). Prerequisite, Biology 51. Introduction to the development and comparative anatomy of vascular plants. Practice in methods of anatomical microtechnique. Three lecture and four laboratory hours a week. Fall. On occasion. Staff.

153 Comparative Morphology of Vascular Plants (5). Prerequisite, Biology 51. Comparative morphology and evolutionary relationships of the Tracheophyta. Both living and fossil forms will be considered. Three lecture and four laboratory hours a week. Spring. Alternate years. Gensel.

154 Behavioral Neuroscience (3). Prerequisite, Biology 52 or permission. 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. Spring. Alternate years. Lohmann.


156 Evolutionary Ecology (3). Prerequisite, Biology 132 or permission of instructor. 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. Spring. Alternate years. Podolsky.

157 Problems in Vertebrate Evolution (Geology 157) (3). Prerequisites, Biology 63 or permission of the instructor. A study of the major transitions in vertebrate evolution and associated problems in evolutionary biology, structural change, paleoecology, biogeography and earth history, physiology and behavior. On occasion. Fuccia.

158 Evolutionary Genetics (3). Prerequisites, Biology 50 and 54 or permission of instructor. 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. Fall. Alternate years. Burch, Vision.

159 Molecular Population Biology (MASC 147) (4). Prerequisites, BIOL 132 and permission of instructor. Hands-on training, experience, and discussion of the application of molecular genetic tools to questions of ecology, evolution, systematics, and conservation. Lab/recitation/fieldwork is included and contributes 3 credit hours to the course. Marko.
160 Developmental Genetics (Genetics 160) (3). Prerequisite, Biology 50 and 52. An introduction to the principles of development, with an emphasis on the genetic and molecular control of development. Extensive reading from primary literature. Fall. Bautch, Reed.

161 Principles of Genetic Analysis 1 (Genetics 112) (4). Prerequisite for undergraduates, Biology 50. For graduate students, an undergraduate genetics course or permission of instructor. Genetic principles of genetic analysis in prokaryotes and lower eukaryotes. Fall. Petes, Pringle.

162 Computational Genetics (4). Prerequisites, Biology 50 and Computer Science 14 and Statistics 31. A study of the concepts underlying the bioinformatic tools used in genetics. Topics include alignment, gene finding, expression analysis, mapping, phylogenetics, and measuring sequence divergence and polymorphism. Three lecture and two laboratory hours per week. Fall. Vision.

163 Laboratory Experiments in Genetics (4). Prerequisite, Biology 50. 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. Spring. Grant.

164 Molecular Biology (3). Prerequisites, Chemistry 61 and Biology 50. Emphasis is on prokaryotic molecular biology, plasmids, T-phage and single-strand phages. Three lecture hours a week. Fall and spring. Searles, Stafford.

165 Introduction to Signal Transduction (3). Prerequisites, Biology 11, Biology 50, Biology 52. 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. Fall. Kiefer.

166 Unsolved Problems in Cellular Biology (3). Prerequisite, Biology 52. A survey of areas of current interest in cytology, embryology, and genetics with concentration on problems which remain unsolved, but which appear to be near solution. Three lecture and discussion hours a week. Fall. Harris.

167 Advanced Cell Biology (3). Prerequisite, Biology 52. An advanced course in cell biology, with emphasis on the biochemistry and molecular biology of cell structure and function. Three lecture hours a week. Fall. Kiefer.


169 Cancer Biology (3). Prerequisites, Biology 50 and Biology 52. 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. Spring. Duronio, Peifer.

171 Molecular Biology Techniques (4). Prerequisite, permission of instructor; Biology 164 recommended. 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. Fall. Stafford.

175 Special Topics (3). Prerequisite, permission of instructor. Content will vary. Three lecture and discussion hours per week by visiting and resident faculty. Fall and spring. Staff.

177 Current Topics in Cell Division (3). Prerequisite, Biology 52. 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. Spring. Bloom, Salmon.

178 Advanced Molecular Biology I (Genetics 110, Biochemistry 110, Microbiology 108, Pharmacology 136) (3). Prerequisites for undergraduates, at least one undergraduate course in both Biochemistry and Genetics. DNA structure, function, and interactions in prokaryotic and eukaryotic systems, including chromosome structure, replication, recombination, repair, and genome fluidity. Three lecture hours a week. Fall. Griffith, Ramsden, Sancar.

179 Advanced Molecular Biology II (Genetics 111, Biochemistry 111, Microbiology 109, Pharmacology 137) (3). Prerequisites for undergraduates, at least one undergraduate course in both Biochemistry and Genetics. RNA structure, function, and processing in biological systems including transcription, gene regulation, translation, and oncogenes. Three lecture hours a week. Spring. Baldwin, Marzluff, Strahl.

181 Paleobotany (Geology 197) (4). Prerequisites, Biology 11, 11L and permission of instructor. 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. Fall. Alternate years. Gensel.

184 Conservation Biology (3). Prerequisite, Biology 54. 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. Occasional. White.

185 Population Ecology (3). Prerequisite, Biology 54. 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. Spring. Alternate years. Staff.

185L Laboratory in Population Ecology (1). Corequisites, Biology 185 and permission of instructor. Methodology in the analysis and interpretation of population and community phenomena. Three lab hours a week. Spring. Alternate years. Staff.

186 Community and Systems Ecology (3). Prerequisite, Biology 54. 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. Spring. Alternate years. Reice.

186L Community and Systems Ecology Laboratory (1). Prerequisite or corequisite, Biology 186. Community and/or ecosystem modeling and computer simulation. Experimental analyses and validation in the field. Individual and group projects. Three lab hours a week. Spring. Alternate years. Reice.

188 Light Microscopy for the Biological Sciences (3). Prerequisites, Biology 52 and permission of instructor. Introduction to various types of light microscopy, digital and video imaging techniques, and their application in biological sciences. Spring. Alternate years. Bloom, Salmon.
112 Biomaterials (Applied Sciences 161) (3). Prerequisite, Biomedical Engineering 181 or one year of college-level biology. 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. Fall. Kusy.

120 Real-Time Computer Applications I (Applied Sciences 120) (3). Introduction to digital computers for on-line, real-time processing and control of signals and systems. Programming analog and digital 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. Fall. Staff.

121 Digital Signal Processing I (Applied Sciences 103) (3). Prerequisite, Computer Science 14 or equivalent. 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. Spring. Joshi.


132 Linear Control Theory (Applied Sciences 105) (4). Prerequisite, Mathematics 128 or equivalent. 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. Fall. Johnson.

160 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. Spring. Thompson.

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Department of Biomedical Engineering
www.bme.unc.edu

STEPHEN B. KNISLEY, Interim Chair

The following courses are open to undergraduate students majoring in Applied Sciences. Students interested in Biomedical Engineering should consider the Biomedical Engineering track, Computer Engineering track, or the Biomaterials specialization within the Material Science Track.

Course Descriptions

102 Biomechanics (3). Prerequisites, Physics 26, Mathematics 83 and permission of instructor. 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. Fall. Weinhold.


111 Biomedical Instrumentation I (Applied Science 111) (4). Prerequisite, Physics 101. Topics include basic electronic circuit design, analysis of medical instrumentation circuits, physiologic transducers (pressure, flow, bioelectric, temperature, and displacement). This course includes a laboratory where the student builds biomedical devices. Spring. Hsiao.

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Department of Cell and Developmental Biology

VYTA S. BANKAITIS, Chair

Professors

Associate Professors

Assistant Professors
Jay E. Brennan, Mohanish Deshmukh, Scott Hammond.

Research Associate Professors
Shoji Osawa, Richard Weinberg.

Research Assistant Professors

Instructor
Lihua He, Ed Kernick, Linda Levitch.
Course Descriptions

41 Introduction to Human Anatomy (3). A general course for persons preparing for careers as dental hygienists. Two lectures and two laboratory hours a week. Fall. Levitch.

117 Cell Structure, Function, and Growth Control I (Microbiology and Immunology 117, Biochemistry 117, Pharmacology 117) (3). Prerequisite, undergraduate cell biology or biochemistry or permission of the instructor. Comprehensive introduction to cell structure, function, and transformation. Fall. Cox, Lee, Meissner, Parise.

118 Cell Structure, Function, and Growth Control II (Microbiology and Immunology 118, Biochemistry 118, Pharmacology 118) (3). Prerequisite, undergraduate cell biology or biochemistry or permission of the instructor. Comprehensive introduction to cell structure, function, and transformation. Spring. Cox, Lee, Meissner, Parise.

121 Developmental Biology (3). Prerequisite, permission of the instructor. A comprehensive course covering basic principles and current topics in developmental biology, including patterning, cell signaling, cell differentiation, and growth regulation. Spring. Laufer.

123 Developmental Toxicology and Teratology (Toxicology 123) (2). Emphasizes topics of current research interest relative to the genesis of environmentally caused and genetically caused birth defects. One two-hour session per week (evening). Spring 2003 and alternate years. Sulik.


193 Functional Neuroanatomy (Physical Therapy 193) (3). Prerequisites, Cell and Developmental Biology 191 and enrollment in the Department of Physical Therapy. Study of basic structure of the brain and spinal cord. Includes both lecture and laboratory. Four hours a week. Kernick.

Assistant Professors
Eva Anton, Sela Mager, Carol A. Otey.

Lecturers
Yan Lu, Virginia K. Shea.

Research Professors
C. William Davis, Susan K. Fettner.

Research Associate Professor
Alan Fanning.

Research Assistant Professors
Michael Chua, Scott Randell.

Research Instructors
Malika Boukhelifa, Armin Just, Marianne L. Meeker.

Adjunct Professors

Adjunct Associate Professors
Christos Chatziantoniou, Keiji Nishiya, Alan L. Willard.

Adjunct Assistant Professors
Paula R. Rogens, P. Kay Wagoner.

Adjunct Instructors
Jan McCormick, Mathius J. Sedivec.

Professors Emeriti

The Department of Cell and Molecular Physiology offers courses for premedical, preclinical, nursing, pharmacy, physical therapy, and allied health students as well as to students pursuing science majors but does not offer a formal program leading to a degree. Students interested in independent research may register for PHY 98, Undergraduate Research in Physiology, a directed readings or laboratory study with a member of the faculty.

Course Descriptions

006D Freshman Seminar: Human Physiology (3). Introductory view of the study of human physiology and how it relates directly to health and disease. Final project will take the form of a patient education document, which would be suitable for distribution to the audience of the student's choice. The format of the document can be written, a PowerPoint-type presentation, or Web-based. The project will also include a selective and annotated bibliography. Spring. Falvo.

92 Introduction to Physiology (5). Prerequisites, Chemistry 11 and 21 or Biochemistry 7 and 8 and Biology 45, or equivalents. A course in basic human physiology with an appreciation for its clinical application. Emphasis is on body fluids, various organ systems and their interrelationships. Required of all nursing students and available to other students by permission of instructor. Four lecture and two recitation hours a week. Spring. Shea, staff.

93 Introduction to Physiology (4). Prerequisites, Chemistry 11 and 21 or equivalents. Required of all pharmacy students and available to other students by permission of instructor. A general course in mammalian physiology with emphasis on the various organ systems and their interrelationships. Three lecture and two recitation hours a week. Fall. Meeker, staff.

98 Undergraduate Research in Physiology (1-3). Prerequisites, Biology 11, 11L, Chemistry 11, 11L, an overall 3.0 GPA, and permission of 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. Fall, spring, and summer. Staff.

122 Developmental Neurobiology (Cell Biology and Anatomy 122, Neurobiology 122) (3). Prerequisite, permission of the instructor. A survey of nervous system development emphasizing detailed analysis of selected research topics such as neural induction, neural crest development, neuronal differentiation, synapse formation, neurotrophic factors, glial development, and the effects of experience. Fall. Snider.

125 Gene Expression and Manipulation in Physiology (3). Prerequisite, permission of the instructor. Introductory cell and molecular methodology for derivation and characterization of genetically manipulated cells and animals. Transcriptional control; application to normal organ function and mechanisms of diseases. Fall. Lund, Sealock, staff.

140A Membrane Physiology (1). Prerequisite, Biochemistry or permission of department. Membrane potentials, ion channels, synaptic transmission and secretion, and membrane transport. Lecture/discussion format; texts supplemented by critical readings of classical and modern research articles. On demand. Sealock, staff.

140B Endocrine Physiology (1). Prerequisites, Biochemistry and molecular or cell biology or permission of instructor. Physiology of endocrinology and signal transduction. Lecture/discussion format; texts supplemented by critical readings of classical and modern research articles. Fall. On demand. Staff.

189 Molecular Biology Techniques (Biology 189, Genetics 189, Microbiology 189, Pharmacology 189) (4). Prerequisites, some molecular biology, permission of the instructor. These one- and two-week intensive courses are part of the Carolina Workshops series. Topics emphasized vary, but usually include techniques such as isolation of nucleic acids, blotting, cloning in viruses and plasmids, and DNA sequencing. Fall, spring, and summer courses available. Litaker and staff. Fee required. Eight laboratory hours.

A.B. Degree with a Major in Chemistry

Students must meet the General Education requirements of the General College and the College of Arts and Sciences; the following courses must be included:

**Freshman Year**
Chemistry 11, 11L and 21, 21L; or 25H, 25L
Mathematics 31 and 32

**Sophomore Year**
Chemistry 41 or 45H, 41L or 45L, 51, and 61 or 65H, 62 or 66H, 62L or 66L
Physics 24, 24L and 25, 25L or 26 and 27

**Junior and Senior Years**
Chemistry 170L, 180 or 181
Choice of two courses: Chemistry 121, 130, 141, 150, 151, 160L, or 182

B.S. Degree in Chemistry

The following courses are required:

**Freshman and Sophomore Years**
Chemistry 11, 11L and 21, 21L; or 25H, 25L
Chemistry 41 or 45H, 41L or 45L, 51, and 61 or 65H, 62 or 66H, 62L or 66L
Biology 11
English 11 and 12
Foreign Language
Mathematics 31, 32
Natural Science Courses (Mathematics 33 and 83; Physics 26 and 27)
General College Perspectives (two courses)
Physical Education (two courses)

**Junior and Senior Years**
Chemistry 130, 150, and 170L
Chemistry 181, 181L, 182, and 182L
Chemistry 141 and 141L
Advanced Chemistry Electives (ten hours)
General College Perspectives (two courses)
Nonscience Electives (nine hours)
Free Electives (nine hours)

B.S. Degree in Chemistry, Biochemistry Track

The following courses are required:

**Freshman and Sophomore Years**
Chemistry 11, 11L and 21, 21L; or 25H, 25L
Chemistry 41 or 45H, 41L or 45L, 51, and 61 or 65H, 62 or 66H, 62L or 66L
Biology 11, 11L
Mathematics 31, 32
English 11 and 12
Foreign Language
Natural Science Courses (Mathematics 33 and 83; Physics 26 and 27)
General College Perspectives (two courses)
Physical Education (two courses)

**Junior and Senior Years**
Chemistry 130, 136L, 170L, 181, 181L, and 182
Biochemistry Electives (two courses, six hours)
Advanced Science Elective (one course)
Biology 50, 52

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Department of Chemistry
www.unc.edu/depts/chemistry

JAMES W. JORGENSEN, Chair

Professors
Tomas Baer, Max L. Berkowitz, John J. Boland,
Maurice S. Brookhart, Michael T. Crimmings, Joseph DeSimone,
Malcolm D. E. Forbes, Gary L. Glish, Eugene A. Irene,
Donald C. Jicha, Charles S. Johnson, James W. Jorgenson,
Paul J. Kropf, Roger E. Miller, Royce W. Murray, Robert G. Parr,
Lee G. Pederson, Gary J. Pielak, Michael Rubinstein,
Edward T. Samulski, Thomas N. Sorrell, Linda L. Spremulli,
Joseph L. Templeton, Nancy L. Thompson, H. Holden Thorp,
R. Mark Wightman.

Associate Professor
Dorothy A. Erie, Michel R. Gagné, Cindy K. Schauer.

Assistant Professors
Jeffrey S. Johnson, Wenbin Lin, John M. Papanikolas,
Matthew R. Redinbo, Mark H. Schoenfisch, Sergei S. Sheiko,
Scott L. Waller, Marcey L. Waters, Kevin M. Weeks.

Research Assistant Professors
Todd L. Austell, Lisa Benkowski.
General College Perspectives (two courses)
Non-science Electives (six hours)
Free Electives (nine hours)

**B.S. Degree in Chemistry, Polymer Track**

*The following courses are required:*

**Freshman and Sophomore Years**

Chemistry 11, 11L, and 21, 21L; or 25H, 25L
Chemistry 41 or 45H, 41L, 51 and 61 or 65H, 62 or 66H, 62L or 66L
Biology 11
Mathematics 31, 32
English 11 and 12
Foreign Language
Natural Science Courses (Mathematics 33 and 83; Physics 26 and 27)
General College Perspectives (two courses)
Physical Education (two courses)

**Junior and Senior Years**

Chemistry 130, 124L, 170L, 181, 181L, 182, 182L
Applied Sciences 50 or Chemistry 190
Polymer Electives (three courses)
Advanced Chemistry Elective (three hours)
General College Perspectives (two courses)
Non-science Electives (six hours)
Free Electives (nine hours)

**Minor in Chemistry**

The undergraduate minor in Chemistry consists of seven courses:

CHEM 21 or 25H, CHEM 41 or 45H, CHEM 61 or 65H, CHEM 62 or 66H, CHEM 21L or 25L, CHEM 41L or 45L, CHEM 62L or 66L.

*Note: CHEM 21 has a CHEM 11 prerequisite.*

1. At least eighteen semester hours of credit in Chemistry courses above Chemistry 11 and 11L, with individual grades of C- or higher 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. Physics 26 and 27 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. Chemistry 160L is strongly recommended for students planning professional work in chemical laboratories.

4. This program meets the requirements of the American Chemical Society for the training of professional chemists.

5. A single foreign language, through level 4 (for example, German 4) if the language was studied in high school, or through level 3 if the language was not studied in high school. Courses above the minimum General Education requirement may be taken pass/fail.

6. One course must be taken from each of the following Perspectives: Aesthetic, Philosophical, Social Sciences, Pre-1700 Western Historical. (May not be taken pass/fail).

7. Chemistry 99 and Chemistry 101 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, Chemistry 99 may not be counted more than once as an Advanced Chemistry Elective in the B.S. Chemistry Degree. Chemistry 99, 141L, 150, and 182L are recommended in fulfilling Free Electives in the B.S. Chemistry, Biochemistry Track.

8. Two courses must be taken from the following: Chemistry 99, 131 (OR Biochemistry 105), 132, 133 (OR Biochemistry 104), 135 (OR Biochemistry 144), 138; Biology 108 may be used as one of the two Biochemistry Electives. Any chemistry lecture course numbered 120 or above or any Biochemistry Elective not already used may be used as fulfilling the Advanced Chemistry Elective.

9. It must be remembered that Chemistry 41 or 45H are pre- or corequisites to Chemistry 41L or 45L. Also, Chemistry 61 or 65H is a prerequisite to Chemistry 41L or 65L and Chemistry 62 or 66H is a pre- or coreq-

usite to Chemistry 62L or 66L. However, Chemistry 41L or 45L and 62L or 66L can be taken in either order as long as all pre- and corequisites are satisfied.

10. Chemistry 120 or other chemistry courses numbered above 120 with the permission of the course instructor may be substituted for the courses listed for fulfilling this core requirement.

11. Three courses must be taken from the following: Chemistry 120, 121, 122, and 123.

12. May take Chemistry 99 once as fulfillment as an Advanced Chemistry Elective. Chemistry 99 is recommended in fulfilling Free Electives.

In order to advance to Chemistry 21 students must achieve a grade of C- or higher in Chemistry 11.

**Course Descriptions**

**6 First Year Seminars (3).** The seminars enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

**10 Introduction to Chemical Concepts (2).** A course emphasizing simple mathematical techniques. The course is intended for students demonstrating an inadequate background for Chemistry. Entry is by recommendation of the department and by agreement of the student following demonstrated inadequacies in Chemistry 11. The course starts about the twelfth lecture of Chemistry 11. Fall. Chemistry faculty.

**11 General Descriptive Chemistry I (3).** Prerequisite, Math 10. The course is the first member of a two-semester sequence. See also Chemistry 21. Atomic and molecular structure, stoichiometry and conservation of mass, thermochemical changes, and conservation of energy. Fall, spring, and summer. Chemistry faculty.

**11L Quantitative Chemistry Laboratory I (1).** Prerequisite or corequisite, Chemistry 11. One four-hour laboratory a week. Fall, spring, and summer. Chemistry faculty and staff.

**15 Extraordinary Chemistry of Ordinary Things (3).** Prerequisite, Math 10. Co-registration in Chemistry 15 and Chemistry 11L fulfills the natural science perspective for a General College perspective with laboratory. The goal of the course is to help students understand the chemistry behind important societal issues and the consequences of actions aimed at addressing the issues. (Students who have taken Chemistry 15 cannot take Chemistry 11 for credit.) Chemistry faculty.

**21 General Descriptive Chemistry II (3).** Prerequisites, Chemistry 11, 11L. The course is the second member of a two-semester sequence. See also Chemistry 11. Chemical equilibrium, reaction rates, representative chemical structures and reactions. Fall, spring, and summer. Chemistry faculty.

**21L Quantitative Chemistry Laboratory II (1).** Prerequisite, Chemistry 11L; prerequisite or corequisite, Chemistry 21. Techniques for quantitative acid-base, redox, and complexometric titrimetry. Gravimetric analysis. Total salt ion exchange analysis. Transfer students who have not had quantitative analysis in their previous courses will take this laboratory. One four-hour laboratory a week. Fall, spring, and summer. Chemistry faculty and staff.

**25H Advanced General Descriptive Chemistry (3).** Prerequisite, placement credit for Chemistry 11, 11L or permission of instructor; prerequisite or corequisite, Mathematics 31. One semester course for students with strong backgrounds in high school chemistry and mathematics who desire a more in-depth treatment of the subject matter. By-examination credit for Chemistry 11, 11L is
awarded upon satisfactory completion of Chemistry 25. Fall. Chemistry faculty.

25L Advanced Quantitative Chemistry Laboratory (1). Prerequisite or corequisite, Chemistry 25. Synthesis and physical studies that surpass that encountered in Chemistry 11L and 21L in terms of concepts considered rather than laboratory skills. Computer molecular modeling with a major focus on organic and biologically important molecules. One four-hour laboratory a week. Spring. Chemistry faculty and staff.

41L Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds (1). Prerequisite, Chemistry 21L or 25L, prerequisite or corequisite, Chemistry 41 or 45H. Applications of separation and spectrophotometric techniques to organic compounds, including some of biological interest. This course serves as an organic chemistry laboratory for premedical and predental students. One three-hour laboratory a week. Fall, spring, and summer. Chemistry faculty and staff.

45L Honors Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds (1). Prerequisite, Chemistry 21L or 25L, prerequisite or corequisite, Chemistry 45L. Applications of separation and spectrophotometric techniques to organic compounds, including some of biological interest. This course serves as an organic chemistry laboratory for premedical and predental students. Honors equivalent of Chemistry 41L. One three-hour laboratory a week. Fall. Chemistry faculty and staff.


61 Introduction to Organic Chemistry I (3). Prerequisite, Chemistry 21 or 25H. 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. Fall, spring, and summer. (41L or 45L serve as an organic chemistry laboratory for premedical and predental students.) Organic chemistry faculty: Brookhart, Crimmins, DeSimone, Forbes, J. Johnson, Kropp, Morken, Sorrell, Waters.

62 Introduction to Organic Chemistry II (3). Prerequisite, Chemistry 61 or 65H. Continuation of Chemistry 61, with particular emphasis on the chemical properties of organic molecules of biological importance. Spring and summer. (62L or 66L serve as an organic chemistry laboratory for premedical and predental students.) Organic chemistry faculty.

62L Laboratory in Organic Chemistry (1). Prerequisite, Chemistry 21L; prerequisite or corequisite, Chemistry 62 or 66H. Continuation of Chemistry 41L or 45L, with particular emphasis on applications of modern analytical spectroscopic techniques and separation and identification of organic unknowns. This course serves as an organic chemistry laboratory for premedical and predental students. One three-hour laboratory a week. Spring and summer. Chemistry faculty and staff.

65H Honors Organic Chemistry I (3). Prerequisite, Chemistry 21 or 25H or permission of instructor. 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. (45L serves as an organic chemistry laboratory for premedical and predental students. Honors equivalent of Chemistry 61.) Fall. Organic chemistry faculty.

66H Honors Organic Chemistry II (3). Prerequisite, Chemistry 65H or permission of instructor. Continuation of Chemistry 65H with particular emphasis on the chemical properties of organic molecules of biological importance. Honors equivalent of Chemistry 62. (66L serves as an organic chemistry laboratory for premedical and predental students.) Spring. Organic chemistry faculty.

66L Honors Laboratory in Organic Chemistry (1). Prerequisite, Chemistry 21L; prerequisite or corequisite, Chemistry 66H or permission of instructor. Continuation of Chemistry 45L, with particular emphasis on applications of modern analytical spectroscopic techniques and separation and identification of organic unknowns. This course serves as an organic chemistry laboratory for premedical and predental students. Honors equivalent of Chemistry 62L. One three-hour laboratory a week. Spring. Chemistry faculty and staff.

99 Research in Chemistry for Undergraduates (3). Prerequisites, one Chemistry course numbered 120 or higher and permission of instructor and vice chair for undergraduate studies. For advanced majors in chemistry and the applied science curriculum who wish to conduct a research project in collaboration with a faculty supervisor. Restricted to on-campus work. May be taken repeatedly for credit but Chemistry 99 and 101 together may not be counted for more than nine hours total credit toward B.A. and B.S. degrees in Chemistry, nor more than six hours total credit toward biochemistry track of the B.S. degree and Chemistry 99 may be counted for no more than three hours credit toward the advanced Chemistry elective category of the B.S. degree. Work done in Chemistry 99 may be counted toward Honors in Chemistry by petition to the Honors Committee of the department. More details on Chemistry 99 and Honors in Chemistry are available from the Office of Undergraduate Studies, Room 203, Venable Hall. To be arranged. Fall, spring, and summer. Chemistry faculty.

101 Special Problems in Chemistry (1-3). Prerequisite, to be determined by consultation with vice chair for undergraduate studies. Equivalent of one to three hours a week. Fall, spring, and summer. Chemistry faculty.

120 Introduction to Polymer Chemistry (Applied Sciences 120) (3). Prerequisite, Chemistry 61 or 65H; prerequisites or coreq-
uisites, Chemistry 62 or 66H, 62L or 66L. Introduction to polymer chemistry; synthesis and reactions of polymers; thermodynamics and kinetics of polymerization; physical characterization of polymers; industrial uses of polymers. Spring. Organic and physical chemistry faculty.


122 Physical Chemistry of Polymers (Applied Sciences 122, Materials Science 122) (3). Prerequisites, Chemistry 120, 181. Kinetics of polymerization, molecular weight distribution and molecular weight measurements, solution properties, solid state properties of macromolecules. Fall. Physical chemistry faculty.

123 Intermediate Polymer Chemistry (Applied Sciences 123, Materials Science 123) (3). Prerequisite, Chemistry 122. Rheology and mechanical properties of polymers; plastics, fiber, and elastomer technology. Spring. Chemistry faculty.

124L Polymer Chemistry Laboratory (Applied Sciences 124L) (2). Prerequisite or corequisite, Chemistry 120 or 121. Thermal analysis; solution viscosity; gel permeation chromatography; end group analysis; synthesis; characterization of an unknown polymer. One four-hour laboratory and one one-hour lecture each week. Spring. Chemistry faculty and staff.

130 Introduction to Biological Chemistry (Biology 130) (3). Prerequisites, Chemistry 62 or 66H, 62L or 66L; Biology 11. The study of cellular processes including catalysts, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes will be emphasized. Fall, spring, and summer. Biological chemistry faculty: Erie, Pielak, Redinbo, Spremulli, Thompson, Weeks.

131 Nucleic Acid Chemistry (Biochemistry 131) (3). Prerequisites, Chemistry 130; Biology 50. Study of reactions and chemical properties basic to nucleic acids; chemical synthesis as well as biosynthesis; nucleic acids in protein biosynthesis. Spring. Biological chemistry faculty.

132 Protein Chemistry (3). Prerequisite, Chemistry 130. Structural properties of proteins; active site chemistry; chemical modification of proteins; metalloproteins; coenzyme-enzyme interactions; organization of enzyme systems. Fall. Biological chemistry faculty.

133 Enzyme Mechanisms and Kinetics (3). Prerequisite, Chemistry 132. A detailed discussion of enzyme catalysis; principles of catalysis; enzyme kinetics; the active site of enzymes; allosteric interactions between subunits; the mechanism of coenzyme catalyzed reactions. Spring. Biological chemistry faculty.


136L Laboratory Techniques for Biochemistry (3). Prerequisite, Chemistry 130. An introduction to important 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 a week. Fall and spring. Biological chemistry faculty and staff.

137 Membrane Chemistry (Biochemistry 137) (3). Prerequisites, Biology 11, Chemistry 130; prerequisite or corequisite, Chemistry 180 or 181. The structure and properties of synthetic membranes and of naturally occurring biological membranes. Spring. Biochemistry and chemistry faculties.

138 Chemistry of Metabolic Regulation (3). Prerequisites, Chemistry 130, 180 or 181. Energy metabolism and its regulation, nitrogen metabolism, biosynthesis of amino acids, fatty acid metabolism. Fall. Biological chemistry faculty.

140 Analytical Methods (2). Prerequisites, Chemistry 41L or 45L, 62 or 66H, 62L or 66L. Analytical separations, chromatographic methods, spectrophotometry, acid-base equilibria and titrations, fundamentals of electrochemistry. Fall. Analytical chemistry faculty.

141 Intermediate Analytical Chemistry (2). Prerequisites, Chemistry 41 or 45H, 41L or 45L, 62 or 66H and 180 or 181. Spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, signal processing. Spring. Analytical chemistry faculty.

141L Intermediate Analytical Chemistry Laboratory (2). Corequisite, Chemistry 141. Experiments in spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, and signal processing. One four-hour laboratory a week and one one-hour lecture. Spring. Analytical chemistry faculty and staff.

142 Analytical Research Techniques (2). Prerequisite, Chemistry 180 or 182. Introduction to chemical instrumentation including digital and analog electronics, computers, interfacing, and chemometric techniques. Two one-hour lectures a week. Fall. Analytical chemistry faculty.

142L Laboratory in Analytical Research Techniques (2). Prerequisite, Chemistry 180 or 182; corequisite, Chemistry 142. Experiments in digital and analog instrumentation, computers, interfacing and chemometrics, with applications to chemical instrumentation. One four-hour laboratory a week. Fall. Analytical chemistry faculty.

144 Separations (2). Prerequisites, Chemistry 141, 180 or 181. 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. Fall or spring. Analytical chemistry faculty.

145 Electroanalytical Chemistry (3). Prerequisite, Chemistry 180 or 181. Basic principles of electrochemical reactions, electroanalytical voltammetry as applied to analysis and the chemistry of heterogeneous electron transfers, analog electronics, and electrochemical instrumentation. Fall or spring. Analytical chemistry faculty.

146 Analytical Spectroscopy I (3). Prerequisite, Chemistry 180 or 182. Fundamentals of interactions of electromagnetic radiation with matter, vibrational, electronic, nuclear magnetic, mass spectrometries, scattering-based spectroscopy, instrumentation, and signal processing. Fall or spring. Analytical chemistry faculty.

147 Analytical Spectroscopy II (2). Prerequisite, Chemistry 180 or 182. Principles and applications of X-ray absorption and emission, photoelectron, Raman, gamma-ray, Mossbauer and internal reflection spectroscopy, nuclear quadrupole and electron spin reso-
nance, fluorescence, optical rotatory dispersion and circular dichro-ism, secondary emission methods. Fall or spring. Analytical chem-
istry faculty.

148 Mass Spectrometry (2). Prerequisite, Chemistry 180 or 181. 
Fundamental theory of gaseous ion chemistry, instrumentation, 
combination with separation techniques, spectral interpretation for 
organic compounds, applications to biological and environmental 
chemistry. Fall or spring. Chemistry faculty.

150 Intermediate Inorganic Chemistry (3). Prerequisite, 
Chemistry 51. Electronic states of transition, metal ions, symmetry 
labels, ligand field theory and angular overlap model for coordina-
tion complexes, kinetics and mechanisms of transition metal reac-
tions, organometallic chemistry, biomimetic chemistry. Fall.
Inorganic chemistry faculty.

151 Theoretical Inorganic Chemistry (Var.). Prerequisites, 
Chemistry 51, 62 or 66H. 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 pointsymmetry, group theoretical foundations, and character tables. Fall.
Inorganic chemistry faculty.

152 Electronic Structure of Transition Metal Complexes (3). 
Prerequisite, Chemistry 151. 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. Spring.
Inorganic chemistry faculty.

153 Physical Methods in Inorganic Chemistry (3). 
Prerequisite, Chemistry 151. Introduction to the physical techniques 
used for the characterization and study of inorganic compounds. 
(Topics typically include vibrational spectroscopy, nuclear diffrac-
tion, Mossbauer spectroscopy, X-ray photoelectron spectroscopy, and 
inorganic electrochemistry.) Spring. Inorganic chemistry faculty.

160 Intermediate Organic Chemistry (3). Prerequisite, Chemistry 
62 or 66H. Modern topics in organic chemistry, reaction mechanisms, 

160L Intermediate Organic Laboratory (2). Prerequisites, 
Chemistry 41L or 45L, 62L or 66L. An advanced synthesis laborato-
you focused on topics in organic chemistry. A four-hour synthesis lab-
oratory, a characterization laboratory outside of the regular labora-
try period, and a one-hour recitation each week. Fall. Chemistry 
faculty and staff.

166 Advanced Organic Chemistry I (3). Prerequisite, Chemistry 
62 or 66H; prerequisite or corequisites, Chemistry 150, 181. A survey 
of fundamental organic reactions including substitutions, additions, 
eliminations, and rearrangements; static and dynamic stereochem-
istry; conformational analysis; molecular orbital concepts and orbital 
symmetry. Fall. Organic chemistry faculty.

167 Advanced Organic Chemistry II (2). Prerequisite, 
Chemistry 166. Spectroscopic methods of analysis with emphasis on 
eclimation of the structure of organic molecules: 1H and 13C NMR, 
infrared, ultraviolet, ORD-CD, mass and photoelectron spec-
troscopy. Chemistry 146 and 167 may not both be taken for academic credit. Spring. Organic chemistry faculty.

168 Synthetic Aspects of Organic Chemistry (3). Prerequisite, 
Chemistry 166. Modern synthetic methods and their application to the 
synthesis of complicated molecules. Spring. Organic chemistry faculty.

170L Synthetic Chemistry Laboratory I (2). Prerequisites, 
Chemistry 41L or 45L, 51, 62L or 66L. A laboratory devoted to syn-
thesis 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. Fall and spring. Chemistry faculty and staff.

175 Mechanisms of Organic and Inorganic Reactions (4). 
Prerequisite, Chemistry 150. 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. Fall. Inorganic and organic 
chemistry faculty.

180 Introduction to Biophysical Chemistry (3). Prerequisites, 
Chemistry 61 or 65H; Physics 25, Math 32. Does not carry credit 
toward graduate work in Chemistry or credit toward any track of the B.S. degree in Chemistry. Application of thermodynamics to bio-
chemical processes; enzyme kinetics; properties of biopolymers in 
solution. Fall. Physical chemistry faculty: Baer, Berkowitz, Boland, 
Erie, Irene, Johnson, Miller, Papanikolas, Parr, Pedersen, Rubinstein, 
Samulski, Sheiko, Thompson.

181 Physical Chemistry I (3). Prerequisite, Chemistry 21 or 25H; 
prerequisite or corequisite, Math 83; prerequisite, Physics 26; 
prerequisite or corequisite, Physics 27. Thermodynamics, kinetic the-
ory, chemical kinetics. Fall and spring. Physical chemistry faculty.

181L Physical Chemistry Laboratory I (2). Prerequisite, Chemistry 
181; prerequisite or corequisite, Chemistry 182. Experiments in physical 
chemistry. One three-hour laboratory and a single one-hour lecture a 
week. Fall. Physical chemistry faculty and staff.

182 Physical Chemistry II (3). Prerequisite, Chemistry 181. 
Introduction to quantum mechanics, atomic and molecular struc-
ture, spectroscopy, statistical mechanics. Fall and spring. Physical 
chemistry faculty.

182L Physical Chemistry Laboratory II (2). Prerequisites, 
Chemistry 181, 181L, 182. Experiments in physical chemistry. One four-
hour laboratory a week. Spring. Physical chemistry faculty and staff.

184 Thermodynamics and Introduction to Statistical Thermodynamics (1-3). Prerequisite, Chemistry 182. Thermodynamics, followed by an introduction to the classical and 
quantum statistical mechanics and their application to simple sys-
tems. The section on thermodynamics can be taken separately for 
one hour credit. Fall. Physical chemistry faculty.

185 Chemical Dynamics (3). Prerequisites, Chemistry 181, 182. 
Experimental and theoretical aspects of atomic and molecular reac-
tion dynamics. Fall or spring. Physical chemistry faculty.

186 Introduction to Quantum Chemistry (3). Prerequisites, 
Chemistry 181, 182. Introduction to the principles of quantum 
mechanics. Approximation methods; angular momentum; simple 
atoms and molecules. Fall. Physical chemistry faculty.

187 Introduction to Molecular Spectroscopy (3). Prerequisite, 
Chemistry 186. Interaction of radiation with matter; selection rules; 
rotational, vibrational, and electronic spectra of molecules; laser 
based spectroscopy and nonlinear optical effects. Fall or spring. 
Physical chemistry faculty.

188 Quantum Chemistry (3). Prerequisite, Chemistry 186. 
Applications of quantum mechanics to chemistry. Molecular struc-
ture; time-dependent perturbation theory; interaction of radiation with matter. Spring. Physical chemistry faculty.


190 Fundamentals of Materials Science (Applied Sciences 141) (3). Prerequisite, Chemistry 182; or prerequisite, Physics 28 and prerequisite or corequisite, Physics 105. Crystal geometry; diffusion in solids; mechanical properties of solids; electrical conduction in solids; thermal properties of materials; phase equilibria. Fall. Irene.

191 Mathematical Techniques for Chemists (3). Prerequisites, knowledge of differential and integral calculus. Chemical applications of higher mathematics. Fall. Chemistry faculty.


193 Chemistry and Physics of Surfaces (Applied Sciences 143, Materials Science 141) (3). Prerequisite, Chemistry 190. The structural and energetic nature of surface states and sites; experimental surface measurements; reactions on surfaces including bonding to surfaces and adsorption; interfaces. Spring. Boland, Irene.

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Department of City and Regional Planning
www.planning.unc.edu

EMIL E. MALIZIA, Chair

Professors

Research Professor
David J. Brower.

Associate Professors
Philip R. Berke, Edward Feser, Asad Khattak, Roberto Quercia.

Assistant Professors
Thomas Campanella, Daniel A. Rodriguez, Meenu Tewari.

Adjunct Professors

Associated Faculty

Professors Emeriti
F. Stuart Chapin Jr., Maynard M. Hufschmidt, Shirley F. Weiss.

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 the layout and development of 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, air and water pollution, and urban decay.

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 prepare for entry-level positions and careers in city and regional planning, to enrich or expand their current fields of interest, or to explore the possibility of a career in planning. Planning courses allow students to see how the humanities and the social sciences can be applied to improving our quality of life in cities, towns, and rural areas. In this way they help students deepen their appreciation of their major field of study. Some planning courses fulfill undergraduate degree requirements such as philosophical or social sciences perspectives.

Students also take planning courses to prepare for (or initially to explore) city planning as a career. City and regional planners work for a variety of public and private organizations. In the public sector, local and state governments, and the federal government each employ city and regional planners. In the private sector, planners work for development companies, consulting firms, and a variety of nonprofit organizations. The minor in urban studies and planning provides students with the coursework, facilities, and access to advisers needed to qualify for entry-level positions in planning and to prepare for advanced postgraduate work. The department’s director of undergraduate studies serves as the primary point of contact for students participating in the minor program. Student advising and approval of equivalent courses are handled through the director’s office.

Minor in Urban Studies and Planning

To fulfill the requirements for the Minor in Urban Studies and Planning, a student should take five courses, as follows. The minor requires all students to take a three-course core in urban studies and planning:

PLAN 46 Cities of the Future
PLAN 47 Solving Urban Problems
PLAN 48 Community Service Workshop

In addition, students select two additional courses from the following list:

PLAN 67 Ethical Bases for Public Policy
PLAN 73 Urban Policy (not available to students with an undergraduate major in public policy)
PLAN 94A Futures Analyses and Forecasting
PLAN 124 Urbanization and Planning in Developing Countries
PLAN 126 Urban Transportation Planning
PLAN 127 Public Transportation
PLAN 128 Transportation Policy Planning
PLAN 141 Ecology and Land Use Planning
PLAN 185 American Environmental Policy
PLAN 261 Economic Development Policy (with permission from instructor)
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 in the Bulletin of the Department of City and Regional Planning, which may be obtained from the director of undergraduate studies or the department's student services manager.

Undergraduates interested in pursuing a career in city and regional planning can pursue post-graduate work in planning at the University of North Carolina at 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 Regional Planning. A program leading to the degree of Doctor of Philosophy prepares for careers in teaching and research. Three dual graduate degree programs are offered in collaboration with related professional programs. These are a dual program in planning and law in collaboration with the School of Law; a dual program in planning and business in collaboration with the Kenan-Flagler Business School; and a dual program in planning and public administration in collaboration with the School of Government. Graduate degree programs and application procedures are described in detail in the separate Bulletin of the Department of City and Regional Planning, which may be obtained from the director of undergraduate studies or the department's student services manager.

Important resources available to the department include the Center for Urban and Regional Studies, located in Hickerson House, which conducts a number of the research and service programs of the department, and the F. Stuart Chapin Planning Library, located in New East Building, which contains one of the nation's preeminent collections in city planning and urban affairs.

Regularly Scheduled Courses for Undergraduates

06 First Year Seminars (3). The seminars on cutting-edge topics in urban studies and planning enable first-year students to work closely with top professionals in classes that enroll twenty students or fewer. See the directory of classes for specific offerings in the fall and spring semesters. Brower, Burby, Feser, Malizia, staff.

46 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 sub-systems of the urban system and how they have changed over time. Fall or summer. Faculty.

47 Solving Urban Problems (3). Introduction to methods used for solving urban problems. Covers methods employed in sub-fields of planning to develop an ability to critically evaluate different techniques and approaches used within these disciplines. Spring or summer. Faculty.

48 Planning Workshop (3). Working with state and local government agencies and nonprofit organizations students synthesize knowledge and skills in the preparation of an issue paper that addresses the causes of and potential solutions to community problems. Fall or spring. Faculty.


73 Urban Politics and Public Policy (PLCY 73) (3). A selection of public policy topics on the current urban agenda, with a focus on the political context. Particular stress on policy alternatives, feasibility, implementation, and the division of responsibility and coordination among levels of government and the public and private sectors. Spring. Staff.

94A Futures Analyses and Forecasting (3). An examination of the concepts and methods used in forecasting. Extrapolative techniques and future analysis methods. The application of forecasting techniques in various institutional settings. Spring. Rohe, staff.

99 Honors Seminar in Urban and Regional Studies (3). Prerequisite, permission of instructor. An overview of the subject matter and methods of investigation to the study of cities and regions. Presentations of original papers prepared by students. Fall or spring. Staff.

Regularly Scheduled Courses for Advanced Undergraduates and Graduates

110, 111 Selected Topics in Urban Studies (Var). The functioning of the urban area as a complex system. Analysis of planning and policies aimed at development and change. Fall or spring. Staff.

124 Urbanization and Planning in the Third World (3). Theories, issues, and planning strategies employed in developing countries. Topics include: rapid population growth, squatter settlements, regional inequalities urban and rural poverty, women in the development process, rural and regional development planning and national urbanization policies. Fall. Staff.

125 Urban Services and Infrastructure (3). Rigorous analysis of the financing, pricing, and public regulation of the public services and facilities provided by local governments. Methods for measuring their impacts, efficiency, and effectiveness. Fall. Moreau, staff.

126 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. Spring. Khattak.

127 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. Spring. Rodriguez.

128 Transportation Policy and Planning (3). Prerequisite, PLAN 126 or permission of instructor. Examination of active transportation planning and policy questions; land use relationships, modal comparisons, environmental quality, transportation demand management, paratransit planning, the transportation needs of special populations, and international comparisons. Fall. Rodriguez.


131 Planning Methods (3). Prerequisite, permission of instructor required for undergraduates. Quantitative methods of demographic and economic analysis and forecasting. Professional communica-

141 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. Fall. Berke.

185 American Environmental Policy (ENVR 185, PLCY 185) (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. Fall. Andrews.

Department of Classics

www.classics.unc.edu

WILLIAM H. RACE, Chair

Professors

Associate Professors
Carolyn L. Connor, Donald C. Haggis, Peter M. Smith.

Assistant Professors
Sharon James, Maura Lafferty, Nicola Terrenato.

Professors Emeriti
Edwin L. Brown, Henry R. Immerwahr, Gerhard Koeppel.

The Department of Classics offers four different major programs for the B.A. in Classics: Classical Archaeology, Classical Civilization, Greek, and Latin. A combined Greek and Latin major and a double major combining Greek or Latin with another subject are also available. Individual requirements are listed below; for more details of major programs, obtain a copy of the department's "Information for Majors" through the departmental office, 212 Murphey Hall.

The Department of Classics offers the following majors in Classics:

Major in Classical Archaeology

Students interested in majoring in Classical Archaeology should consult the department as early as possible. The requirements for the major are CLAR 49 (Greek Archaeology) and CLAR 50 (Archaeology of Italy); CLAR 111 (Archaeological Field Methods) or ANTH 110 (Principles of Archaeology); four additional courses in Classical Archaeology, including at least one of the 100-level (CLAR 20, 31, and 33 may not be used to satisfy this requirement); GREK or LATN up to 4 or 5; HIST 52 (History of Greece) or HIST 53 (History of Rome); CLAS 90 (Junior Seminar).

Major in Classical Civilization

Students considering a major in Classical Civilization should consult the department as soon as possible. The requirements for the major are GREK or LATN 1-4 (GREK or LATN 5 may be taken in place of 4); CLAS 33 (Age of Pericles); CLAS 34 (Alexander and the Age of Hellenism) or HIST 101 (Alexandrian); CLAS 35 (Age of Augustus) or HIST 103 (Roman History); CLAS 36 (Age of the Early Roman Empire) or HIST 104A (Early Roman Empire); three additional courses chosen from Greek, Latin, ancient history, ancient philosophy, any classical archaeology or Classics course(s) numbered above 36; CLAS 90 (Junior Seminar).

Major in Greek

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. Requirements for the major are GREK 1-4 and five additional courses in Greek; HIST 52 (History of Greece) or a higher level course in Greek history; CLAS 90 (Junior Seminar). For Greek as satisfying the language requirement for the B.A. degree see the General College section.

Major in Latin

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. Requirements for the major are LATN 1-4 and six additional courses in Latin; HIST 53 (History of Rome) or a higher level course in Roman history; CLAS 90 (Junior Seminar). For Latin as satisfying the language requirement for the B.A. degree see the General College section.

Combined Greek and Latin

Greek Emphasis

GREK 1-4 and five more Greek courses; LATN 1-4, and three further Latin courses.

Latin Emphasis

LATN 1-4. LATN 21 and four more Latin courses; GREK 1-4, and three further Greek courses.

Minors in Greek, Latin, and Classical Humanities

The department offers a minor in Greek and a minor in Latin. The undergraduate minor in Greek consists of four courses in Greek, including GREK 4 (intermediate Greek) or GREK 5 (New Testament) and three courses numbered higher than 4.

The undergraduate minor in Latin consists of four courses in Latin, including LATN 21 and three courses numbered higher than 21.

The undergraduate minor in Classical Humanities consists of five courses: CLAS 77 (Mythology); CLAS 20 (The Greeks) or CLAS 21 (The Romans); two Classics courses numbered above 28, or any course(s) in Greek or Latin language; CLAR 49 (Greek Archaeology) or CLAR 50 (Archaeology of Italy).

Certain conditions apply to both language minors. 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.

Minor in Medieval Studies

The department also serves as home to an interdisciplinary minor in Medieval Studies. This minor consists of five courses, distributed across three departments, chosen according to the needs and interests of the student. The five courses need to include one of the following core courses: ART 35, ENGL 51, HIST 15, or HIST 54. For fur-
ther information, please contact the adviser for the minor in Medieval Studies in the Department of Classics.

**Minor in Archaeology**

www.unc.edu/depts/anthro/ugrad/index.html

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 curriculum is designed to expose students to methods of recovering, documenting, and interpreting material culture, while providing exposure to diverse approaches and theoretical frameworks current in analyses of ancient societies and culture traits. Historical, environmental, and comparative components encourage the examination of attributes of culture systems through time and space. The geographic scope of the program includes North America, Latin America, Europe, Greece, Italy, Anatolia, the eastern Mediterranean, Egypt, and the Near East.

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.

**Classical Semester in Rome**

The Department of Classics is a founding member of the Intercollegiate Center for Classical Studies in Rome and regularly sends students there for a semester. The center offers courses in Latin, Roman archaeology and history, Greek, Italian, and art history. The program is open to qualified undergraduates in art history, ancient history, and classical studies. Interested students should consult the director of undergraduate studies.

**Field Schools**

The department runs two field schools — one at Azoria (Crete) and the other in the Cecina Valley (Tuscany). In addition, our 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.

**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 MAT program in the School of Education. They should also discuss their plans with the School of Education no later than their junior year.

**Prizes and Scholarships**

The Classics Department has a number of prizes and scholarships. Please consult the director of undergraduate studies for more details.

**Course Descriptions**

**Classical Archaeology**

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

20 Ancient Cities (ART 20) (3). An introduction to Near Eastern and Classical archaeology through study of representative cities from Neolithic times to the period of the Roman Empire. May not be used to help satisfy the degree requirements for the major in Classical Archaeology. Fall and spring. Haggis, Terrenato. GC-level Western Historical perspective.

28 The Archaeology of Palestine in the New Testament Period (RELI 28) (3). This course surveys the archaeology of Palestine (Modern Israel and Jordan) from the Persian Period (ca. 586 B.C.) to the Muslim Conquest (640 A.D.). GC-level Non-Western/Comparative perspective. Magness.

31 History of Western Art (ART 31) (4). See Art 31 for description. May not be used to help satisfy the degree requirements for the major in Classical Archaeology. Fall. Staff. GC-level Aesthetic perspective.

33 Ancient Survey (ART 33) (3). See Art 33 for description. May not be used to help satisfy the degree requirements for the major in Classical Archaeology. Spring. Sturgeon. GC/BA-level Aesthetic perspective.

41 Minoans and Mycenaenans: The Archaeology of Bronze Age Greece (ART 41) (3). The course is a survey of the material culture of Greece, the Cyclades, and the eastern Mediterranean from the paleolithic period (ca. 50,000 years ago) until the end of the Bronze Age (ca. 1,200 B.C.). The primary focus will be the urbanized palatial centers that emerged in mainland Greece (Mycenaen) and the island of Crete (Minoan) in the second millennium B.C. Spring. Haggis. GC/BA-level Western Historical perspective.

47 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 B.C. Alternate years. Haggis. GC/BA-level Non-Western/Comparative Historical perspective.

48 Archaeology of Egypt (3). A survey of the archaeological remains of ancient Egypt, from the earliest settlements of the neolithic period until the second century B.C. Spring. Haggis. GC/BA-level Non-Western/Comparative Historical perspective.

49 Greek Archaeology (ART 49) (3). The historical development of the art and architecture of Greece from the Bronze Age through the Hellenistic period. Fall. Haggis. Sams. GC-level Western Historical perspective.

50 Archaeology of Italy (ART 42) (3). The historical development of the Italian peninsula as seen in its physical remains, with emphasis upon Etruscan and Roman sites. Spring. Terrenato. GC-level Western Historical perspective.

51 History of Early Christian and Byzantine Art (ART 51) (3). An introduction to the history of Christian art in Italy and the eastern Mediterranean from the time of Constantine (c. 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. Selected contemporary texts elucidating the historical, political, and religious framework of the art will be read and discussed. Lecture with slides and discussion. Connor. BA-level Aesthetic perspective.

75 The Archaeology of Cult: The Material Culture of Greek Religion (RELI 75) (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. Spring. Haggis. BA-level Western Historical perspective.
77 Art of Classical Greece (ART 77) (3). See Art 77 for description. Alternate years. Sturgeon. BA-level Aesthetic perspective.

78 Roman Art (ART 78) (3). The arts of Rome, particularly architecture, sculpture, and painting, preceded by a survey of Etruscan and Hellenic art and their influence on Rome. Alternate years. Fall. Terrenato. BA-level Aesthetic perspective.

94A Archaeology and Man in the Mediterranean (3). For majors in Classical Archaeology and others with background in the subject. Focus upon types and techniques of archaeology and its role as an adjunct for other subjects. Alternate years. Haggis. BA-level Social Sciences perspective.

97, 98 Honors Course (6). See Classics 97, 98.

110 Ancient Synagogues (RELI 111) (3). Prerequisite, RELI 028 or consent. This is a course on ancient synagogues in Palestine and the Diaspora from the Second Temple period to the seventh century A.D. Magness.

111 Archaeological Field Methods (3). Systematic introduction to archaeological field methods, especially survey and excavation techniques. Fall. Terrenato.

140, 141 Problems in the History of Classical Ideas (3 each). Prerequisite, permission of the department.

148 Art in the Age of Justinian and Theodora (ART 148) (3). Prerequisite, any course in history, art history, classics, or permission of instructor. 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. Fall. Connor. BA-level Aesthetic perspective.

149A Constantinople: The City and Its Art (ART 149A) (3). Prerequisite, any course in history, art history, classics, or permission of instructor. 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. Fall and spring. Connor. BA-level Aesthetic perspective.

149B In Constantinople (ART 149B) (3). Prerequisite, 149A or permission of instructor. This course, taught primarily in Istanbul, once Constantinople, capital of the Byzantine empire 325 - 1453, provides first-hand experience with monuments and an overview of the history, topography, and culture of this great city. Summer. Connor. BA-level Aesthetic perspective.

153 Field School in Classical Archaeology (3). This course is an introduction to archaeological field methods and excavation techniques. For a period of five and one-half weeks, the student will participate in all aspects of archaeological fieldwork. The purpose is to allow the student to work directly with field archaeologists and specialists in the field and to do the actual digging and data processing, while reflecting on the broader aims of archaeological research. Summer. Haggis, Sams, Terrenato. GC level Pre-1700 and BA level Western History perspectives.

182 Mosaics: The Art of Mosaic in Greece, Rome, and Byzantium (ART 182) (3). Prerequisite, 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. Spring. Connor. BA-level Aesthetic perspective.

188 The Archaeology of the Near East in the Iron Age (3). Prerequisite, CLAR 47 or permission. A survey of the principal sites, monuments, and art of the Iron Age Near East, ca. 1200 to 500 B.C. Alternate years. Sams. BA-level Non-Western/Comparative Historical perspective.

189 The Archaeology of Anatolia in the Bronze and Iron Ages (ART 189) (3). Prerequisite, CLAR 47 or permission. A survey of Anatolian archaeology from the third millennium through the sixth century B.C. Alternate years. Sams. BA-level Non-Western/Comparative Historical perspective.

190 Greek Architecture (ART 190) (3). Prerequisite, CLAR 49 or permission. Alternate years. Fall. Sams. BA-level Aesthetic perspective.

191 Architecture of Etruria and Rome (ART 191) (3). Prerequisite, CLAR 50 or permission. Alternate years. Terrenato. BA-level Aesthetic perspective.

192 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. Fall. Terrenato. GC-level Fine Arts perspective.

193 Greek Painting (ART 193) (3). Sturgeon.

194 Archaic Greek Sculpture (ART 194) (3). Sturgeon.

195 Classical Greek Sculpture (ART 195) (3). Sturgeon.

196 Hellenistic Greek Sculpture (ART 196) (3). Sturgeon.

198 Aegean Civilization (ART 198) (3). Prerequisite, CLAR 49 or permission. The art of Minoan Crete and Mycenaean Greece from about 3000 - 1200 B.C. Staff.

199 The Archaeology of Dark Age Greece (3). Prerequisites, CLAR 41, 49, 94, or 198; or by permission. Issues and problems in the analysis of the Greek Dark Age and its material culture from the collapse of the Bronze Age palaces to the earliest Greek city states. Fall. Haggis. BA-level Western Historical BA-level Western Historical perspective.

Classics in English/Classical Civilization

6 First Year Seminar (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings. Fall and spring. Staff.

11 Grammar (3). This course provides a systematic review of English grammar and style for students of Latin and Greek. Fall. Staff.

20 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. Fall. Smith. GC-level Western Historical perspective.

21 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. Fall. Wooten. GC-level Western Historical perspective.

25 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 Classics 26. Fall. Staff.
26 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 Classics 25. Fall and spring. Staff. GC-level Social Science perspective.

29 Epic and Tragedy (3). Freshman 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. Fall and spring. Staff.

30 The Heroic Journey (CMPL 30) (3). Study of a recurring motif, such as the hero on a journey, as it appears in important Greek and Latin works, with comparative examples from medieval and modern literature, as an introduction to the nature and spirit of the classics. Spring. Reckford. GC-level Aesthetic perspective.

31 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. Alternate years. Fall. Smith. GC-level Aesthetic perspective.

33 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. Spring. Stadter. West. GC-level Aesthetic perspective.

34 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. Alternate years. West. GC-level Western Historical perspective.

35 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. Fall. Houston. Lafferty. GC-level Aesthetic perspective.

36 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. Spring. Lafferty. Wooten. GC-level Aesthetic perspective.

37 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. Fall. Lafferty. GC-level Aesthetic/Literature perspective.

42 Sex and Gender in Antiquity (WMST 42) (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. Spring. Wooten. BA-level Social Science perspective and Cultural Diversity requirement.

43 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. Alternate years. Fall. West. BA-level Western Historical perspective.

44 Technology and Culture in the Roman Empire (3). A survey of the state of technology in Rome during the first three centuries A.D. Consideration of the interrelationships of technology and government, art, economics, and the quality of life. Alternate years. Houston. GC-level Western Historical perspective.

45 Women of Byzantium (WMST 45) (3). A study of women's roles and influence in the Late Antique and Byzantine world, through analysis of contemporary Byzantine texts and by about women, historical testimonies, and works of art. Fall. Connor. GC-level Western Historical perspective and Cultural Diversity requirement.

47 Women in Ancient Greece and Rome (3). Survey of the status, roles, and lives of women in antiquity. Attention to literary and visual evidence, and to social, legal, and ideological questions. Spring. James. GC-level Western Historical perspective.

61 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. Alternate years. Fall. West. GC/BA-level Aesthetic perspective.


63 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. Fall. James. Arts and Sciences Aesthetic/Literature perspective.

64 The Classical Background of English Literature (CMPL 64) (3). Study of Classical writers influential on selected genres of English literature. Alternate years. Spring. Race. BA-level Aesthetic perspective.

69 Representations of Cleopatra (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. Fall. Wooten. BA-level Aesthetic perspective.

77 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. Fall and spring. Staff. GC-level Western Historical perspective.

90 Junior Seminar (3). Prerequisite, junior standing. 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. Fall. Staff. BA-level Western Historical perspective.

91 Topics in Classical Studies (3). Students may suggest to the chair of the department topics for individual or group study. Advance arrangements required. Both semesters.

97, 98 Honors Course (6). For departmental majors in Classical Archaeology, Classical Civilization, Greek, and Latin. Fall and spring. Staff.

109 Greek and Roman Historical Literature (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. Fall. Linderski, Stadler.

115 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 (b) the legal logic and social importance of Roman Civil Law. Linderski. BA-level Western Historical perspective.

118 Introduction to Byzantine Civilization (3). 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. Spring. Connor. BA-level Western Historical perspective.

Greek
1-2 Elementary Classical Greek (4 each). Fall and spring. Staff.
3-4 Intermediate Greek (3 each). Prerequisite, GREK 1-2 or equivalent. Review of fundamentals; reading in selected classical texts, such as Xenophon, Plato, Euripides, or others. Fall and spring. Staff.
5 Greek New Testament (3). Prerequisite, GREK 3 or equivalent. Fall. Staff.
11 English Grammar Review for Classics Students (1). Systematic study of English grammar, including syntax, the verb, pronouns, and style. Fall. James.
21 Advanced Greek I (3). Substantial readings from Homer’s Iliad or Odyssey, the remainder of the selected poems to be read in translation. Fall. Staff. GC/BA-level Aesthetic perspective.
22 Advanced Greek II (3). Readings from one or more Greek Tragedies. Spring. Staff.
51 Classical Greek Prose (3). Prerequisite, GREK 21. Readings in Herodotus, Thucydides, Plato, or other authors. With permission of the department, this course may be repeated for credit. Fall. Staff.
52 Greek Poetry (3). Prerequisite, GREK 22. Readings in Sappho, Aeschylus, and other authors. With permission of the department, this course may be repeated for credit. Fall. Staff.
91 Special Readings in Greek Literature (3). Prerequisite, GREK 22. Yearly as needed. Staff.
97, 98 Honors Course (6). See Classics 97, 98.
106 Greek Dialects (LING 106) (3). Prerequisite, graduate status or consent of instructor. Characteristics and historical development of the Greek dialects, including Mycenean, with reading of selected texts. Alternate years. Staff.
108 Readings in Early Greek Poetry (3). Prerequisite, GREK 21 or 22. Alternate years. Racine.
109 Readings in Greek Literature of the Fifth Century (3). Prerequisite, GREK 21 or 22. Alternate years. Reckford, Stadler.
110 Readings in Greek Literature of the Fourth Century (3). Prerequisite, GREK 21 or 22. Alternate years. West, Wooten.
140, 141 Problems in the History of Classical Ideas (3). Prerequisite, permission of the department.
158 Greek New Testament (RELI 119) (3). Prerequisite, GREK 21 or equivalent. On application by five or more students. Staff.

Latin
1-2 Elementary Latin (4 each). Fall and spring. Staff.
3-4 Intermediate Latin (3 each). Review of fundamentals. Reading in selected texts such as Catullus, Ovid, Cicero, or others. Fall and spring. Staff.
5 Medieval Latin (3). Prerequisite, LATN 3 or equivalent. Fall. Staff.
11 English Grammar Review for Classics Students (1). Systematic study of English grammar, including syntax, the verb, pronouns, and style. Fall. James.
13 Accelerated Beginning Latin (4). Prerequisite, permission of the instructor and the director of the elementary Latin program. Taught in conjunction with 101X in the fall and independently in the spring. Undergraduates accelerate through Latin grammar, acquiring in a single semester the material covered in LATN 1 and 2 — that is, introductory grammar as presented in Wheelock’s Latin. Students meet for a fourth session, which is dedicated to Latin prose composition. Students who successfully complete the course may enter either Latin 3 or Latin 14. Course can be counted toward the fulfillment of the language requirement.
14 Accelerated Intermediate Latin (4). Prerequisites, LATN 2 or LATN 13 and permission of the director of the intermediate Latin program. Taught in conjunction with 102X in the spring. Undergraduates reinforce their understanding of Latin grammar, increase their vocabulary, and improve their skills in reading and translation. The readings are chosen at the discretion of the instructor, although equal attention is given to prose and to poetry. Students meet for a fourth session, which is devoted to grammar, style, and poetics. Students receive four credits for the course, and after successfully completing it, may enter into LATN 21. Course can be counted toward the fulfillment of the language requirement.
22 Cicero: The Man and His Times (3). Prerequisite, LATN 4 or placement. Careful reading of selected works of Cicero, exercises in Latin composition. Spring. West, Houston.
31 Roman Historians (3). Prerequisite, LATN 21. Readings in Caesar, Sallust, and/or Livy. Fall and spring. Staff.
32 Roman Comedy (3). Prerequisite, LATN 21. Readings in Plautus and Terence, or both. Staff.
33 Lyric Poetry (3). Prerequisite, LATN 21. Reading in Catullus and Horace. Staff.
34 Augustan Poetry (3). Prerequisite, LATN 21. Reading in Ovid, Tibullus, Propertius, or other poets. Staff.
51 Lucretius (3). Prerequisite, LATN 21. Reading in Lucretius and related works. Staff.
52 Petronius and the Age of Nero (3). Prerequisite, LATN 21. Staff.
53 Satire (Horace and Juvenal) (3). Prerequisite, LATN 21. Staff.
54 Tacitus and Pliny’s Letters (3). Prerequisite, LATN 21. Staff.
91 Special Readings in Latin Literature (3). Prerequisite, LATN 21 or permission of instructor. Offered on demand. Staff.
97, 98 Honors Course (6). See Classics 97, 98.
110 Introductory Latin Composition (3). Prerequisite, LATN 22 or the equivalent. Review of Latin grammar and idiom, exercises in composition, introduction to stylistics. Fall. Wooten.
111 Readings in Latin Literature of the Republic (3). Prerequisite, LATN 21 or 22. Alternate years. Staff.

112 Readings in Latin Literature of the Augustan Age (3). Prerequisite, LATN 21 or 22. Alternate years. Mack, Reckford.

113 Readings in Latin Literature of the Empire (3). Prerequisite, LATN 21 or 22. Alternate years. Wooten.

114 Readings in Latin Literature of Later Antiquity (3). Prerequisite, LATN 21 or 22 or the equivalent. Lafferty.

130 An Introduction to Medieval Latin (3). Prerequisite, LATN 21 or 22, or equivalent. Survey of Medieval Latin literature from its beginnings through the high Middle Ages. Lafferty.

131 Renaissance Humanism and the Latin Tradition (CMPL 171) (3). Prerequisite, LATN 21 or equivalent. Topics in the evolution of Humanism from the twelfth century School of Chartres through Petrarch to Erasmus, including the transmission and assimilation of ancient texts; readings in Latin from a variety of writers. Alternate years.

140, 141 Problems in the History of Classical Ideas (3). Prerequisite, permission of the department.

Department of Communication Studies
www.unc.edu/depts/comm

V. WILLIAM BALTHROP, Chair

Professors

Associate Professors
Cori Dauber, Paul Ferguson, Joanne Hershfield, D. Soyini Madison, Steven K. May, Michael S. Waltman.

Assistant Professors
Richard Canté, Derek Goldman, Kenneth Hillis, Patricia Parker, Francesca Talenti.

Professors Emeriti
Elizabeth Czech-Beckerman, Howard D. Doll, Robert J. Gwyn, Martha Neill Hardy, William M. Hardy, James W. Pence Jr., Wesley H. Wallace.

Old Requirements (Prior to Fall 2003)

Majors in the Department of Communication Studies must take a total of twenty-seven credit hours in the department, including two courses identified as "core" courses and at least three of which must be numbered 100 or higher. The "core" courses are COMM 10 and one of the following: 12, 13, 14, 32, 33, 34, 60, 71.

Additionally, each major must have a coherent program of study, defined as at least four courses in an area of study identified by the department, or at least four courses selected and justified by the student and approved by the director of undergraduate studies. For more details of major requirements, check the Communications Studies homepage at www.unc.edu/depts/comm.

New Requirements (as of Fall 2003)

Majors in the Department of Communication Studies must take a total of thirty credit hours in the department, including three of the four courses identified as "core" courses and at least three courses numbered 100 or higher. The "core" courses are COMM 22, 41, 60, and 70. Students must successfully complete these "core" requirements with a C or better. 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. For more details of major requirements, check the Communications Studies homepage at www.unc.edu/depts/comm.

Students are invited to work closely with faculty in courses, through independent study, co-curricular programs, and research projects. The department offers major programs leading to the B.A. and M.A. degrees. Courses are also open to non-majors whose personal and professional goals require understanding of human communication.

Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the Directory of Classes for specific offerings. GC perspective.

9 Oral Communication (1). Prerequisite, test out of English 11 and 12. Required of all first-year students testing out of English 11 and 12 with the exception of those satisfying the freshman honors literature requirement (ENGL 29/29W, CLAS 29, SLAV 29, GERM 29, or ROML 29). Includes theory and practice in small group problem solving, oral argument, and public speaking.

10 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.

11 Communication Analysis and Criticism (3). Considers fundamental skills involved in developing and responding to research questions and problems that arise from investigation of a contemporary communication event.

12 Voice and Articulation (3). Designed to establish good habits of communication through the study and application of basic principles of phonetics, physiology, and delivery.

13 Public Speaking (3). Theory and extensive practice in various types of speaking.

14 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.

22 Introduction to Interpersonal and Organizational Communication (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.

23 Small Group Communication (MNGT 23) (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. 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.

24 Gender and Communication (WMST 50) (3). Examines multiple relationships between communication and gender.
Emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain, and alter social conceptions of gender. Cultural Diversity requirement.

25 Introduction to Organizational Communication (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. The course explores the historical and theoretical developments in the research and practice of organizational communication.

32 TV Production and Writing (3). A beginning course covering the basic techniques for producing a variety of material for television presentation. Six lecture hours per week.

33 Dramatic/Fiction Writing and Preproduction (3). Prerequisite, COMM 41; or for non-majors, permission of instructor. A basic course dealing chiefly with drama.

34 Audio/Video/Film Production and Writing (3). Prerequisites, COMM 14 and COMM 41. 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.

40 Introduction to Mass Communications (3). Prerequisite, COMM 41; or for non-majors, permission of instructor. Social Science approach to study of mass media institutions, processes, and effects. Includes communication theory, research approaches, economic, political, and technical dimensions. GC Social Science perspective.

41 Media Criticism (3). An introduction to the critical analysis of film, television, advertising, video and new media texts, contexts and audiences. GC Aesthetic perspective: Fine Arts.

42 Popular Music and Youth Culture (3). Prerequisite, COMM 41; or for non-majors, permission of instructor. 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.

60 Introduction to the Performance Studies: Performing Literature (3). Study of a variety of literary texts (lyric, epic, dramatic) through the medium of performance. GC Aesthetic perspective: Literature.

61 Introduction to Group Performance (3). Prerequisite, COMM 60 or permission of instructor. Performance theory and rehearsal techniques explored through ensemble performance.

62 Oral Traditions (3). Introductory course in the form and functions of oral traditional practices. Topic areas may include: dynamics of orality, slang, childlore, storytelling, the trickster, and oral history. GC Social Science perspective, B.A.-level Social Science perspective.

63 Performance of African/African American Literature (3). Prerequisite, COMM 60; or for non-majors, permission of instructor. Study and performance of African American literary expressions and literary movements ranging variously from antebellum, reconstruction, Harlem renaissance, Black aesthetic, and post-modern. Cultural Diversity requirement, B.A.-level Aesthetic perspective.

64 Production Practices (1-3). Departmental permission required. The design and application of technical production concepts to a literary text. Includes lighting, set design, costuming, and stage management.

70 Rhetoric and Social Controversy (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.

71 Argumentation and Debate (3). Prerequisite, COMM 70; or for non-majors, permission of instructor. 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.

72 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.

73 The Rhetoric of War and Peace (PWAD 60) (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. GC Philosophical perspective.

74 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. GC Western Historical perspective: Other Western History.

75 Environmental Advocacy (ENST 75) (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. GC Social Science perspective.

79 Forensics (1). Permission of instructor required. This course provides an opportunity for interested undergraduates to practice extensively in the performance of academic debate.

80 Cultural Diversity (INTS 80) (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. Cultural Diversity requirement, B.A.-level Social Science perspective.

90 Internships (1-3). Departmental permission required. Individualized study closely supervised by a faculty adviser and by the departmental coordinator of internships. Cannot count toward the COMM major.

91 Independent Study and Directed Research (1-3). Departmental permission required. For the COMM major who wishes to pursue an independent research project or reading program under the supervision of a selected instructor. Intensive individual research on a problem designed by instructor and student in conference.

95 Special Topics in Communication Study (3). A special topics course on a selected aspect of communication studies.

98 Honors (3). Departmental permission required. Individual projects designed by students and supervised by faculty member(s). Fall.

99 Honors (3). Departmental permission required. Individual projects designed by students and supervised by faculty member(s). Spring.

110 Introduction to Quantitative Research (3). Basics of data collection, measurement instrument development, and data analytic
approaches to communication research are presented to the student. Emphasis is placed on practical application of research.

112 Introduction to 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. B.A.-level Philosophical perspective.

113 Persuasion (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. Examines contemporary theory and practice of influencing others' attitudes, beliefs, and actions. Focuses particularly on analyzing and developing persuasive messages.

114 Political Communication (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. B.A.-level Social Science perspective.

115 Social Dialects (3). An examination of the nature and role of language, language usage, and dialect in the United States.

120 Interpersonal Communication (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. 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.

121 Communication and Social Cognition (3). An investigation of psychological aspects of communication, particularly the perceptual and interpretive processes underlying the sending and receiving of messages. B.A.-level Social Science perspective.

122 Transcultural Communication (3). Prerequisite, one of the following: COMM 22, 72, 73, 74, or permission of instructor. Examines interpersonal and public communication among people from different cultures. Includes case studies of individuals, subcultures, and nations. Cultural Diversity requirement.

123 Communication in Organizations (3). Prerequisites, COMM 22 and 25; or for non-majors, permission of instructor. Provides a critical exploration of organizational communication theory, research and application, examining the factors involved in the functioning and analysis of complex organizations.

124 Family Communication (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. Analysis and exploration of personal experiences, family systems theory, and communication theory to describe, evaluate, and improve family communication patterns.

125 Communication and Leadership (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. Critical examination of alternative theories of leadership and trends in the study of leadership; focuses on the communicative dimensions of leadership.

126 Nonverbal Communication (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. 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.

127 Introduction to Phonetics 127 (SPHS 130) (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.

129 Topics in Interpersonal and Organizational Communication (3). Prerequisite, COMM 22; or for non-majors, permission of instructor. Designed for advanced students, course provides in-depth examination of particular theories of human communication. Course focus varies. May be repeated.

130 Advanced Audio Production (3). Prerequisite, COMM 34, 41, or permission of instructor. Advanced analysis and application of the principles and methods of audio production.

131 Television Directing (3). Prerequisite, COMM 32 or permission of instructor. The aesthetics of television directing: script analysis, direction of performance, set and lighting design, creative visual and radio communications. Students direct several television projects.

132 Advanced Scriptwriting for Television, Film, and Stage (3). Prerequisite, COMM 33 or permission of instructor. A major writing project will be completed by each student, either dramatic or nonfiction for radio, television, film, or stage.

133 Media Acting and Performance (3). Study and practice in acting and performance for radio, television, and motion pictures.

134 Narrative Production (3). Prerequisite, COMM 34 and corequisite, one of COMM 142, 146, or 147. The course focuses on narrative, representational, and aesthetic strategies of narrative production.

135 Documentary Production (3). Prerequisite, COMM 34 and corequisite, one of COMM 142, 146, or 147. 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.

136 Interactive Media (ART 135) (3). Prerequisites, COMM 34, 41, or permission of instructor. 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. B.A.-level Aesthetic perspective.

139 Special Topics in Media Production (3). Prerequisite, COMM 41. A special topics course on a selected aspect of media production or writing. May be repeated.

140 Mass Media Criticism and Theory (3). Prerequisite, COMM 41; or for non-majors, permission of instructor. Examination and application of contemporary critical approaches to mass mediated works, survey of current issues in aesthetic theory as related to mass media.

141 Audio Theory Criticism and Aesthetics (3). Prerequisite, COMM 41; or for non-majors, permission of instructor. An examination of theories of aurality, psycho-acoustics, and the development of the audio aesthetic. Course includes, but is not limited to, audio in film, video, and multimedia.

142 The Documentary Idea (3). Prerequisite, COMM 41; or for non-majors, permission of instructor. Historical and theoretical examination of expressions of the documentary idea in different eras and various modes including film, television, and radio.

143 History of National Media in the West (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.

144 Communication and Information Technologies (3). Prerequisite, COMM 41; or for non-majors, permission of instructor.
A survey of developing telecommunication systems and technologies and their impact on the traditional electronic media and society.

145 Informational Broadcasting (3). Study of the structure, preparation, and production of informational radio and television programs including the investigative documentary and radio and television "talk" programs. Instruction in data collection, analysis, and preparation of informational programs.

146 History of Film I, 1895 to 1945 (3). Prerequisite, COMM 41. Study 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.

147 History of Film II, 1945 to Present (3). Prerequisite, COMM 41. 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.

148 Cinema of the Third World (3). Designed for the nonmajor, this course examines contemporary filmmaking in Africa, Latin America, and the Middle East as an aesthetic response to the conventions of "dominant" Hollywood style. B.A.-level Non-Western/Comparative perspective.

149 Third World Media (3). The cultural and educational uses of radio and television are studied in the developing countries of Africa, Latin America, and India. Emphasis will be placed on the new electronic media and their effectiveness in serving developing countries. B.A.-level Non-Western/Comparative perspective.

150 Popular Culture (3). Prerequisite, COMM 41; or for nonmajors, permission of instructor. Examination of communication processes and cultural significance of film, television, and other electronic media.

151 Contemporary International Film/Television (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. B.A.-level Aesthetic perspective.

152 Minorities and the Media (3). Prerequisite, COMM 41; or for nonmajors, permission of instructor. 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.

153 Community and Media (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.

154 Media Law and Regulation (3). A study of laws affecting media; the role of the courts and federal regulatory agencies in media regulation.

155 International Communication and Comparative Journalism (JOMC 146) (POLI 146) (3). Development of international communication; the flow of news and international propaganda; the role of communication in international relations; communication in the developing nations; comparison of press systems. B.A.-level Social Science perspective.

156 Women and Film (WMST 143) (3). This course examines the representation of women in contemporary American film. We also consider women as producers of film.

157 Implications of Electronically Mediated Communication (3). An examination of optical/digital technologies and the social practices and communicatory processes they encourage and subvert.

158 Latin American Cinema (3). This course examines the films, audiences, and social contexts of Latin American cinema from the 1930s to the present. B.A.-level Non-Western/Comparative perspective.

159 Special Topics in Media Studies (3). Prerequisite, COMM 41; or for non-majors, permission of instructor. 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.

160 Performance of Literature by Women of Color (WMST 146) (3). Prerequisite, COMM 60 or permission. Explores through performance, contemporary poetry, fiction, non-fiction and feminist thought by women of color in the United States. Cultural Diversity requirement. B.A.-level Aesthetic perspective.

161 Oral History and Performance (WMST 173, HIST 173) (3). This course combines readings and fieldwork in oral history with study of performance as a means of interpreting and conveying oral history texts. Emphasis on women's history.

162 Group Performance (4). Prerequisite, COMM 60, 61, one 100-level performance course, and permission of instructor. Theory and practice in adaptation, direction, and group performance of texts.

163 Performance of Children's Literature (3). Prerequisite, COMM 60 and permission of instructor. 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. B.A.-level Aesthetic perspective.

164 Poetry in Performance (3). Prerequisite, COMM 60 or permission of instructor. Critical, aesthetic, and rhetorical approaches to performed poetry. B.A.-level Aesthetic perspective.

165 Ritual, Theatre, and Performance in Everyday Life (FOLK 165) (3). Prerequisite, COMM 60 or ENGL 26 or permission of instructor. This course will explore the dynamics of performance as it is broadly produced within the texture of individual experiences, the interaction of community memberships, and the dramas of cultural aesthetics. B.A.-level Aesthetic perspective.

166 Narrative Fiction in Performance (3). Prerequisite, COMM 60 or permission of instructor. Study of selected short stories and novels in performance with emphasis on narrative point of view. B.A.-level Aesthetic perspective.

167 The Politics of Performance (3). Prerequisite, COMM 60 or 62 or permission of instructor. Course will address the relationship between performance and power, focusing on topics concerned with the potential for performance to contribute to social change.

168 Narrative in Fiction and Film: Adaptation and Performance (3). Study of narrative in selected short stories and novels and their adaptation for film. B.A.-level Aesthetic perspective.

169 Special Topics in Performance Studies (3). Prerequisites, COMM 60 and one 100-level performance course or permission of instructor. Advanced study of selected topics drawn from performance history, theory, and practice. May be repeated.
170 Classical Rhetoric (CLAS 112) (3). Lecture on the nature, development, and influence of Greek and Roman rhetoric, with class discussion of important rhetorical treatises. B.A.-level Western Historical perspective.

171 Rhetorical Theory and Practice (3). Prerequisite, COMM 70; or for non-majors, permission of instructor. Investigates contemporary theories of purposive symbolic behavior; focus is upon rational, psychological, and dramatic explanations of human behavior.

172 Public Policy Argument (3). Prerequisite, COMM 70; or for non-majors, permission of instructor. 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.

173 The American Experience in Rhetoric (3). Prerequisite, COMM 70; or for non-majors, permission of instructor. Examines public discourse from the colonial period to the present. Discourses, critical perspectives, and historical periods studied will vary.

174 War and Culture (PWAD 162) (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.

175 Environmental Communication and the Public Sphere (ENST 179) (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.

176 Speech Writing (3). Prerequisite, COMM 13 or 71. Introduces the student to the principles of writing speeches with special attention to adaptation to audience and occasion and to oral style.

179 Special Topics in Rhetoric and Cultural Studies (3). Prerequisite, COMM 70; or for non-majors, permission of instructor. A special topics course on a selected aspect of rhetoric and cultural studies. May be repeated.

180 Introductory Audiology I (SPHS 123) (3). Theory and practice of the measurement of hearing, causative factors in hearing loss, evaluation of audiometric results, and demonstration of clinical procedures.

182 Speech Science (SPHS 140) (3). Introduction to the science of speech, including production, acoustics, and perception.

183 Anatomy and Physiology of the Speech and Hearing Mechanism (SPHS 170) (3). Anatomy and physiology of the speech producing and aural mechanism.

184 Introduction to Communication Disorders (EDUC 128) (3). Explores the etiology, epidemiology, assessment, and educational implications of speech and language disorders.

191 Advanced Independent Study/Directed Reading (1-3). Prerequisites, completion of at least one 100-level COMM course, departmental permission. For the Communication Studies major who wishes to pursue an advanced independent research project or reading program under the supervision of a selected instructor. Intensive individual research on a problem designed by instructor and student in conference. Fall, spring.

Curriculum of Comparative Literature

EDWARD DONALD KENNEDY, Chair

Professors

Associate Professors
Eric S. Downing, Diane R. Leonard, José Manuel Polo de Bernabé.

Assistant Professor
Inger S. Brodey.

Adjunct Professors
E. Jane Burns, David J. Halperin, Madeline G. Levine, Jessica L. Wolfe.

Professors Emeriti

The Curriculum of Comparative Literature explores major works of literature and theory, as well as interrelations among national literatures, thereby enabling students to acquire a broad, liberal education. Sophomores planning to major in Comparative Literature should take the two-semester Great Books course (CMPL 21 and 22) as part of their General College requirements.

An undergraduate major consists of eight courses: either one literature course in Classics or one course in one major author (e.g., ENGL 52 Chaucer, ENGL 58 Shakespeare, RUSS 164 Dostoevsky, ITAL 40 Dante, SPAN 46 Cervantes, etc.); two literature courses in a foreign language (beyond the General College foreign-language requirement—usually 21 or higher; these would be in addition to the major author course mentioned above if the course in the major author is taken in the original foreign language); and five courses taught within the Curriculum of Comparative Literature or cross-listed as Comparative Literature courses, to be chosen in consultation with the undergraduate adviser. CMPL 51, The Comparative Study of Literature, is strongly recommended as one of the five courses.

Students may choose to take Comparative Literature as a second major, a particularly attractive option for students majoring in a foreign language since two of the foreign language major requirements can also count toward the eight-course major requirement in Comparative Literature.

Minor in Comparative Literature

The minor in Comparative Literature is available to any undergraduate who has completed CMPL 21 and 22 as part of the General Education requirement or completes the courses during the junior or senior year.

In addition to CMPL 21 and CMPL 22, the minor consists of four additional courses listed or cross-listed in Comparative Literature, with one exception. Courses cross-listed between Comparative Literature and Classics may not be counted for a minor in Comparative Literature by students majoring in Classics.

Undergraduates majoring in Comparative Literature may minor in any department, curriculum, or school in which a minor program is offered. However, 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.
Courses in Comparative Literature for Undergraduates

21 Great Books: Antiquity through Neoclassicism (3). Includes Virgil, Chrétiens de Troyes, Dante, Boccaccio, Cervantes, Milton, and Voltaire. Fall, spring, Downing, staff. GC literature perspective.

22 Great Books: Romanticism through Modernism (3). Includes Wordsworth, Goethe, Flaubert, Charlotte Bronte, Tolstoy, Ibsen, Chekhov, Kafka, Borges, Kawabata, Wole Soyinka, and Frost and/or T.S. Eliot. Fall, spring, Brodey; Leonard, staff. GC literature perspective.

51 The Comparative Study of Literature (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. Fall or spring. Alternate years. Downing.

83H Literature and Medicine (3). Examines the presentation of medical practice in literature from the mid-nineteenth century to the present. Readings include some medical history, novels, stories, and recent autobiographies of medical training. Fall. Furst. Aesthetic perspective.

84 Almost Despicable Heroines in Japanese and Western Literature (3). The study of authors' use of narrative techniques to create the separation between heroines and their fictional societies and sometimes readers. Austen, Flaubert, Ibsen, Arishima, Tanizaki. Brodey. Non-Western/Comparative perspective.

90 Form and Vision in the Modern Novel (3). A study of modern trends in the structure of the novel, including works by writers such as Proust, Faulkner, Hesse, Woolf, Mann, Robbe-Grillet, and Gide. Leonard. Aesthetic perspective.

92 Women and Work, 1850 - 1900 (3). An explanation of the problems of work for women in the later nineteenth century, drawing on historical and fictional materials to illuminate each other. Furst. Social Science perspective.

93 Adolescence in Twentieth-Century Literature (3). An analysis of the literary portrayal of adolescence by major twentieth-century English, American, and European writers, focused on dominant themes and modes of representation. Furst. Aesthetic perspective.

94 Cowboys, Samurai, and Rebels in Film and Fiction (3). Cross-cultural definitions of heroism, individualism, and authority in film and fiction, with emphasis upon tales or images that have been translated across cultures. Includes films of Ford, Kurosawa, and Visconti. Brodey. Non-Western/Comparative perspective.

95 Special Topics in Comparative Literature (3). Offered any semester. Staff.


97 Honors Course (3). Required of all students reading for honors in Comparative Literature. Fall. Staff.

98 Honors Course (3). Prerequisite CMPL 97. Required of all students reading for honors in Comparative Literature. Spring. Staff.

Courses for Graduates and Advanced Undergraduates

Period Courses

140 Reading Course (Var.). Staff.

150 Major Works of Twentieth-Century Literary Theory (3). Comparative study of representative works on literary and cultural theory or applied criticism to be announced in advance. Koeb, McGowan, Leonard.

170 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. Kennedy. Aesthetic perspective.

172 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. Wolfe. Aesthetic perspective.

173 Cult of Sensibility 1740-1810 (3). The development of the moral aesthetic of sensibility or Empfindsamkeit in literature of western Europe in the late eighteenth and early nineteenth centuries. Brodey. Aesthetic perspective.

174 The Eighteenth-Century Novel (3). English, French, and German eighteenth-century narrative fiction with emphasis on 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. Downing. Aesthetic perspective.

175 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. Furst.

176 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. Furst.

177 Naturalism (3). The Naturalist movement in European and American literature of the late nineteenth and early twentieth centuries, focusing on its philosophical, psychological, and literary manifestations in selected plays and novels. Furst.

178 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. Leonard.

181 Aestheticism (3). Aestheticism as a discrete nineteenth-century movement and as a major facet of modernism in literature and literary theory. Authors include Kierkegaard, Baudelaire, Nietzsche, Huysmans, Wilde, Mann, Rilke, Nabokov, Dinesen, Barthes, Sontag. Downing. Aesthetic perspective.

Genre Courses

180 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. Downey. Aesthetic perspective.

184 The Drama from Ibsen to Beckett (3). The main currents of European drama from the end of the nineteenth century to the present. Includes Chekhov, Strindberg, Pirandello, Lorca, Brecht, Anouilh.


191 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 through Abelard, Dante, Petrarch, Cellini, and Montaigne. Cervigni.

Special Topics Courses

182 Narrative Silence: Cross-Cultural Theme and Technique (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, Sōseki, Oe, Tōson, Camus, Mann. Brodey. Non-Western/Comparative perspective.

183 Cross-Currents in East-West Literature (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, Sōseki, Sterne, Arishima, Ibsen, Yoshimoto, Ishiguro. Brodey. Non-Western/Comparative perspective.

186 Literary Landscapes in Europe and Japan (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. Brodey. Non-Western/Comparative perspective.

190 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. Downing. Aesthetic perspective.


195 Special Topics (3). Offered any semester. Staff.

Cross-listed Courses

CMPL 30 The Heroic Journey (Classics) (3). Reckford.

CMPL 64 The Classical Background of English Literature (Classics) (3). Mack.

CMPL 69 Representations of Cleopatra (Classics, Women's Studies) (3). Wooten.

CMPL 94A Interdisciplinary Seminar in Renaissance Studies (History, Romance Languages) (3). Staff.

CMPL 104 Violence and Religion in Literature (Romance Languages 104, Peace, War and Defense 190) (3).

CMPL 135 Consciousness and Symbols (Anthropology, Folklore) (3). Peacock.

CMPL 142 Philosophy in Literature (Philosophy) (3).

CMPL 153 Medieval Romance (English) (3). Kennedy.

CMPL 160 Reading Other Cultures: Issues in Literary Translation (Slavic) (3). Levine.

CMPL 179 Literature of the Americas (English) (3). DeGuzman.

Department of Computer Science

www.cs.unc.edu

STEPHEN F. WEISS, Chair

Professors

Associate Professors

Assistant Professors

Research Professor
F. Donelson Smith.

Research Associate Professors
Lars S. Nylander, Russell M. Taylor II, Gregory F. Welch.

Research Assistant Professor
Mary C. Whitton.

Lecturers
Timothy L. Quigg, Leandra Vicci, Jeannie M. Walsh.

Adjunct Professors

Adjunct Associate Professors
Siddhartha Chatterjee, Steven E. Molnar, Andrew B. Nobel, Diane H. Sonnenwald, Richard Superfine.

Adjunct Assistant Professors
Stephen Aylward, Bert Dempsey, Sarang C. Joshi.

Adjunct Research Professors
Nick England, John Poulton.

Adjunct Research Associate Professor
John G. Eyles.

Adjunct Research Assistant Professor
Mark Foskey.

Professors Emeriti
Peter Cainingaert, Gyula A. Magó, Donald F. Stanat.

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 system, operating systems, compilers, parallel and distributed computing, theory of computing, and computer graphics. The Bachelor of Science 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 employment 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 is 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 and Materials Sciences (see separate entry in this catalog).

Students whose interests lie in the study of cognitive, social, and organizational roles of information should consider the Information Science major in the School of Information and Library Science (see separate entry in this bulletin).

Students who wish to use computers vocationally and desire a technical introduction to computing should take one or more of the introductory courses such as COMP 14, 16 and 114, and one or two more advanced courses such as COMP 117, 120, and 121. Currently, there is no undergraduate minor in computer science.

The department encourages all students who wish to develop the ability to use a personal computer for common applications to take COMP 4. The “Computers and Society” course, COMP 96, satisfies the philosophical perspective requirement in the General College and has no programming prerequisite.

The B.S. in computer science is a new program that continues to evolve. For the latest information about the program and for additional details about requirements, courses, advising, and other relevant information, please see www.cs.unc.edu/Admin/AcademicPrograms/Bachelors.

Bachelor of Science in Computer Science

B.S. majors in computer science must fulfill all General College requirements and must also complete the following:

- COMP 114, 120, 121, and 122
- MATH 31, 32, 33, 81 (or OR 41), and 147
- PHYS 26 and 27
- STAT 126

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 1 course)

- MATH 166, COMP 181

**Systems Group:** (At least 1 course)

- COMP 123, 142, INLS 184

**Programming Languages Group:** (At least 1 course)

- COMP 140, 144, 145

**Applications Group:** (At least 1 course)

- COMP 117, 118, 130, 136

**Interdisciplinary Group:** (At most 1 course)

- Any MATH course numbered greater than 120, OR 181, 183, 190, LING 140, INLS 115, 170, 172, BMME 106, 121, 128

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.

**Of special note are the following requirements:**

- Completion of PHYS 26 and 27, MATH 31, 32, 33, and 81 (or OR 41), COMP 114, 120, and 121, with a grade of C or better in each course is required for admittance into the computer science major.
- In order to graduate, students must earn a GPA of 2.0 or higher and receive no grade lower than a C- in the nine required junior/senior courses: COMP 122, MATH 147, STAT 126, and the six required Distribution courses.

The following is a suggested plan of study for B.S. majors. The nine required freshman/sophomore courses must 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.

**Freshman year:**

- English 11, 12; Language 2, 3; Perspective (two courses); Mathematics 31, 32; Freshman Seminar or Computer Science 14; Computer Science 114

**Sophomore year:**

- Language 4; Perspective (three courses); Physics 26, 27; Mathematics 33, 81 (or OR 41); Computer Science 120, 121

**Junior year:**

- Perspective (three courses); Non-Computer Science Elective (one course); Mathematics 147; Computer Science 122; Computer Science Distribution Requirement (four courses)

**Senior year:**

- Non-Computer Science Elective (three courses); Free Elective (four courses); Statistics 126; Computer Science Distribution Requirement (two courses)

**Notes on the Suggested Plan of Study**

COMP 14 (Introduction to Programming) is a required prerequisite for COMP 114. 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 114. Students who are able to begin with COMP 114 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 Freshman Seminar as an elective in the freshman year. (In either case, neither COMP 14 nor a Freshman Seminar are required courses in the major.) Students with no programming experience should begin their program of study with COMP 14.

This plan of study further assumes students will place out of Foreign Language 1. If this is not the case then the student will have to start with Foreign Language 1 and have one fewer Free Elective in the senior year).

"Non-Computer Science Electives" refer to a set of four courses taken outside of Computer Science. The four courses are selected according to the following general requirements:

- Humanities/Fine Arts 1 course; Social Sciences 1 course; Natural Science 1 course; Elective 1 course

The fourth elective can be any non-computing related course taken outside of Computer Science, Mathematics, Operations
Research, Statistics, and Applied Math. None of these electives may be taken Pass/Fail.

Course Descriptions


6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

14 Introduction to Programming (3). Introduction to computer use. Approaches to problem-solving: algorithms and their design; fundamental programming skills. Students can only receive credit for one of COMP 14, 15, or 16. Fall, spring, and summer. Dewan, Hedlund, Prins, Weiss, staff.

15 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 only receive credit for one of COMP 14, 15, or 16. On demand. Staff.

16 Introduction to Scientific Programming (3). Prerequisite, MATH 31. 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 only receive credit for one of COMP 14, 15, or 16. Fall. Snoeyink, Prins.

71 Language and Computers (LING 71) (3). Prerequisite, LING 30. 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. BA-level Social Science perspective. Fall. Weberluth.

90 Independent Study in Computer Science (1-3). For advanced majors in Computer Science or Computer Science track of Math Sciences or Computer Engineering track of Applied Sciences 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. Staff.

92 Practicum (2-3). Prerequisites, COMP 114, undergraduate major, and permission of the director of undergraduate studies. Work experience in nonelementary computer science. The grade, pass or fail only, will depend on a substantial written report by the student and an evaluation by the employer. May be taken repeatedly for up to a total of six credit hours. Jeffay.

96 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. Fulfills philosophical perspective requirement. Spring and summer. Walsh, staff.


117 Introduction to WWW Programming (3). Prerequisite, COMP 114 or equivalent experience. Client-side programming in Java for the WWW. Introduction to TCP/IP, HTTP, and WWW architecture. Emphasis on applet programming and component programming using threads, simple client-server applications, and XML. Fall. J. Smith, Mayer-Patel, Dewan.


121 Data Structures (4). Prerequisite, COMP 114. The analysis of data structures and their associated algorithms. Abstract data types, lists, stacks, queues, trees, and graphs. Sorting, searching, hashing. Fall and spring. Hedlund, staff.


130 Files and Databases (3). Prerequisites, COMP 120, 121, and MATH 81 (or OR 41). Placement of data on secondary storage: File organization. Database history, practice, major models, system structure and design. Fall. Stotts, Weiss.

134 Visualization in the Sciences (3). Computational visualization applied in the natural sciences. For both computer science and natural science students. Available techniques and their characteristics, based on human perception, using software visualization toolkits. Project course. Fall. Taylor.

136 Introduction to Computer Graphics (3). Prerequisites, COMP 121 and MATH 147. 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. Fall. Staff.


145 Software Engineering Laboratory (3). Prerequisites, COMP 120, 121. 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. Spring. Stotts.

170 Applications of Natural Language Processing (INLS 170) (3). See course listings for School of Information and Library Science for details.

171 Natural Language Processing (INLS 115) (3). See course listings for School of Information and Library Science for details.

172 Information Retrieval (INLS 172) (3). See course listings for School of Information and Library Science for details.

181 Models of Languages and Computation (3). Prerequisites, MATH 81 (or OR 41) or other evidence of mathematical maturity, and COMP 14 or equivalent experience. Introduction to the theory of computation. Finite automata, regular languages, pushdown automata, context-free languages, and Turing machines. Undecidable problems. Spring. Plaisted, Anderson, Halton, Weiss, Snoeyink, Prins.

190 Topics in Computer Science (1-3). Prerequisite, permission of the instructor. This course has variable content and may be taken multiple times for credit. Fall and spring. Staff.

Department of Dramatic Art
www.unc.edu/depts/playmkr/index.html

RAYMOND E. DOOLEY, Chair

Professors
Milly S. Barranger, A. McKay Coble, Raymond E. Dooley,
David A. Hammond, Roberta A. (Bobbi) Owen,
Bonnie N. Raphael, Craig A. Turner.

Adjunct Professor
Judith L. Adamson.

Visiting Professor
Joan Darling.

Associate Professors
Michael J. Rollert, Adam N. Versényi.

Adjunct Assistant Professors
Karen Blansfield, Julie K. Fishell, Gregory Kable.

Visiting Assistant Professor
Kenneth P. Strong.

Lecturers
Jeffrey B. Cornell, Donna Bost Heins, Traci Meek.

Visiting Lecturers
David A. Adamson.

The Field

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 theater while investigating the processes involved in acting, directing, design, costume, and technical production.

Courses focus on the connections between theater and society, between theatrical performance and the visual arts, between dramatic literature and philosophy, history, and other literary forms. The study of theater embraces a range of subjects in the humanities and fine arts, including literature, language, aesthetics, culture, and performance.

The Dramatic Art major has eight required courses, with Play Analysis (DRAM 20) the first course for majors. The major provides a broad basis for understanding and appreciating theater 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 theater practice.

A.B. with a Major in Dramatic Art

All General College and College of Arts and Sciences perspective requirements apply. Students majoring or minoring in drama may declare no department courses pass/fail.

The eight-course distribution is as follows:

Play Analysis:

Drama 20. This course is a prerequisite to the acting and literature/history courses required for the major so students planning to major in dramatic art should complete it preferably during their first year. (Majors who use Drama 20 to fulfill the General College-level Fine Arts perspective must choose an additional elective course in drama for the major core.)

Three courses (9 credits) in Dramatic Literature/Theater History/Criticism:

Two courses must be chosen from:

DRAM 81 Theater History and Literature I
DRAM 82 Theater History and Literature II
DRAM 83 Theater History and Literature III

The remaining course can be chosen from:

DRAM 81 Theater History and Literature I
DRAM 82 Theater History and Literature II
DRAM 83 Theater History and Literature III
DRAM 84 Studies in Dramatic Theory and Criticism (cannot be repeated for the major core)

DRAM 86 Latin American Theater
DRAM 150 Shakespeare in the Theater

Acting, Directing, and Design:

Two courses (6 credits) total. Only one course from each area may be counted toward the major.

a. Acting: DRAM 50 Beginning Acting for Majors

b. Directing: DRAM 62 Directing

c. Design: DRAM 165 Sound Design
DRAM 166 Scene Design
DRAM 167 Costume Design
DRAM 168 Lighting Design

Costume Production or Technical Production:

DRAM 64 Technical Methods.

Production Practicum:

DRAM 66, practicum with PlayMakers Repertory Company.

Because the College of Arts and Sciences allows a total of forty credit hours (13 3-hour courses) in a student’s major to count toward graduation as many as five 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 (scene, costume, sound and lighting), costume history, costume construction, dramatic literature and criticism, dramaturgy, stage management, theater management, and playwriting.

Current students graduating in or after May 2004 are subject to these requirements. Any student who declared the major, particularly prior to 1999, should consult the head of undergraduate studies concerning their major requirements.

The department also offers Fine Arts Aesthetic perspective courses in the General College:

- DRAM 15 Perspectives in Western Drama
- DRAM 16 Perspectives in the Theater
- DRAM 17 Perspectives in Non-Western Drama (also Cultural Diversity) and Arts and Sciences level perspective courses:

**Aesthetic**
- DRAM 81 Theater History and Literature (I)
- DRAM 82 Theater History and Literature (II)
- DRAM 83 Theater History and Literature (III)
- DRAM 84 Studies in Dramatic Theory and Criticism
- DRAM 86 Latin American Theater (also Cultural Diversity)
- DRAM 150 Shakespeare in the Theater
- DRAM 155 Playwriting
- DRAM 166 Scene Design
- DRAM 167 Costume Design I
- DRAM 176 Advanced Scene Design
- DRAM 177 Principles of Design

**Western Historical**
- DRAM 170 Survey of Costume History
- DRAM 175 Period Styles for the Theater

**Non-Western Historical**
- DRAM 171 Non-Western Costume History (also Cultural Diversity)

**Minor in Dramatic Art**

**(Dramaturgy, Theatrical Design or Theatrical Production)**

Students majoring in another department may elect to pursue completion of a minor in dramatic art with an emphasis on dramaturgy, theatrical design, or theatrical production.

The Dramaturgy minor consists of four courses:

**Required course:**
- DRAM 20 Play Analysis

Three courses selected from among the following:
- DRAM 81 Literature/History I
- DRAM 82 Literature/History II
- DRAM 83 Literature/History III
- DRAM 84 Studies in Dramatic Theory and Criticism (cannot be repeated for the minor)
- DRAM 86 Latin American Theater
- DRAM 150 Shakespeare in the Theater

The Theatrical Design minor consists of four courses:

**Required course:**
- DRAM 20 Play Analysis

Three courses selected from among the following:
- DRAM 165 Sound Design
- DRAM 166 Scene Design
- DRAM 167 Costume Design I
- DRAM 168 Lighting Design
- DRAM 169 Costume Design II
- DRAM 170 Survey of Costume History
- DRAM 171 Non-Western Costume History
- DRAM 175 Period Styles for the Theater
- DRAM 176 Advanced Scene Design
- DRAM 185 Period Styles for Production

The Theatrical Production minor consists of four courses:

**Required course:**
- DRAM 64 Technical Methods. Either Section 1: Costumes or Section 2: Technical, related to area of concentration.

Three courses selected from among the following:
- DRAM 66 Production Practicum
- DRAM 100 Technical Direction
- DRAM 101 Stage Management
- DRAM 165 Sound Design
- DRAM 168 Lighting Design
- DRAM 169 Costume Design II
- DRAM 172 Special Topics in Costuming
- DRAM 173 Costume Construction I
- DRAM 174 Costume Construction II
- DRAM 193 Special Studies: Technical Production
- DRAM 196 Special Studies: Costume Production
- DRAM 188 Seminar in Costume Practices Graduate School and Career Opportunities

Any student, including those majoring in Dramatic Art, may apply for admission to the minor in Writing for the Screen and Stage beginning in fall 2003. The minor is sponsored jointly by the Departments of Dramatic Art, Communication Studies, and the Creative Writing Program in the Department of English. For additional information about the Writing for the Screen and Stage minor, see "Interdisciplinary Studies" or contact Professor David Sontag in the Department of Communication Studies.

The dramatic art major is associated with a variety of career opportunities, including graduate study, public relations, communications, arts management, public service, teaching, and theater-related careers, including literary management, stage management, acting, design, publicity, marketing, fund-raising, technical production, sound and lighting technology, box office management, costume, electrics, and stage craft.

**Special Opportunities**

**Performance/production opportunities:** A major venue for undergraduate performance work is The Lab! Theater. Each year, The Lab! produces a season of 12 fully mounted productions. The Lab! is an entirely student-run organization and gives undergraduates a unique forum to apply the acting, directing, and design methods taught in dramatic art classes. These are low-budget productions with a limited number of performances. The Lab! Board, headed by three producers elected in the spring, oversees the organization; professor Gregory Kable serves as the faculty adviser.

Also, there are three additional undergraduate production programs, performed in historic Playmakers Theatre or the Elizabeth Price Kenan Theatre. Studio 1, led by student directors from the department assisted by faculty advisers, uses student actors, directors, designers, and technicians. Studio 2 focuses on playwrights and provides a showcase for new student writing. Studio 3 is a faculty or guest directed production with student actors and designers. Casting for the studios is open to all registered UNC students.
Several different aspects of student involvement with PlayMakers Repertory Company (PRC, a professional LORT/AEA theater 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 theaters as guest actors, directors, and designers. Students have opportunities to associate with and learn from these professionals throughout the year.

**Theater/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 three theaters: 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.

**Honors Program**

In order to receive departmental honors, students must have a 3.2 GPA at the end of their junior year, enroll in DRAM 99 (3 hours credit) twice 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.

**Course Descriptions**

**6K First Year Seminars (3).** The seminars are designed to enable first year students to work closely with top professors in classes that enroll twenty students or fewer. Seminar topics include "Staging America: The American Drama" and "The Psychology of Clothing: Motivations for Dressing-up and Dressing-down." See the directory of classes for specific offerings.

**15 Perspectives in Western 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. Fall and spring. D. Adamson, Blansfield, Cornell, Kable. GC Fine Arts perspective.

**16 Perspectives in the Theater (3).** A survey of the interrelationships of acting, directing, designing, and playwriting through the study of major periods of theatrical expression and representative plays. Fall and spring. Strong. Staff. GC Fine Arts perspective.

**17 Perspectives in Non-Western Drama (3).** A survey on Non-Western drama and theater with emphasis on the historical and aesthetic development of those regions. Topics to be chosen by the instructor. Staff. GC Fine Arts perspective and Cultural Diversity requirement.

**20 Play Analysis (3).** Development of the skill to analyze plays for academic and production purposes through the intensive study of representative plays. First course in the major. Fall and spring, Barranger, Kable, Versényi. GC Aesthetic perspective.

**30 Stage Makeup (1).** A laboratory course exploring the principles and applications of stage makeup. Also applicable to film and television. May be repeated for credit.

**35 Acting for Nonmajors (3).** Introduction to basic processes and techniques of acting for the stage. Fall and spring. Staff.

**36 Acting for Nonmajors (3).** Prerequisite, Dramatic Art 35. A further exploration of basic processes and techniques of acting for the stage. Fall and spring. Staff.

**40 Voice Training I (3).** Fundamental principles underlying the effective use of voice and speech in performance. Fall. Staff.

**41 Voice Training II (3).** Prerequisite, Dramatic Art 40. A continuation of Dramatic Art 40. Spring. Alternate years.

**50 Beginning Acting for the Major (3).** Prerequisite, Dramatic Art 20. Introduction to acting tools, emphasizing playing actions and pursuing an objective by personalized given circumstances. Performance work drawn from short scripted, improvised, and contemporary scenes. Fall and spring. Fishell, Cornell, Strong.

**51 Intermediate Acting for the Major (3).** Prerequisite, Dramatic Art 50. 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. Fall and spring. Fishell, staff.

**52 Advanced Acting for the Major (3).** Prerequisites, Dramatic Art 51. 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. Fall or spring. Fishell, staff.

**53 Acting for the Camera (3).** Prerequisite, Drama 35, 50 or permission of instructor. 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. Spring, fall. Cornell, Dooley, staff.

**56 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. Fall and spring. Staff.

**57 Movement for the Actor II (3).** Prerequisite, Drama 56 or permission of instructor. 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. Alternate years. Turner.

**60 Stagecraft (3).** General survey of materials, equipment, and processes used in technical theater Fall and spring. Coble, staff.

**62 Directing (3).** Prerequisite, Dramatic Art 20. An introductory course in the principles of stage directing: analysis for concept, organization of production, and methodology of staging. Spring. Hammond, staff.

**64 Technical Methods (3).** Introduction to equipment, procedures, and personnel in the design and execution of plans for scenery, lighting, properties, sound, and costumes for a theatrical productions. Required for the Dramatic Art major, open to all undergraduate students. May be repeated for credit provided different sections (costume, scenery) are taken. Fall and spring. Staff.
65 Dramatic Art Projects (3). Limited to juniors and seniors majoring in dramatic art. Permission of department required. Intensive individual work in major areas of theatrical production: design, technical, directing, acting, playwriting, management. May be repeated for credit. Fall and spring. Staff.

66 Production Practicum (3). Prerequisite, Drama 64 or permission of the instructor. Practicum in production with PlayMakers Repertory Company in costuming, scenery, lighting, or sound. Fall, spring. Staff.


84 Studies in Dramatic Theory and Criticism (3). Seminar in dramatic theory and criticism with emphasis on the modern period. Topics to be selected by the instructor. May be repeated for credit. Alternate years. Kable, Blansfield. A&S Aesthetic perspective.

86 Latin American Theater (3). This course explores the historical and aesthetic development of Latin American theater, focusing on particular factors that distinguish this theater from the Western European tradition. Alternate years. Versényi. A&S Aesthetic perspective, Cultural Diversity requirement.

94 Senior Seminar (3). Close study of the interrelationships between theory and practice in contemporary world theater, placing developments in their cultural contexts, and exploring current theatrical trends in an international framework. Fall and spring. Staff.

99 Honors Project in Dramatic Art (3-6). Prerequisite, 3.2 cumulative grade point average and permission of departmental honors adviser. The completion of a special project (essay or creative endeavor), approved by the department, by a student who has been designated a candidate for undergraduate honors. Generally taken both fall and spring, 3 credits per registration. Owen.

100 Technical Direction (3-6). Prerequisite, Dramatic Art 64, Section 2 or equivalent technical practice in theater production. Also permission of instructor. A study of technical and engineering problems in theater production and standard theatrical drafting and construction conventions. Fall and spring. Roller.

101 Stage Management (3). A study of the basic principles and practices of modern stage management. Permission of department required. Fall and spring. Staff.


153 Writing for the Stage and Screen (COMM 30) (3). Prerequisite, English 23W or Dramatic Art 20, or permission of instructor. Introduction to writing screen and stage plays. Required for the interdisciplinary minor in Screen and Stage Writing. Permission of the instructor. Svano.

155 Playwriting (3). Permission of department required. A practical course in writing for the stage with studio productions of selected works. May be repeated for credit. Spring. Svano. A&S Aesthetic perspective.

157 Playwriting (3). Prerequisite, at least one semester of Dramatic Art 155. A practical course in writing for the theater, taught at an advanced level. Alternate years. Svano.

165 Sound Design (3). The study of general principles of sound design for the theater. Theory and application of sound design techniques for the stage, including script analysis, staging concepts, special effects, sound plots, and technology. Spring. Staff.

166 Scene Design (3). Permission of instructor required. General principles of visual design as applied to scenery for the theater. Instruction in standard techniques of planning and rendering scene design. Fall. Coble. A&S Aesthetic perspective.

167 Costume Design I (3). Permission of instructor required. Studies and practicum in play analysis and costume design for the theater. Instruction in techniques of planning and rendering costume design. Fall and spring. Owen, Coble. A&S Aesthetic perspective.

168 Lighting Design I (3). Prerequisite, Dramatic Art 100 or equivalent training in drafting. General principles of lighting design as applied to the performing arts. Theory and instruction in standard techniques of lighting for the stage. Spring. Staff.

169 Costume Design II (3). Prerequisites, Dramatic Art 167 and permission of instructor. Practicum in costume design for the theater focusing on the requirements of professional theater production and alternative costume design solutions. Spring. Alternate years. Owen, Coble.


171 Non-Western Costume History (3). A survey of the traditional costume forms on the African Continent, in Asia (China, Japan, India), and on the Arabian Peninsula. Spring. Owen. A&S Non-Western/Comparative perspective, Cultural Diversity requirement.

172 Special Topics in Costuming (Var. 1-3). Permission of instructor required. Advanced study of historical pattern, costume crafts, or costume shop management through directed study. May be repeated for credit. Fall and spring. J. Adamson, staff.


174 Costume Construction II (Var. 1-3). Prerequisite, DRAM 173, or permission of instructor. Beginning instruction in pattern making through draping on a dress form for theatrical costume. Spring. J. Adamson.

175 Period Styles for the Theater (3). A study of visual, cultural, and social styles through history as the forms developed, and as they relate to stylistic production for the theater. Students may not receive credit for both DRAM 175 and 185. Spring. Coble. A&S Western Historical perspective.
Department of Economics
www.unc.edu/depts/econ

JOHN S. AKIN, Chair

Professors

Adjunct Professor
Peter Cochrane.

Associate Professors

Adjunct Associate Professor
Rachel A. Willis.

Assistant Professors
Evan Anderson, Thomas Geraghty, Alexander Kovalenkow, Sergio Parreiras, Chao Wei, Xiadong Wu.

Professors Emeriti
Dennis Appleyard, Arthur Benavie, James Friedman, James Ingrang, David McFarland, Thomas Orsagh, Ralph Pfouts, Vincent Tarascio, Roger Waud, James Wilde.

The Department of Economics offers courses leading to a B.A. degree with a major in economics through the College of Arts and Sciences. The M.S. and Ph.D. degrees in economics are offered through the Graduate School. Courses in economics are elected by and/or required of students in other departments and schools.

Undergraduate Major

Opportunities for Economics Majors
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:
A. General education for intelligent citizenship with special emphasis upon the development of the understanding of the principles and problems of modern economic life.
B. 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.
C. Preparation for governmental employment.
D. Preparation for graduate programs in economics, Business Administration, international studies, law, health and hospital administration, city planning, public policy, and other fields.
E. Specialized undergraduate programs incorporating double majors and interdisciplinary studies.

Requirements for a B.A. Degree with a Major in Economics
A. Students should complete the work of the General College, including at least one calculus course (Mathematics 22 or 31 is recommended); Mathematics 16 is not acceptable) and Economics 10, with a grade of C or better. Economics 70 may be taken after completion of a calculus course.
In the College of Arts and Sciences a minimum of twenty courses, or sixty semester hours, must be completed in accordance with the following distribution:

1. At least seven courses in economics, in addition to Economics 10, are required. They must include Economics 70, 101 and 132. However, Economics 6, 9, 36, 59, 96, 100, 130, 140, 145, and 190 cannot be counted among the seven required economics courses. A grade of C or better must be attained in at least six of the seven major courses. (Note: One exception to these rules is completion of Statistics 23 and Business 24 meets the Economics 70 requirement, although seven economics courses in addition to Economics 10 must still be taken in this case.)

a. For majors in the department’s Honors Program the minimum is eight economics courses rather than seven courses, in addition to Economics 10. The same provisions apply to these courses as in A. above, except that Economics 98 and 99 must constitute two of the eight courses.

b. At least one course in the major must be an “advanced course.” Courses presently eligible for fulfilling this requirement are Economics 99, 142, 148, 162, 170, 180, 181, 182, 183, 185, and 195.

c. Maximum Number of Economics Courses: A major may offer as many as thirteen courses in economics, or forty hours, for credit toward a B.A. degree.

2. Four upper-level Arts and Sciences perspective courses.

3. Sufficient free elective courses to reach the 120 credit hours required for graduation.

Program for Honors Work

A student may, as a result of distinguished work, be awarded a degree with honors or highest honors. The details of this program are available at the departmental office.

Program Restrictions

Economics 10 or equivalent is a prerequisite to all courses numbered above 65. In addition, University graduation credit will be given for only one in each of the following sets of courses:

- Economics 100 and 101
- Economics 130 and 132
- Economics 130 and 185
- Economics 135 and 138
- Economics 94A, 140, and 141
- Economics 145 and 147
- Economics 190 and 194

Course Descriptions

6 First Year Seminars (3). The seminars enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

9 Topics in Economics (3). Discussion of economic topics of current interest for students with little or no background in economics. Fall or spring. Staff.

10 Introduction to Economics (3). Introduction to fundamental issues in economics including competition, scarcity, opportunity cost, resource allocation, unemployment, inflation, and the determination of prices. Fall and spring. Staff.

36 Economic History of Western Europe (3). Main features of the emergence and expansion of capitalism since 1500. Spring. Staff.

59 Introduction to 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. Fall. Staff.


70 Elementary Statistics (3). Sources and collection of data, tabular and graphic presentation, averages, dispersion, time-series, correlation, index numbers, reliability of statistics, and tests of significance. A student may not receive credit for this course after receiving credit for Business 24. Fall and spring. Staff.


92 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. Fall or spring. Staff.

94A Public Finance and Public Choice (3). Application of optimization principles to individual choice in various public finance situations. Alternative means of aggregating these preferences within a public choice framework are explored. Students may not receive credit for both Economics 94A and 140 or both Economics 94A and 141. Fall or spring. Wilde.

96 Survey of International and Development Economics (INTS 96) (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. Spring. Field.

98 Honors Course (3). Prerequisite, permission of instructor. Readings in economics and beginning of directed research on an honors thesis. Required of all candidates for graduation with honors in economics. Fall. Staff.

99 Honors Course (3). Prerequisite, Economics 98 and permission of 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. Spring. Staff.

*100 Microeconomics Theory and Applications (PLCY 100, MNGT 100) (3). Analysis of the ways in which consumers and business firms interact in a market economy. Students may not receive credit for both Economics 100 and 101. Fall and spring. Staff.

101 Intermediate Theory: Price and Distribution (3). Prerequisite, Mathematics 22 or equivalent. The determination of prices and the distribution of income in a market system. Students may not receive credit for both Economics 100 and 101. Fall and spring. Staff.

111 Resource and Environmental Economics (3). Prerequisite, Economics 101 or permission of instructor. Overview of the economic theory and analytical tools involved in understanding environmental and resource problems. Focus on economic issues involved in: air and water pollution; natural environments; exhaustible resources and energy. Fall or spring. Staff.

*130 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 Economics 130 and 132 or both Economics 130 and 185. Fall and spring. Staff.

132 Intermediate Theory: Money, Income and Employment (3). 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 Economics 130 and 132. Fall and spring. Staff.

135 Economic History of the United States (3). Main features of the American economy: colonial times to the present. Fall and spring, Geraghty, Rhode.

138 Economic Development of the United States (3). Prerequisites, Economics 101 and 132. Students may receive credit for either Economics 135 or Economics 138 but not for both. This course parallels Economics 135 but is designed for students with a higher level of theoretical preparation. Fall, Rhode.

140 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 Economics 140 and 141 or both Economics 94A and 140. Fall. Akin, Wilde.

141 Analysis of Public Finance (3). Prerequisite, Economics 101. Application of economic analysis to the taxing and spending functions of government. Students may not receive credit for both Economics 140 and 141 or both Economics 94A and 141. Fall and spring, Akin, Strumpf, Wilde.

142 Advanced Topics in Public Finance (3). Prerequisite, Economics 140 or 141. Selected topics in taxation, public expenditures, and governmental transfer programs. Fall or spring. Akin, Strumpf, Wilde.

*145 Public Policy Toward Business (3). Prerequisite, Economics 100 or 101. Industry structure and its relation to performance; market imperfections; description and analysis of antitrust and regulation. Students may not receive credit for both Economics 145 and 147. Fall and spring, Biglaiser, Stewart.

147 Industrial Organization (3). Prerequisite, Economics 101. Theoretical and empirical development of structure-conduct-performance relationships in the industrial sector; description and analysis of U.S. industry. Students may not receive credit for both Economics 145 and Economics 147. Fall and spring, Biglaiser, Stewart, Tauchen.


150 Introduction to Health Economics (3). Prerequisite, Economics 100 or 101. An economic analysis of the production and distribution of health care. Fall, Akin.

158 Health Economics: Problems and Policy (3). Prerequisite, Economics 100 or 101. Economic analysis applied to problems and public policy in health care. Fall, Akin, Gilleskie.

159 History of Economic Doctrines (3). A survey of the fundamental forms of economic thought from the scholastics through Keynes. Fall. Staff.

160 European Economic Integration (3). Prerequisite, Economics 100 or 101 or permission of instructor. 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. Fall or spring. Black.

161 International Economics (PWAD 161) (3). Prerequisite, Economics 100 or 101. An introduction to international trade, the balance of payments, and related issues of foreign economic policy. Fall and spring. Black, Conway, Field, Wu.

162 Topics in International Economics (3). Prerequisite, Economics 161. 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. Fall and spring. Black, Conway, Field, Wu.

163 Economic Development (3). Prerequisite, Economics 100 or 101 or permission of instructor. An introduction to the economic characteristics and problems of the less developed countries and to the theories and policies applicable to the developing economy. Fall and spring. Conway, Darity, Field.

165 Economics of Population (3). Prerequisite, Economics 100 or 101 or permission of instructor. Analysis of economic-demographic interrelations including demographic analysis, population and economic growth and development, economic models of fertility and migration, and population policy. Fall or spring. Turchi.

168 Principles of Soviet and Post-Soviet Economic Systems (3). Prerequisite, Economics 100 or 101. 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. Fall. Rosefield.

169 Western and Asian Economic Systems (ASIA 169) (3). Prerequisite, Economics 100 or 101. 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. Fall. Rosefield.

170 Economic Applications of Statistical Analysis (3). Prerequisite, Economics 70 or equivalent. 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. Fall and spring. Gilleskie, Guilkey, Murphy.

180 Economics of the Family (3). Prerequisite, Economics 101 or permission of instructor. 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. Fall or spring. Turchi.


182 Topics in Macroeconomic Theory (3). Prerequisite, Economics 132. This course will emphasize theoretical and empirical topics such as growth, labor search, Phillips curves, stagflation, and optimal government policy. Fall. Anderson, Salemi.

183 Game Theory in Economics (3). Prerequisites, Economics 101 and Math 33 or permission of instructor. Topics in noncooper-
tive 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. Fall, Mezzetti.

185 Financial Markets and Economic Fluctuations (3). Prerequisite, Economics 132. 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 Economics 130 and 185. Fall and spring. Conway, Froyen, Parke, Salemi.

*190 The Economics of Labor Relations (3). Prerequisite, Economics 100 or 101. 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 Economics 190 and 194. Fall and spring. Blau, Mroz, van der Klaauw.


194 Labor Economics (3). Prerequisite, Economics 101. 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 Economics 190 and 194. Fall and spring. Blau, Mroz, van der Klaauw.

195 Topics in Labor Economics (3). Prerequisite, Economics 194. A theoretical and empirical analysis of current social problems involving individuals and their jobs. Included are such topics as poverty, discrimination, and working conditions. Spring. Blau, Mroz, van der Klaauw.

199 Seminar in Economics (0-3). Detailed examination of selected problems in economics and a critical analysis of pertinent theories. Fall and spring. Staff.

*These courses cannot be taken by Economics majors for credit.

Department of English
english.unc.edu

JAMES R. THOMPSON, Chair

Professors

Associate Professors

Assistant Professors
Daniel Anderson, Erin Carlston, Tyler Curtin, Maria DeGuzman, Mary Floyd-Wilson, Jane Thrailkill, Rashmi Varma, Jessica Wolfe.

Professors Emeriti

Prerequisites
ENGL 11 and 12 are prerequisites to all other English courses unless exempted by placement examination.

Majors in English in the College of Arts and Sciences
Two General College courses (ENGL 20 and 21) are required for the major, but are not prerequisites to the upper-level courses.

A. ENGL 58
B. one pre-1600 British Lit: ENGL 45, 49B, 51, 52, 54, 60, 64
C. one 1660-1900 British Lit: ENGL 43, 49C, 65, 66, 72, 73, 78
D. one American Lit: ENGL 49D, 80, 81, 83
E. one pre-1900 British and/or American Lit: ENGL 49E, 82, 85, 91, 92, 93, 95

F. three focus courses chosen from any course numbered 30 or above

A student must have a grade of C or better in at least eighteen semester hours in courses numbered 30 or above.

Minor in English
The English minor consists of five courses (fifteen hours):
A. ENGL 20 or 21 (both are recommended)
B. one American Lit: ENGL 80, 81, or 83
C. at least three courses numbered 30 or above

Majors in English in the School of Education
The English Major as Preparation for an MAT in Secondary Education: A student who is interested in teaching English in public high schools can apply to the MAT 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:
A. Required: ENGL 31, 36, and 84 or 85; COMM 60.
B. Recommended: ENGL 38 and 60 or 87 or 88; COMM 62, 63; INLS 22.

The Creative Writing Program
ENGL 23W is the course required of anyone wishing to take advanced fiction workshops. ENGL 25W or 29W is the course required of anyone wishing to take advanced poetry workshops. ENGL 23W and ENGL 25W are open to anyone without permission of an instructor. A permission slip from the director of creative writing is a prerequisite for admission to all advanced courses: ENGL 34, 34P, 35, 35P, 35N, 39, 96W, 99A, 99B. ENGL 47W, a study in stylistics, is not part of the sequences and may be taken at any time without special permission.

Minor in Creative Writing
The Department of English offers an undergraduate minor in Creative Writing consisting of fifteen hours chosen from the following courses: 23W, 25W, 29W, 34, 34P, 35, 35P, 35N, 39, 99A, 99B.

Completion of a minor in Creative Writing is contingent on the student's successful advancement through the sequence. Note that enrollment in all courses beyond the introductory level is by per-
mission only. Also note that a minor may be earned in any combination of creative writing courses and does not necessarily have to include senior honors.

Most minors would take a sequence in either fiction or poetry, from the introductory level (23W, 25W, 29W), through intermediate (34, 34F) and advanced (35, 35P, 35N) workshops, culminating in two semesters of work on the honors project (99A, 99B). Alternative courses for students not interested in an honors project include courses outside the English department that are writing intensive (Drama 155 and Communication Studies 33).

Creative writing minors who major in English may count a maximum of two courses (numbered 30 or above) from their minor towards the three required English major focus courses.

Fiction sequence:
23W (or 29W, Honors), 34, 35, 99A, 99B.

Poetry sequence:
25W (or 29W, Honors), 34P, 35P, 99A, 99B.

Any student who does not wish to write the honors project can complete the fifteen-hour requirement of the minor by taking two other courses from the Creative Writing Program's course offerings.

Honors in English and Creative Writing
See College of Arts and Sciences.

Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings. Fall and spring.

10 Basic Writing (3). Required of all incoming students with Verbal SAT scores of 470 or lower, except those exempted by placement tests. Provides frequent practice in writing, from short paragraphs to longer papers. When necessary, written assignments may be supplemented by work in the Learning Skills Center. Fall and spring.

11 English Composition and Rhetoric (3). Required of all students except those exempted by placement tests. Students examine and practice the writing conventions that define social, cultural, and professional communities. Up to eight papers, including research projects. Fall and spring.

12 English Composition and Rhetoric (3). Required of all students except those exempted by placement tests. Students examine and practice the writing conventions that define various academic disciplines. Up to eight papers, including research projects. Fall and spring.

20 British Literature, Chaucer to Pope (3). Required of English majors. Survey of Medieval, Renaissance, and Neoclassical periods. Drama, poetry, and prose. Fall and spring.


23 Introduction to Fiction (3). Freshman and sophomore elective, open to juniors and seniors. Novels and shorter fiction by Defoe, Austen, Dickens, Faulkner, Wolfe, Fitzgerald, Joyce, and others. Fall and spring.

23W Introduction to Fiction Writing (3). An examination of the basic techniques of fiction, with related writing exercises involving elements such as point of view, characterization, and dialogue. Class discussion of student exercises and readings in short fiction. Fall and spring.

24 Contemporary Literature (3). Freshman and sophomore elective, open to juniors and seniors. The literature of the present generation. Fall and spring.

25 Introduction to Poetry (3). Freshman and sophomore elective, open to juniors and seniors. A course designed to develop basic skills in reading poems from all periods of English and American literature. Fall and spring.

25W Introduction to Poetry Writing (3). In addition to writing poems, students will examine the basic elements of poetry, such as imagery, figurative language, sound repetition, rhythm, and other formal aspects. Fall and spring.

26 Introduction to Drama (3). Freshman and sophomore elective, open to juniors and seniors. Drama of the Greek, Renaissance, and Modern periods. Fall and spring.

27 Studies in Literature (3). Study of a single writer, group, movement, theme, or period. Topics vary by instructor. Freshman, sophomore elective, open to juniors and seniors.

28 Major American Authors (3). Freshman and sophomore elective, open to juniors and seniors. A study of approximately six major American authors drawn from Emerson, Thoreau, Hawthorne, Melville, Whitman, Clemens, Dickinson, James, Eliot, Frost, Hemingway, O’Neill, Faulkner, or others. Fall and spring.

29 Honors: Types of Literature (3 or 6). Freshman 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 English Department for offerings.


29W Honors: Introduction to Creative Writing (3). Similar to 23W and 25W, but conducted at the honors level. Student should specify either the fiction or the poetry section. Designed for honors program freshmen. Fall and spring. Durban, Kirkpatrick, McFee.

30 Professional Writing Curriculum (3). This course addresses the requirements of writing in specific professional fields, such as law, psychology, geology, and public health. Classes are dedicated to studying and practicing the discourse conventions of a single discipline. Prepares students to meet the writing demands of the professional workplace as well as graduate school.

31 Advanced Composition and Rhetorical Theory (3). Required of English Education majors. Designed for prospective teachers, the course asks students to write frequently and to survey rhetorical theories and strategies for teaching writing. Fall and spring. Anderson.
32 Business Writing (3). Clarity, conciseness, and effectiveness of statement; logical and psychological patterns of organization; adaptation to varying audiences. Memoranda, reports, proposals, letters. Fall and spring.

33 Scientific Writing (3). Clarity, conciseness, and effectiveness, organizing and presenting facts, principles, concepts, and interpretations; abstracts, proposals, progress reports, final reports, oral reports, professional papers, journal articles.

34 Intermediate Fiction Writing (3). Permission of director of Creative Writing. Prerequisite, ENGL 22W or 29W. Extended practice in those techniques employed in introductory course. Extensive writing exercises (15,000-word minimum), with emphasis on dramatic scene. Assignments include the writing of at least one short story. Fall and spring. Ginger.

34P Intermediate Poetry Writing (3). Permission of director of Creative Writing. Prerequisite, ENGL 25W or 29W. A workshop in poetry including an examination of selected contemporary poems. Weekly writing assignments. Fall and spring. Seay, Shapiro.

35 Advanced Fiction Writing (3). Permission of director of Creative Writing. Prerequisite, ENGL 34. A continuation of ENGL 34, for students seriously interested in writing fiction. Emphasis on the short story and the novel. Fall and spring. Durban. Prerequisite to Fiction Honors.

35N Reading and Writing Creative Non-Fiction (3). Prerequisite, Introduction to Fiction or Poetry (23W, 25W, 29W) or permission of instructor. A course in reading and writing creative non-fiction, focusing on three of the most important forms in the genre: the personal essay, nature writing, and travel writing. Spring. Simpson.

35P Advanced Poetry Writing (3). Prerequisites, ENGL 34P and permission of director of Creative Writing. A continuation of ENGL 34P, for students seriously interested in writing poetry. Spring. McFee. Prerequisite to Poetry Honors.

36 English Grammar (3). A study of modern English grammar (traditional, structural, and transformational) with special attention to such current problems as the confusion of grammatical terminology, attacks on traditional rules, conflict between prescriptive and descriptive grammar. Designed for prospective English teachers, but others may take it. Fall. Eble, Lindemann.

38 The English Language (3). Present-day English, British and American, standard and dialectal—its historical background and development. The language as a whole is considered, i.e., vocabulary, pronunciation, spelling, etc.; grammar is treated only incidentally. Spring. Eble.

39 Reading and Writing Children’s Fiction (3). Prerequisite, Introduction to Fiction or Poetry (23W, 25W, 29W) or permission of instructor. A course in reading and writing children’s fiction, focusing on five important forms in the genre: the folktale, the fairy tale, the picture book, young adult, and biography. Fall.

40 Interpretation of Poetry (3). Exploration of the significance of poetry for thought and human experience. Consideration of forms and substance. Offered infrequently.

41 Principles of Literary Art (3). A study of the theories of literature through their application to specific English masterpieces. Offered infrequently.

42 Movie Criticism (RTVMP 42) (3). Fall and spring. Harper, T. Taylor.


45 The English Drama to 1642 (3). The English drama from the beginning to 1642. Spring. Dessen.

46A Studies in Drama (3). An intensive study of a single writer, group, movement, theme, or period in this genre.

46B Studies in Drama (3). An intensive study of a single writer, group, movement, theme, or period in this genre.

47 Studies in Fiction (3). An intensive study of a single writer, group, movement, theme, or period in this genre. Offered infrequently.

47W Studies in Fiction: Style and Stylistics (3). For students who undertake creative writing or a study of literary forms. Fall and spring. Avery, Durban.

48 Studies in Poetry (3). An intensive study of a single writer, group, movement, theme, or period in this genre. Offered infrequently.

49 Studies in Literary Topics (3). An intensive study of a single writer, group, movement, theme, or period. Junior, senior elective. For English majors, satisfies group F requirement, or with group letter designation, can fulfill requirement for groups B-E.

50 Topics in Gender and Literature (WMST 150) (3). Intensive study, focused on gender issues of a single writer, group, movement, theme, or period. Junior, senior elective. For English majors, satisfies group F requirement.

51 English Literature of the Middle Ages (3). English writing from the eighth century to the fifteenth, exclusive of Chaucer. Spring. Leinbaugh.

52 Chaucer (3). Chaucer’s development as an artist as revealed in his poetry. Fall and spring. Kennedy, Leinbaugh, Wittig.

54 Sixteenth-Century English Literature (3). Poetry and prose of representative authors, including More, Wyatt, Sidney, Spenser, Bacon, and Shakespeare’s nondramatic poetry. Fall. Floyd-Wilson.

58 Shakespeare (3). Study of twelve to fifteen representative comedies, histories, and tragedies. Fall and spring. Armitage, Barbour, Dessen, Floyd-Wilson, Gless, Kendall, Matchinske.

59 Special Topics in Shakespeare (3). Topics are chosen by the individual instructor. Offered infrequently.

60 Seventeenth-Century English Literature (3). Bacon, Donne, Herbert, Browne, Herrick, Marvell, Dryden, and others. Fall and spring. Armitage, Barbour, Matchinske.

63 The Literary Aspects of the Bible (3). The Old Testament or the New Testament. Offered infrequently. Fall. Stumpf.


65 English Drama of the Restoration and Eighteenth Century (3). Drama of the period 1660 - 1775, with special emphasis on the major comic dramatists: Etherege, Wycherley, Congreve, Farquhar, Goldsmith, Sheridan. Spring. Thompson.

72 The Chief Romantic Writers (3). Blake, Wordsworth, Byron, Coleridge, Shelley, Keats, and others. Fall and spring. Kirkpatrick, Moskal, Viscomi.

73 English Literature, 1832-1890 (3). Tennison, Browning, Arnold, Dickens, Mill, Carlyle, and others. Fall and spring. Life. B. Taylor.

78 English Literature, 1870 - 1910 (3). Wilde, Swinburne, Yeats, Shaw, Conrad, and others. Fall. Life.

80 American Literature through the Civil War (3). Representative authors from the beginning through the Civil War.

81 American Literature from the End of the Civil War to 1930 (3). Representative authors from the end of the Civil War to 1930. Fall and spring. Flora, King.

82 American Literature from 1930 to the Present (3). Representative authors from 1930 to the present. Fall and spring. Carlton, Coleman, Greene.


86 American Women Authors (WMST 86) (3). Beginnings to turn of the twentieth century (1660s to 1910).

87 Southern Women Writers (WMST 87) (3). Examines thematic and stylistic aspects in the fiction, drama, and poetry of major authors, and explores recurrent motifs in work by less-known writers, particularly those from North Carolina.


89 Canadian Literature (3). A study of Canadian literature in English from the late eighteenth century to the present, with emphasis on twentieth-century writing and on the novel.

90 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. Fall. McGowan.

90B Feminist Theory and Literary Criticism (WMST 90B) (3). Theories of women's writing, the development of a female literary tradition, and the re-evaluation by feminist literary critics of canons.

90C Literature and Theories of Race and Ethnicity (INTS 82) (3). Theories of racial and ethnic identity and of their cultural and literary representation. Exploration of racial and ethnic conflict, of multiculturalism, and of accounts of difference through literary examples. Fall and spring. DeGuzman, Henderson.

91 The British Novel from 1870 to World War II (3). Hardy, Conrad, Joyce, Lawrence, Cary, Greene, and others. Spring. Cooper.


92C Postcolonial Literature (3). Focuses on literatures in English outside the Anglo-American literary traditions. Designed as a comparative study of the traditions and innovations of twentieth-century English literatures in postcolonial locations such as Africa, the Caribbean, South Asia, etc. Approved to fulfill Cultural Diversity. Fall. Varma.

93 Twentieth-Century British and American Poetry (3). Yeats, Eliot, Stevens, and others. Fall and spring. Harmon, Lensing.

94 Capstone Courses (see below).

94A The English Language in the United States (3). A historical and critical examination of the development and use of English in the United States, including such topics as regional and social dialects, the contributions of immigrant groups, and the notion of linguistic correctness. Social Science perspective.

94B The Roots of Modernism (3). Exploration of implicit attitudes and assumptions of the Modern mind-set, tracing their evolution through several centuries of Western thought. Designed to show how these attitudes and assumptions affect our world view. Philosophical perspective.

94C Literary Genre and Literary Form (3). Two approaches to literary genre: a historical and historical. Definitions, cultural signs and tensions, and personal slants of life are examined within the forms of genre. Aesthetic perspective.

94D The Romantic Revolution (3). Examines the technical and aesthetic revolutions in the fine arts of the English Romantic Period. It focuses on landscape painting, lyrical poetry, and original printmaking, and includes the works of Blake, Turner, Wordsworth. Aesthetic perspective. Spring. Visconi.

94E Blacks in the Literature of the Western World (3). A study of Black characters in European, African, and North and South American literature. Recurrent images and themes in selected works of poetry, fiction, and drama will be explored using lecture, discussion, and film. Aesthetic perspective.


94G Theology and Literature (3). A study of theological issues and their presentation in a variety of literary genres. Philosophical perspective.

94H Expressive Culture of Protest and Resistance (3). Intensive analysis of expressive culture arising from social, political, and cultural resistance and protest, including literature, music, film, and vernacular expressive forms. Aesthetic perspective.

94J In the Eyes of Others: The South as Symbol of Self and Nation (3). A study of the genre of travel writing as it informs the construction of self and nation. Focus on others' views of the American South as stereotype and symbol. Approved as a B.A.-level Aesthetic perspective.
95 British and American Drama of the Twentieth Century (3). Fall and spring. Avery, King.

96 Directed Readings in Literature (3). Intensive reading on a particular topic under the supervision of a member of the staff. Requires special permission of Committee on Honors. Armitage, Kennedy, Lensing, Moskal.

96W Directed Readings in Creative Writing (3). Permission required from director of Creative Writing. Independent creative writing projects supervised by a member of the Creative Writing staff and visiting lecturers. Fall, spring.

97, 98 Honors (6). See the Program for Honors Work in the College of Arts and Sciences. Reading and the preparation of an essay under the direction of departmental advisers. Permission of Committee on Honors. Armitage, Kennedy, Lensing, Moskal.

99A Honors in Creative Writing (3). Prerequisite, ENGL 35. The first of a two-semester sequence, three hours credit per semester. Permission of director of Creative Writing. Students must have demonstrated a high level of intellectual accomplishment and creative ability. Submission of a substantial body of achieved work in prose, poetry, or both. Admission based on a sample manuscript submitted to director of creative writing program for evaluation by a committee. Fall. Shapiro, Simpson.

99B Honors in Creative Writing (3). Prerequisites, ENGL 35 and 99A. The second of a two-semester sequence, three credit hours per semester. Permission of director of creative writing. Students must have demonstrated a high level of intellectual accomplishment and creative ability. Submission of a substantial body of achieved work in prose, poetry, or both. Spring. Shapiro, Simpson.

Courses for Graduates and Advanced Undergraduates

101X English for Speakers of Other Languages (3). English for non-native speakers. Emphasis on spoken or written. English according to needs of students enrolled. Auditors not permitted. Fall and spring. Howren.

103X English Pronunciation (1-3). Permission of instructor. Designed to improve international students' oral communication skills. Provides opportunities for practice in pronunciation, listening, conversation, and giving short presentations. Auditors not permitted. Fall, spring. Howren.

130 Advanced Expository Writing (3). This course is planned to strengthen the writing of graduate students and to ground them in the body of knowledge available to help them confront the writing problems most frequently faced in the worlds of thought, work, and teaching. Open to graduate students in all disciplines.

131 Rhetorical Theory and Practice (3). A study of rhetorical theories and practices from classical to modern times. Emphasis is on translation of theories into practice in contemporary college rhetorics. Fall and spring. Danielewicz, Lindemann.

132 History of Rhetoric and Composition (3). A history of rhetoric, beginning with classical rhetoric but emphasizing contemporary rhetorical theory. Focuses on how language functions in society. Includes a history of composition in American higher education.

134 Advanced Creative Writing (3). Permission of instructor required. Advanced workshop in fiction. Written exercises in the use of scene, point of view, narration, dialogue. Student projects in short story or beginning novel.

134S Creative Writing for Teachers (3). For students who undertake creative writing or a study of literary forms. Recommended for teachers of creative writing.

136 Modern English Grammar (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. Spring. Ebbe.

140 Introduction to Literature Theory (3). A study of various critical approaches to literature, including traditional, new critical, psychological, archetypal, etc. Fall. Varma.

142 Literature and Film (3). An examination of several books made into films, with stress on the relationship of literature to the filmed image.

144 Studies in English Literature and the Classics (3). A study of the influences of classical literature upon selected English authors, for example, Horace and Pope.

146 Introduction to Folklore (FOLK 146, CMPL 146, ANTH 146) (3). A survey of the primary genres (song, narrative proverb, riddle, custom, belief, drama, game) with attention to their forms, transmission, and functions in traditional and urban societies.

147 British and American Folksong (FOLK 147) (3). An examination of the form, content, history, and literary relations of British and American folksongs, with emphasis on the ballad, spiritual, blues, and Anglo- and Afro-American song types.

151 English Literature of the Middle Ages (3). A survey of Old and Middle English literature exclusive of Chaucer. Old English texts and Middle English texts with difficult language are read in translation. For nonspecialists.

153 Medieval Romance (FOLK 153, CMPL 153) (3). British and continental Arthurian literature in translation from the early Middle Ages to Sir Thomas Malory.

154 Sixteenth-Century English Literature, Excluding Drama (3). A survey of major nondramatic genres and of about twenty authors from the period 1485-1605.


166 English Literature, 1660-1780 (3). A survey of English literature from Dryden to Burke. Though the emphasis falls on Swift, Pope, and Johnson, a considerable amount of reading in minor authors provides essential background for the period.

172 Romantic Literature (3). A survey of the major English Romantic writers, including Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, with an introduction to the chief scholarly and critical problems in this period. Fall and spring. Kirkpatrick, Viscomi.

174 Victorian Literature (3). A survey of the major Victorian writers, such as Tennyson, Browning, Arnold, Carlyle, Mill, Ruskin, Dickens, Eliot. Fall. Life.

179 Literature of the Americas (COMP 179) (3). Prerequisite, two years of college-level Spanish or equivalent. Permission of instructor required. An examination of U.S.-Latin American political, social, and cultural interaction, drawing on a multidisciplined analysis of representative texts from both the United States and
Latin America, selected from a variety of genres. Readings and class sections in both English and Spanish. Fall. DeGuzman.

181 American Literature to 1900 (3). A survey of American authors and literary trends from the seventeenth century into the nineteenth century. Fall. Rust.

184 Afro-American Fiction and Poetry (3). An intensive study of fiction or poetry aimed at some comprehension of Afro-American literature as a whole.

185 Women in Folklore and Literature (WMST 185, FOLK 185) (3). Explores the images of women depicted in the folk imagination from ancient times to the present: sorcerers, conjurers, witches, sexual objects, tricksters, healers, heroines, avengers, carriers of family tradition.

186 Folk Narrative (FOLK 186) (3). An intensive study of myths, legends, and folktales (mfrîchen, tall tale, animal tale, fable) with attention to their aesthetic and cultural applications.

187 Folklore in the South (FOLK 187) (3). Exploration of folklore in the South, with emphasis on genres like tales, black and white spirituals, chanted sermons, work songs, blues and dance music. Attention to social and historical backgrounds.

188 Southern American Literature (3). The literature of the South, with special attention to the Southern Literary Renaissance of 1930 - 1950.

189 Afro-American Folklore (FOLK 189) (3). A study of folklore within the Black community, concentrating on African and slave backgrounds, and covering rural and urban folktales, spirituals, work songs, blues, toasts, and folk beliefs.

190 English and American Literature of the Twentieth Century (3). A survey of twentieth-century English and American drama, poetry, fiction, and criticism.

191 Canadian Literature (3). A study of Canadian literature in English, with emphasis on writing since 1940 by, for example, Margaret Laurence, Robertson Davies, Mordecai Richter, and Margaret Atwood.

194 Expressive Culture of the Appalachian Region (FOLK 194) (3). Intensive analysis of the expressive culture of the Appalachian region (material culture, music, film, literature, oral narratives, architecture) with special attention to social, economic, and historical context.

195 British and American Drama of the Twentieth Century (3). A survey of British and American drama, poetry, fiction, and criticism.

196 Images of War in Twentieth-Century Literature (PWAD 196C) (3). A study of literary works written in English concerning World War I, the Spanish Civil War, World War II, and the Vietnam War.

196A Images of War in Twentieth-Century Literature: The First World War (PWAD 196A) (3). A study of the responses to World War I as reflected in poems, novels, memoirs, etc., by British, American, Canadian, Australian writers, and by European writers in translation. Fall. Armitage.


196C Literature of World War II (PWAD 196C) (3). The course will focus on novels, poetry, drama, and memoirs by writers from the major combatant nations in the war, beginning with its preliminary, the Spanish Civil War.

Celtic

105A: Old Irish (3). Old Irish language and literature (600 - 900), with the main emphasis on grammar, readings from selected Old Irish glosses (Strachan) and from Aislinge Oengusso (Shaw).

105B: Old and Middle Welsh (3). An introduction to Medieval Welsh language and literature, with selected readings from the Mabinogi and the early nature poetry (From time to time as alternative to Celtic 105A.)

106A: Readings in Old Irish (3). Prerequisite, Celtic 105A. Readings in genres of Old Irish literature: Stories from the Táin (Strachan), Críth Gablach (Binchy), Cambrai Homily, Early Irish Lyrics (Murphy), Scéala Meic Dathó (Thurneysen).

106B: Readings in Old and Middle Welsh (3). Prerequisite, Celtic 105B. Selected readings from Medieval Welsh poetry (Cynfeidd, Gogynfeidd, and cywydd poets), tales (Branwen), and laws (The Laws of Hywel Dda). (From time to time as alternative to Celtic 106A.)

107 Introduction to Modern Irish (3). A basic course in modern Irish grammar and pronunciation; background readings in Irish history and culture.

108 Readings in Modern Irish (3). Prerequisite, Celtic 107. Selected readings from various genres: the autobiography (Mo Scéal Fèin, Peig, Fiche Bhan ag Fás) and poetry (the aisling and the caoineadh).

109 Introduction to Celtic Culture (FOLK 109) (3). A survey of Celtic culture under the headings of mythology, folklore, social organization, language, and literature, designed mainly for interested students who do not know any of the Celtic languages.

Environmental Science and Studies
www.cep.unc.edu/students/degree.html

DOUGLAS J. CRAWFORD-BROWN, Chair, Environmental Curriculum Committee

Professors
Richard Andrews (Environmental Sciences and Engineering), Lawrence Band (Geography), Larry Benninger (Geological Services), Timothy Braulover (Geological Services), Russell Christman (Environmental Sciences and Engineering), Robert Cox (Communication Studies), Douglas Crawford-Brown (Environmental Sciences and Engineering), Carole Crumley (Anthropology), William Glaze (Environmental Sciences and Engineering), Donald Hornstein (Law), Asad Khattak (City and Regional Planning), Richard Luettich (Marine Sciences), Christopher Martens (Marine Sciences), David Moreau (City and Regional Planning), Frederick Pfaendar (Environmental Sciences and Engineering), Jose Rial (Geological Sciences), Alan Stiven (Biology), Francisco Werner (Marine Sciences), Peter White (Biology), Bruce Winterhalder (Anthropology).

Associate Professors
Stuart Hart (Business), Timothy McKeown (Political Science), David Newbury (History).
Assistant Professor
Rhonda Ryzner (City and Regional Planning).

Clinical Associate Professor
Frances Lynn (Environmental Sciences and Engineering).

The Undergraduate majors in Environmental Science (B.S.) and Environmental Studies (B.A.) are administered jointly by the Carolina Environmental Program and the College of Arts and Sciences, with the degrees being conferred by the college. The majors are guided by faculty from throughout the University, including the college and the professional schools of Public Health, Medicine, Law, and Business. This unique approach provides students an opportunity to explore the basis 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 management, law, and business. The degrees combine traditional classroom teaching with extensive use of interdisciplinary, team-based projects; internships; study abroad opportunities; and research.

The B.S. 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 causes and effects of perturbations in 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, core courses in the application of that science to environmental analysis, and then select a minor in one of the traditional science or math disciplines. The degree provides preparation for graduate training (including medicine), as well as for jobs in government, consulting, industry, etc.

The B.A. 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 and organizes itself to respond to environmental problems. In addition, 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, with emphasis on how these factors differ in diverse cultures and historical periods and how policies may be instituted to produce a sustainable society. All students take core courses in the relevant sciences, social sciences and humanities, and then select a focus area providing more specialized knowledge and applications. The degree provides preparation for graduate training (including entry into law school or business school), as well as for jobs in environmental policy, business, journalism, law, etc.

The Minor 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, methods, etc. of environmental science and studies. Students may, if they wish, focus on the science aspects or the broader studies aspects.

Required courses:
ENST 35 (Introduction to Environment and Society) and ENST 36 (Introduction to Environmental Science)

Three elective courses (at least one at the 100 level) from the following:
ENST 41/GEOL 41 (Physical Geology for Science Majors); ENST 45/GEOL 45 (Earth’s Dynamic Systems); ENST 53/GEOG 53 (Introduction to Atmospheric Processes); ENST 54 (Estuarine and Coastal Marine Sciences);
ENST 68/PHIL 68 (Environmental Ethics); ENST 83/POLI 83 (International Environmental Politics); ENST 86 (Data Analysis and Visualization of Social and Environmental Interactions); ENST 87 (Environmental History);
ENST 88 (Environmental Values and Valuation); ENST 100 (Special Topics in Environmental Science and Studies); ENST 101/GEOL 111/MASC 111 (Earth Processes in Environmental Systems); ENST 102/GEOL 102/MASC 112 (Oceanic Processes in Environmental Systems); ENST 103 (Ecological Processes in Environmental Systems); ENST 104 (Atmospheric Processes in Environmental Systems); ENST 105/GEOL 115 (Biogeochemical Processes); ENST 106/GEOL 116/MASC 116 (Environmental Systems Modeling); ENST 107 (Energy and Material Flows in the Environment and Society);
ENST 158/ENVR 158 (Mathematical Methods of Environmental Risk Modeling); ENST 159/ENVR 159 (Analytic Thought and Environmental Risk)

Degree Requirements
For the B.S. in Environmental Science the following courses are required:

First and Second Years
General College Perspectives (2 Aesthetics, 2 Social Science, 2 Historical 1 Philosophical; one of the Social Science Perspectives must be ENST 35; it is recommended that the other be ECON 10)
Language (through Level II)
English 11 and 12
Mathematics 31, 32, 33 and 83
Biology 11/11L
Chemistry 11/11L, 21/21L
Physics 26, 27
Statistics (contact the program for currently accepted courses)
Computer Science (contact the program for currently accepted courses)

Third and Fourth Years
ENST 94 and 106
Either: Three of the following course sequences (each sequence consists of two courses):
BIOL 54 and ENST 103
GEOG 53 and ENST 104
ENST 54 and ENST 102
GEOL 41 or 45, and either ENST 101 or ENST 105
OR
A selection of courses in one of the Capstone Focus Areas. Contact the program for details on available Capstone Focus Areas.
An approved set of courses in an Allied Science leading to the minor in Biology, Chemistry, Physics, Mathematics, Mathematical Sciences, Marine Science or Geological Science. Contact the program for currently accepted courses.
For the BA in Environmental Studies the following courses are required:

**First and Second Years**

General College Perspectives (2 Aesthetics, 2 Social Science, 2 Historical, 1 Philosophical; one of the Social Science Perspectives must be ECON 10)

Language (through Level II)

English 11 and 12

Mathematics 31

Biology 11/11L

Chemistry 11/11L, 21/21L or Physics 24/24L, 25/25L

Statistics 23 or Economics 70

ENST 35 and 36

**Third and Fourth Years**

ENST 86, 94 and 107

Upper Level Perspectives (4 courses; one must be a Natural and Mathematical Sciences Perspective chosen from BIOL 54, ENST 54, GEOL 41 or GEOG 53; one must be a Social Sciences Perspective chosen from ENVR 153 or PLCY 73)

An approved course sequence in a Capstone Focus Area (generally 4 courses). Two of these courses involve basic methodologies and two involve applications in the focus area. Contact the program for details on available Capstone Focus Areas.

**Course Descriptions**

**ENST 15 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 U.S. society and the role that our society plays in producing environmental change at the national and global level. Gangi. Arts and Sciences Social Science perspective.

**ENST 35 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. Fall and spring. Staff. General College Social Science perspective.

**ENST 36 Introduction to Environmental Sciences (4).** The fundamental processes governing the movement and transformation of material and energy in environmental systems are examined. The focus is on the role of these processes in environmental phenomena, and on the ways in which society perturbs these processes. Methods from a wide range of scientific disciplines are integrated. Three lecture hours and one computer lab hour a week. Fall and spring. Crawford-Brown. General College Natural Science perspective.

**ENST 41 Physical Geology for Science Majors (GEOL 41) (3).** See GEOL 41 description.

**ENST 45 Earth’s Dynamic Systems (GEOL 45) (4).** See GEOL 45 description.

**ENST 48 Environmental Geology (GEOL 48) (3).** See GEOL 48 description.

**ENST 53 Introduction to Atmospheric Processes (GEOG 53) (4).** Prerequisite, MATH 31 and PHYS 24 or CHEM 1. 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. Spring. Konrad, Robinson, Greenland.

**ENST 54 Estuarine and Coastal Marine Science (MASC 154) (4).** See MASC 154 description.

**ENST 64 Global Ecology: An International Perspective on Ecological and Environmental Problems (BIOL 64) (3).** See BIOL 64 description.

**ENST 67 Environmental Law and Policy (3).** This course gives students an overview of environmental law and some practical experience in environmental policy making. Staff.

**ENST 68 Environmental Ethics (PHIL 68) (3).** See Philosophy 68 description. Spring.

**ENST 75 Environmental Advocacy (COMM 75) (3).** See COMM 75 description.

**ENST 78 Risk-Based International Environmental Decisions (ENVR 78) (3).** A Web-based course on the methods and roles of risk assessment in the international setting, with a primary focus on US-EU applications in environmental policy decisions. Fall, spring. Crawford-Brown.

**ENST 83 International Environmental Politics (POLI 83) (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. Spring. McKee.

**ENST 86 Data Analysis and Visualization of Social and Environmental Interactions (4).** Prerequisites, ENST 35; MATH 31; STAT 23 or ECON 70. 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 lab hour a week. Spring. Staff.

**ENST 87 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. Fall. Staff.

**ENST 88 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. Spring. Staff.

**ENST 89 Global Environment: Policy Analysis and Solutions (INTS 89, PLCY 89) (3).** Course discusses global environmental problems and review several international environmental treaties. Reviews the U.S. position on these issues, in comparison to other nations. Suggests ways for students to voice their support for international environmental protection to the U.S. government, through voting, activism, and conscientious purchases. Rabindran. Arts and Sciences Social Science perspective.

**ENST 91 Internship in Environmental Studies or Science (1-3).** Prerequisite, permission of instructor. In order to receive permission to sign up for ENST 91 a student must submit to the director of student affairs the completed Internship Program Approval Form (which may be obtained from the director). In order to receive credit
a student must submit at the end of the internship a brief summary of
the work conducted, to be judged by the faculty sponsor. Staff.

ENST 94 (ENVR 94) 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.
Three lecture hours a week. Fall and spring. Staff.

ENST 95 Directed Readings (1-4). Prerequisite, permission of
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 read-
ings, or a literature review paper will be required. Cannot be used as
a course towards the major.

ENST 96 Research in Environmental Sciences and Studies
for Undergraduates (variable). Prerequisite, permission of
a member of the Faculty of Environmental Studies. Research in an
area of Environmental Science or Environmental Studies. Fall and
spring. Staff.

ENST 99 Honors Project in Environmental Sciences and
Studies (variable). Prerequisite, permission of Director of
Undergraduate Studies. Independent project leading to the honors
designation. Includes weekly research seminar. Fall and spring. Staff.

ENST 100 Special Topics in Environmental Sciences and
Studies (3). Advanced topics from diverse areas of environmental
science and/or environmental studies are explored. Three lecture
hours a week. Fall and spring. Staff.

ENST 101 Earth Processes in Environmental Systems
(GEOL 111, MASC 111) (4). Prerequisites, MATH 31; CHEM 21;
PHYS 25 or PHYS 27; GEOL 41 or GEOL 45; or permission of
instructor. Principles of geological and related earth systems sci-
cences are applied to the analysis of environmental phenomena. The
link between the lithosphere and other environmental compart-
ments is explored through case studies of environmental issues.
Three lecture hours and one lab hour a week. Spring. Benninger.

ENST 102 Oceanic Processes in Environmental Systems (4).
Prerequisites, MATH 31; BIOL 11; CHEM 21; PHYS 25 or PHYS 27;
ENST 54; or permission of instructor. Principles of analysis of the
ocean, coast and estuarine environments, and the processes which
control these environments, are applied to the analysis of environ-
mental phenomena. The link between the hydrosphere and other
environmental compartments is explored through case studies of
environmental issues. Three lecture hours and one lab hour a week.
Spring, Shay.

ENST 103 Ecological Processes in Environmental Systems
(4). Prerequisites, MATH 31; BIOL 11; CHEM 21; PHYS 25 or PHYS
27; BIOL 54; or permission of instructor. Principles of analysis of the
structure and function of ecosystems are applied to the analysis of
environmental phenomena. The link between the biosphere and other
environmental compartments is explored through case studies of
environmental issues. Three lecture hours and one lab hour a week.
Spring. Staff.

ENST 104 Atmospheric Processes in Environmental Systems
(4). Prerequisites, MATH 31; CHEM 21; PHYS 25 or PHYS
27; GEOG 53; or permission of instructor. Principles of analysis of
the atmosphere are applied to the analysis of environmental phe-
nomena. The link between the atmosphere and other environmental
compartments is explored through case studies of environmental
issues. Three lecture hours and one lab hour a week. Fall. Robinson,
Konrad, Greenland.

ENST 105 Biogeochemical Processes (Geology 115) (4).
Prerequisites, MATH 31; BIOL 11; CHEM 51 or 61; PHYS 25 or 27;
GEOL 41 or GEOL 45; or permission of instructor. 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.
The course examines these processes in systems that contain the
hydrosphere, lithosphere, atmosphere and biosphere. Three lecture
hours and one lab hour a week. Fall. Staff.

ENST 106 Environmental Systems Modeling (3). Prerequisite,
MATH 83; PHYS 25 or 27 (may be taken concurrently); or permis-
sion of instructor. Methods for developing explanatory and predic-
tive models of environmental processes are explored. Includes
discussion of the relevant scientific modes of analysis, mathematical
methods, computational issues, and visualization techniques. Two
lecture hours and one computer lab hour a week. Spring. Rial, Werner.

ENST 107 Energy and Material Flows in the Environment
and Society (3). Prerequisites, MATH 31; ENST 35 and 36; or permis-
sion of instructor. Models and data needed to analyze the ways
in which society participates in, and alters, environmental processes
are considered. Includes consideration of alternative strategies for
changing the flow of material and energy in society to improve envi-
ronmental quality, and the role of social structure and culture. Three

ENST 134 Human Impacts on Estuarine Ecosystems
(MASC 134) (4). Prerequisites, MATH 31; CHEM 21. A cohesive
examination of the human impacts on biological processes in estau-
rine ecosystems. Lab/record/field work is included and contributes 2
credit hours to the course. Noble, Paerl, Luettich.

ENST 135 Coastal and Estuarine Ecology (MASC 135) (4).
Prerequisites, MATH 31; CHEM 21. A field intensive study of the
ecology of marine organisms and their interactions with their envi-
nronment, including commercially important organisms. Lab/rec/
field work is included and contributes 2 credit hours to the course.
Peterson, Bruno, Marko, Lindquist.

ENST 158 (ENVR 158) Mathematical Methods of Environ-
mental Risk Modeling (3). Mathematical basis of environmental
models for risk assessment is reviewed, including an overview of
axiomatic systems, differential equations, fields operations, trans-
forms, parameter estimation, numerical simulations and Monte
Carlo methods. Two lecture hours and one lab hour per week. Fall.
Crawford-Brown.

ENST 159 (ENVR 159) Analytic Thought and Environ-
mental Risk (3). Principles of logical analysis are developed and
applied to environmental problems. Concepts such as evidence,
inference and proof are formalized for calculations of environmen-
tal risk. Two lecture hours and one lab hour per week. Spring.
Crawford-Brown.

160 Historical Ecology (ANTH 160) (3). See Anthropology 160
course description.

175 Environmental Communication and the Public Sphere
(Communication Studies 175) (3). Spring. Cox.
ENST 183 Policy Analysis of Global Climate Change (PLCY 183) (3). This course is recommended to deal with global climate change, including the development of assessment models and team-based role-playing projects. Webster. Arts and Sciences Social Science perspective.

ENST 184 Environment and Development (INTS 184, PLCY 184) (3). Course reviews environmental problems in developing countries. Analyzes proposed solutions, such as legal remedies, market instruments, corporate voluntary approaches, international agreements and development policies. Discusses the link between trade and environment, environmental cases from the World Trade Organization, and sustainable development. Rabindran. Arts and Sciences Social Science perspective.

Department of Exercise and Sport Science
www.unc.edu/depts/exercise

FREDERICK O. MUELLER, Chair
Professors
Associate Professors
Kevin M. Guskiewicz, Bonita L. Marks, Edgar W. Shields Jr.
Assistant Professors
Richard G. Mynark, Barbara J. Osborne, Darin A. Padua.
Lecturers
Karen P. Bean, Marian Turner Hopkins, Earnonn G. Lanign, Meredith A. Petschauer, Margaret L. Pomerantz, Sherry L. Salyer.
Adjunct Professors
Adjunct Assistant Professors
Elizabeth Hedgpeth, Daniel Hooker, Donald Kirkendall, Bing Yu.
Professors Emeriti
Patrick F. Earey, Francis Pleasants Jr.

Course work in the Department of Exercise and Sport Science serves a variety of student needs including: instruction in the knowledge and skills of our common cultural sports, dances, and fitness activities; provision of adapted physical activity for the atypical student, and a liberal arts study of exercise and sport science.

B.A. with a Major in Exercise and Sport Science

Increased interest in sports, physical fitness, exercise, and wellness has produced diverse career options beyond the more traditional role of physical educator in schools and colleges. Completing the degree requirements for the Bachelor of Arts with a major in Exercise and Sport Science provides students with the background necessary to pursue varied careers in the health-related fitness field, to manage these programs, and to manage more traditional sport programs in many settings.

Course requirements for the major in Exercise and Sport Science are fulfilled by successful completion of the eight three-hour courses listed below:

Required Courses for Major in Exercise and Sport Science
EXSS 73 Research in Exercise and Sport Science
EXSS 75 Human Anatomy
EXSS 76 Human Physiology
EXSS 77 History and Principles of Exercise and Sport
EXSS 80 Neuromuscular Control and Learning
EXSS 81 Sport Psychology/Sociology
EXSS 85 Biomechanics of Sport
EXSS 89 Physiological Basis of Human Performance

A minimum of eighteen hours in the eight required courses for the major must be completed with a grade of C or higher (not a C average). BIOL 11/11L is required for the major.

Students majoring in Exercise and Sport Science have the option of strengthening their background in specific related areas by taking courses referred to as enhancement electives. These electives should be chosen following a discussion of the student's career goals with an appropriate faculty member in the department. Completion of enhancement electives does not constitute a more specific major. These electives are not required for the major and are not noted on the transcript other than being listed with all courses taken for the degree program. The academic record will indicate only that the major is Exercise and Sport Science. Sample enhancement electives for exercise physiology and sport administration are available from departmental advisors. There are two specific areas in which a student may choose to take enhancement electives:

Exercise Physiology:
Electives taken related to this area provide a stronger background in exercise science leading to graduate study and/or careers in the medical, health care, and fitness industries.

Sport Administration:
Electives taken related to this area provide for greater development of leadership skills and practical knowledge needed to administer sport programs and businesses.

See the Exercise and Sport Science faculty with expertise in these areas.

Undergraduate Athletic Training Program

The undergraduate Athletic Training Program is a nationally accredited program as determined by The Commission on Accreditation of Allied Health Education Programs (CAAEHP). Students can become involved in athletic training at UNC-Chapel Hill as early as their freshman year, when they are assigned observational hours in Fetzer Gymnasium 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. Minimum of fifty observational hours (in order to be assigned observational hours students must have a minimum GPA of 2.5) and five shadow forms;
2. Successful completion (B grade minimum) of EXSS 75 (Human Anatomy) and EXSS 88 (Emergency Care of Injuries and Illness), preferably by the end of the fall semester sophomore year; and
3. Minimum cumulative GPA of 2.75.
Students enrolled in the program are required to take the College of Arts and Sciences general education requirements, six of the required core classes for the Department of Exercise and Sport Science (EXSS 73, 75, 76, 81, 85 and 89), and the following athletic training courses:

EXSS 41 Personal Health
EXSS 60 Sports Nutrition
EXSS 65 Fundamentals of Athletic Training
EXSS 66 Evaluation of Athletic Injuries
EXSS 67 Therapeutic Modalities
EXSS 68 Therapeutic Exercise and Rehabilitation
EXSS 69 Athletic Training Seminar
EXSS 70 General Medicine in Athletic Training
EXSS 71 Athletic Training Clinical
EXSS 75-L Human Anatomy Laboratory
EXSS 88 Emergency Care of Injuries and Illness

Interested students should attend an organizational meeting held on the first Tuesday of every semester at 7 p.m. in Room 106 Fetzer Gymnasium. For more information, interested students can access the athletic training Web site at www.unc.edu/depts/exercise/undergraduate_athletic_training.htm, contact Dr. Darin Padua at (919) 843-5117 or dpadua@email.unc.edu or Ms. Meredith Petschauer at (919) 962-1110 or mbusy@email.unc.edu.

Teacher Education

At the present time, the Department of Exercise and Sport Science and the School of Education are not accepting applications for the teacher education program leading to K-12 licensure in physical education. Contact Ms. Sherry Salyer at salyer@email.unc.edu or (919) 962-6947 for more information.

Minor in Exercise and Sport Science

There are two options for pursuing a minor in the Department of Exercise and Sport Science. Each option requires a total of five courses in Exercise and Sport Science. Each option is outlined below:

Coaching Education Minor

Required:
EXSS 57 Sport Skills III
EXSS 88 Emergency Care of Injuries and Illness

Two from:
EXSS 80 Neuromuscular Control and Learning
EXSS 81 Sport Psychology
EXSS 85 Biomechanics
EXSS 86 Administration of Athletics
EXSS 87 Adapted Physical Education

One from:
EXSS 55 Sport Skills I
EXSS 56 Sport Skills II

Exercise and Sport Science Option

Prerequisite: EXSS 77 History and Principles of Exercise and Sport—Required core course

Four courses from:
EXSS 59 Fitness Management
EXSS 80 Neuromuscular Control and Learning
EXSS 81 Sport Psychology/Sociology
EXSS 85 Biomechanics of Sport

Prerequisite: EXSS 75 Human Anatomy or Biology 45 and Biology 45L
EXSS 89 Physiological Basis of Human Performance, Prerequisite:
EXSS 76, Physiology or Biology 45 Biology 63L

Exercise and Sport Science Courses for Undergraduates

41 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. Fall, spring, summer. Murray, Salyer, Shields, staff.

55 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. Fall. Salyer.

56 Analysis of Sport Skills II (3). A professional preparation course in the skills, knowledge, safety, and teaching progressions of soccer, tennis, and volleyball. Spring. Salyer.

57 Analysis of Sport Skills III (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. Fall. Salyer.

59 Fitness Management (3). The assessment and promotion of physical fitness including concepts and techniques of fitness testing, principles of weight training, aerobic dance, nutrition, and stress management as applied in health/fitness settings. Fall. Bean.

60 Sports Nutrition (3). Prerequisite, EXSS 59 or permission of instructor. The role of nutrition in maximizing physical performance, promoting health, and controlling body weight. Includes individual nutritional assessments. Spring, summer. Hackney, McMurray, staff.


65 Fundamentals of Athletic Training (3). Prerequisites, EXSS 75, EXSS 88. This course is designed to introduce the undergraduate athletic training student to the athletic training profession and provide the basic knowledge and skills necessary to recognize, evaluate, and treat injuries to the head and face, cervical spine, thoracic region, and abdominal urogenital region, and extremities. Spring. Petschauer.

66 Evaluation of Athletic Injuries (3). Prerequisites, EXSS 75, 88, 65. 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. Fall. Guskievicz.

67 Therapeutic Modalities (3). Prerequisites, EXSS 75, 88, 65, 66. This is an advanced athletic training course, designed to provide the athletic training student with knowledge and skills necessary for treating injuries. Spring. Guskievicz.

68 Therapeutic Exercise and Rehabilitation (3). This is an advanced athletic training course, designed to provide the athletic training student with knowledge and skills necessary for rehabilitating injuries. Fall. Petschauer.

70 General Medicine in Athletic Training (2). Prerequisites, EXSS 65, 75, 76, 88. Advanced course focusing on understanding 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. Fall. Smith.

71 Athletic Training Clinical (1). Prerequisites, EXSS 65, 75, 88. This field experience offers implementation of theories and practices of athletic training and sports medicine under the supervision of a certified athletic trainer. Fall. Guskieiwicz, Padua, Petschauer.

73 Research in Exercise and Sport Science (3). An introduction to research in the fields of physical education, exercise and sport science with emphasis on understanding and application of research findings. Fall, spring. Kirkendall, Mynark, staff.

74 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. Spring. Salyer.

75 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. GC Natural Science perspective. Fall, spring, summer. Guskieiwicz, Padua.

75L Human Anatomy Laboratory (1) Prerequisite, Biology 11 Lab, CGPA 3.1, junior/senior standing or permission of instructor. EXSS 75L is a basic human anatomy laboratory course designed to accompany EXSS 75 for students endeavoring to major in the allied health professions. Fall. Guskieiwicz.

76 Human Physiology (3). Prerequisite, EXSS 75 Anatomy or the equivalent of BIOL 11, 45. A lecture course in elementary physiology, covering the various systems of the body. A&S Natural Science perspective. Fall, spring, summer. Hackney, McMurray, Whittleseyy, staff.

77 History and Principles of Exercise and Sport (3). Open to all students as an elective course. A study of the relationship and contribution of physical education to general education, historical background, basic biological, physiological, and sociological backgrounds of the modern program. Fall, spring, summer. Hyatt.

79 Measurement and Evaluation in Health and Physical Education (3). This course is designed to acquaint students with tests and measurements in the field of health and physical education, test construction, scoring, and methods of using results. Spring. Salyer.

80 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. Fall, spring, summer. Mynark.

81 Sport Psychology/Sociology (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. Fall, spring, summer. Silva.

83 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. Fall, summer. Mueller, Salyer.

84 Health Education for the Elementary School (3). This course includes principles, procedures, and practice in health at the elementary level. The course is required of all majors in elementary education. Fall or spring. Hyatt, Mueller.

85 Biomechanics of Sport (3). Prerequisite EXSS 75 or permission of instructor. The study and analysis of human movement including the 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 the analysis of projectiles. Fall, spring, summer. Padua, Petschauer.

86 Administration of Athletics (3). This course deals with the policies and problems of organization and administration of physical education and athletic programs in school. Fall. Mueller, Osborne.

87 Adapted Physical Education (3). A study of problems related to body mechanics and the needs of the physically handicapped student. Fall. Aponte.


89 Physiological Basis of Human Performance (3). Prerequisites, EXSS 76 or permission of instructor. 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. Fall, spring, summer. Hackney, Marks, McMurray.

90 Independent Studies in Exercise and Sport Science (Var.). Elective. Individually designed in-depth study of an area of interest within physical education, dance, sport, or health under the supervision of a selected member of the faculty. Credit varies from 1-3 hours. Fall, spring. Staff.

91 Theory and Practice of Ballet Technique (3). Elective. Prerequisites, PHYA 52 or PHYA 19Y or permission of instructor. An intensive study of ballet technique and philosophy, focusing in the physical principles of movement and their choreographic application. One hour seminar and 4-1/2 hours laboratory. Fall, spring. Hopkins.

92 Dance Repertory (3). Elective, permission of instructor (audition). The rehearsal and performance of works of choreography. Will include participation in both the technical and promotional aspects of production. Six laboratory hours a week. Fall, spring. Hopkins.

93 Theory and Practice of Modern Dance Technique—Elementary Level (3). Elective. Prerequisites, one semester of dance instruction or permission of instructor. An intensive study of modern dance technique and philosophy, focusing on the physical principles of movement and their choreographic application. One
hour seminar and 4-1/2 hours laboratory. GC Fine Arts perspective. Fall, spring. Hopkins.

97 Theory and Practice of Modern Dance Technique—Intermediate Level (3). Elective. Prerequisites, EXSS 93 or permission of instructor. An intensive study of modern dance technique and philosophy, focusing on the physical principles of movement and their choreographic application. One hour seminar and 4-1/2 hours laboratory. Fall, spring. Hopkins.

98A Senior Honors Thesis (3). Prerequisite, EXSS 73, CGPA 3.2, a major GPA of 3.4 and permission of director of department’s Honors program. Directed independent research under the supervision of a faculty adviser who teaches in the Exercise and Sport Science curriculum. Fall, spring. Faculty.

98B Senior Honors Thesis (3). Prerequisite, CGPA 3.2, EXSS 73, 98A, and permission of director of department’s Honors Program. Preparation of an honors thesis and an oral examination on the thesis. Fall, spring. Faculty.


Physical Education Activities Program

Two units of physical education activities and a swimming test are required of all students. Two additional units may be taken as nondegree-credit electives. These courses may be chosen from the following list:

PHYA 1 Adapted Physical Education. 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.

PHYA 3 Water Safety Instructor. The purpose of this course is to train an instructor 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. Orientation to American Red Cross administrative procedures is included. Students are expected to be proficient in the following strokes: front crawl, back crawl, elementary backstroke, breaststroke, and sidestroke.

PHYA 4 Badminton. The course includes an orientation to the history and rules of the game, terminology, and equipment. Basic skills and techniques taught include the proper grip, stance, footwork, forehand and backhand clears, long and short serves, net shots, round-the-head shot, and the smash. Basic single and double game strategies are presented.

PHYA 4Y Intermediate Badminton. This course includes a continued orientation to the history and rules of badminton, terminology and equipment. Refinement of beginning level skills is emphasized before progressing to more advanced techniques. Expanded single and double strategies are presented.

PHYA 5 Ballet. Prerequisite, PHYA 21 (Introduction to Dance Technique) or equivalent experience. The technique and vocabulary of classical ballet are presented. Exercises at the barre are followed by practice and combinations in the center.

PHYA 5Y Intermediate Ballet. 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.

PHYA 5Z Advanced Ballet. For the dancer with substantial background in ballet. Speed, endurance, multiple turns, beats, and complicated combinations are emphasized.

PHYA 6 Archery. 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 bow-sight and target scoring are presented.

PHYA 7 Bowling. 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. An additional fee is required. Students with an average of 135 or higher are not eligible for this beginner course.

PHYA 7Y Intermediate Bowling. 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. An additional fee is required.

PHYA 8 Horseback Riding. 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.

PHYA 8Y Intermediate Horseback Riding. 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.

PHYA 8Z Advanced Horseback Riding. 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.

PHYA 9 Fencing. 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 the grip, basic positions, and footwork that comprise the basis of the sport. Individual and team competitions are conducted in the course.

PHYA 9Y Intermediate Fencing. A review of the footwork and bladework covered in the beginning course precedes an introduction to 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. An introduction to officiating is also covered in conjunction with greater competitive opportunities.

PHYA 10 Downhill Skiing. This course is conducted in Boone, N.C., for five days over the winter break. It includes orientation to proper equipment selection, such as clothing, boots, skis, and bindings, the use of lifts and tow ropes, and the basic fundamentals, such as parallel turns, edging concepts, and rhythm. An additional fee is required.

PHYA 11 Aerobics. Provides a cardiovascular fitness program incorporating physiologically safe dance and exercise movements to
music. It develops strength, flexibility, and improved cardiorespiratory efficiency.

**PHYA 11C Aerobics and Weight Training.** Challenges students to achieve higher levels of cardiovascular fitness, flexibility and strength through aerobics and weight training in order to develop a lasting interest in lifetime fitness.

**PHYA 11Y Intermediate Aerobics.** 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 twenty minutes of aerobic activities.

**PHYA 12 Folk and Square Dance.** Combines simple to moderately difficult folk dances of American and international heritage along with a selection of square dances. It includes a variety of dance steps, patterns, positions, and formations.

**PHYA 12B Team Sports (Soccer and Team Handball).** Introduces the fundamentals of the team sports of soccer and team handball. Students will learn how team sports can be a lifetime activity when approached sensibly and effectively. Topics will include rules and basic strategies of the games.

**PHYA 13 Golf.** 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.

**PHYA 13Y Intermediate Golf.** 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.

**PHYA 13Z Advanced Golf.** Comprising this course are the ability to score, the analysis of strategy and shot production, and improvement of self-awareness and coping strategies. A 15 or less handicap is required as a prerequisite.

**PHYA 14 Tumbling and Gymnastics.** 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.

**PHYA 14Y Intermediate Tumbling and Gymnastics.** 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.

**PHYA 15 Handball.** Examines the history, terminology, and present day rules of four-wall handball. Basic shots are presented including the forehand drive with both the dominant and nondominant hands, the kill shot, the passing shot, the overhead shot, the ceiling shot, the lob, and the backwall return. Four basis serves are combined to give the beginning student competency to play singles, cutthroat, and doubles.

**PHYA 16 Jogging.** 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.

**PHYA 16Y Intermediate Jogging.** 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.

**PHYA 17 Jazz Dance.** Prerequisite, PHYA 21 (Introduction to Dance Technique). 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.

**PHYA 17Y Intermediate Jazz Dance.** Students will explore the jazz style in greater complexity plus gain an increased understanding of jazz music as it is related to jazz dance. It includes center work, complex movement phrases across floor, adagio, and routines using a large movement vocabulary. At least two years of dance experiences and familiarity with jazz style is recommended.

**PHYA 18 Karate.** 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 horse-riding stance and forward stance, upper, middle, and lower part blocks, single punch, double punch, and hand sword, front kick and side kick, and two traditional forms.

**PHYA 18Y Intermediate Karate.** Students will review basic stances, hand blocking and striking, and kicking techniques. Emphasis will be on perfecting basic katas (forms) and introduction to more advanced sparring techniques.

**PHYA 19 Modern Dance.** Prerequisite, PHYA 21 (Introduction to Dance Technique.) Students will explore the principles of movement which 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 through center work, stretches, floor work and various movement phrases across the floor.

**PHYA 19Y Intermediate Modern Dance.** 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.

**PHYA 19Z Advanced Modern Dance.** 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.

**PHYA 20 Racquetball.** The course introduces the beginner to basic skills, including forehand and backhand drives, grips, footwork, and serves such as the drive, Z, and the lob. 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.

**PHYA 20Y Intermediate Racquetball.** 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.
PHYA 20Z Advanced Racquetball. Students should have at least one year of racquetball experience, including some tournament experience, and possess the ability to hit all shots. This course emphasizes refinement of stroking techniques for all shots, advanced game strategies, and game play against a variety of opponents.

PHYA 21 Introduction to Dance Technique. 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 5, 17, and 19.

PHYA 22 Self Defense. This course introduces the basics of self-defense techniques and will be taught with special primary emphasis on women's self-defense methods by using the weak points of attackers.

PHYA 23 Lifeguard Training. Prerequisite, an ability to swim 500 yards continuously and retrieve a 10 lb. object from a depth of 7 feet. This course will prepare individuals to effectively assume the duties and responsibilities of lifeguards at swimming pools and at protected (non-surf) open water beaches. Emphasizes saving the lives of others through increased awareness of preventive lifeguarding measures and the practice of extensive rescue techniques.

PHYA 24 Soccer. 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.

PHYA 24Y Intermediate Soccer. 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.

PHYA 26 Squash. 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.

PHYA 26Y Intermediate Squash. This course will help students with advanced shot techniques and intermediate squash and provide competitive experiences and information concerning appropriate physiological and psychological preparation for tournament play.

PHYA 27X Survival Swimming. This course is designed to introduce students with no previous swimming experience to water adjustment and beginning level skills such as: bobbing, kicking, floating and simple stroking. Relaxation and breath control skills are combined with the principles of buoyancy to prepare the nonswimmer to successfully complete the University swimming requirement.

PHYA 27 Beginning Swimming. 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. Foundation skills taught enable students to enjoy swimming and other aquatic activities as a lifetime sport. Basic water safety and first aid procedures are included.

PHYA 27Y Intermediate Swimming. Techniques for crawl, sidestroke, elementary backstroke, breast crawl, and breaststroke are covered. Basic water rescue skills are presented including first aid procedures. Physical fitness is promoted through swimming.

PHYA 27Z Advanced Swimming. The course includes the refinement of stroke techniques for recreational and competitive swimming. Conditioning is stressed through stroke practice and workout routines. Water rescue and first aid skills are included. Related aquatic skills are presented to produce highly competent performers in the water.

PHYA 28 Triathlon Training. 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.

PHYA 29 Tennis. 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.

PHYA 29Y Intermediate Tennis. Increased proficiency in four basic skills will be developed. New shots taught include the overhead drop, the lob, and spin serve. Strategy for singles and doubles play will be stressed. Emphasis is on increased pace and ball placement.

PHYA 29Z Advanced Tennis. 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.

PHYA 30 Cycling. 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.

PHYA 31 Volleyball. Basic skills are taught including the forearm pass, the overhead pass, setting, spiking, blocking, dink, and serving. Rules and terminology are included. Basic offensive and defensive strategy is learned.

PHYA 31Y Intermediate Volleyball. 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.

PHYA 32 Exercise and Conditioning. 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.

PHYA 33 Weight Training. Basic techniques and knowledge of Universal, Nautilus, 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.

PHYA 33Y Intermediate Weight Training. 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.
PHYA 34 Aerobic Circuit Training. 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 twenty minutes of aerobic exercise.

PHYA 35 Scuba. Prerequisite, strong swimming skills. This basic course prepares students for safe and enjoyable participation in recreational sport diving. It includes the skills of skin diving and scuba. Lectures cover physiology of diving, first aid, and decompression. It can lead to certification (for an additional fee) if students attend open water training dives conducted at the end of the semester. An additional fee is required. (See fact sheet in WG 205.)

PHYA 36 Social Dance. 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.

PHYA 36Y Intermediate Social Dance. The study of the social dances introduced in the beginning course continues, emphasizing more advanced patterns and a higher level of technique and styling. The course also features an introduction to ballroom dance choreography. Enjoyment of dance is stressed.

PHYA 37 Beginning Basic Training. Beginning physical fitness program based on the model used by the U.S. Army Physical Fitness Academy designed to improve aerobic and anaerobic strength, endurance, and overall physical fitness.

PHYA 37Z Advanced Basic Training. Advanced fitness program based on the model used by the U.S. Army Physical Fitness Academy to further improve aerobic and anaerobic fitness. Builds on conditioning level obtained in PHYA 37.

PHYA 38 Swim Conditioning. 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.

PHYA 40 Ultimate Frisbee. 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.

PHYA 90 Special Topics in Physical Education Activities (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. All courses are coeducational.

Students may earn credit by exam for successfully completing a proficiency exam. Only one such credit is allowed per semester. Students may not receive credit by exam in their final semester of coursework. Proficiency tests are offered at the beginning of the fall and spring semester in the following activities: archery, badminton, ballet, ballroom dance, bowling, fencing, golf, gymnastics, jazz dance, jogging, karate, racquetball, soccer, swimming, tennis, volleyball, and weight training.

All classes will be elementary unless followed by the letter X (survival), Y (intermediate), or Z (advanced).

Curriculum in Folklore
www.unc.edu/depts/folklore/

GLENN HINSON, Chair
Core Faculty
Trudier Harris, Glenn Hinson, Patricia E. Sawin.
Professors
Carole L. Crumley, Jacqueline Hall, Norris B. Johnson,
Edward D. Kennedy, H. Craig Melchert, Patrick P. O’Neill,
Associate Professors
Robert Cantwell, Robert E. Daniels, and John W. Florin.

The Curriculum in Folklore focuses on the study of creativity and aesthetic expression in everyday life, and on the social and political implications of this expression as it unfolds in the contested arenas of culture. In essence, we look to those expressive realms that communities infuse with cultural meaning, realms that are often deeply grounded in tradition. Consequently, we study areas as diverse as traditional pottery and African American gospel, Mardi Gras celebrations and midwifery, work-site stories and bluegrass fiddling, graffiti and barbecue and cyber-legends. Connecting all of these domains is a sense of artistry, creativity, and soulful performance, wherein communities give voice to the issues and concerns that they see as central to their being. As these issues change—and as communities define themselves differently in light of shifting social, political, and economic realities—so also does community-based artistry. Folklore thus moves beyond the study of the old and time-honored to explore emergent meanings and unfolding re-definitions of beauty, faith, and truth.

The vehicle for this exploration is fieldwork, the real-world study of people’s lives in everyday settings. Rather than relying on the distanced abstractions of survey questionnaires and library research, folklore study grounds itself in conversation and participatory engagement. Hence many of the curriculum’s courses encourage students to move beyond the University to engage experts of the everyday in the communities that they call home. Given this focus, the curriculum directs much of its teaching to regional folklife, inviting students to take advantage of the area’s rich fieldwork opportunities while complementing the University’s strengths in the study of Southern history, literature, and culture.

Structured as an interdisciplinary program, the curriculum draws many of its courses from other departments. This allows the curriculum to offer classes on music, narrative, festival, architecture, belief, language, and art across communities defined by race, gender, class, ethnicity, region, faith, and occupation. The curriculum does not offer an undergraduate major, but does offer a Folklore minor. Faculty encourage students to craft independently designed majors through the interdisciplinary B.A. degree in the College of Arts and Sciences. Students interested in this program should apply through the director of Interdisciplinary Studies in 314 Steele Building.

For information and help in planning a major or minor in Folklore, students should consult the chair of the curriculum, Professor Glenn Hinson, in 228 Greenlaw Hall (962-4065; ghinson@unc.edu).

Minor in Folklore
The undergraduate minor in Folklore consists of five three-hour courses, drawn from the categories listed below. The only course
required of all students earning the minor is Folk 146, "Introduction to Folklore." Students must also take:

A. Two courses on genre, drawn from: FOLK 106, 134, 141, 147, 148, 153, 171, 184, 186, 188, 190, and ANTH 51
B. One course on community, drawn from: FOLK 40, 90, 109, 130, 132, 133, 143, 185, 187, 189, and ANTH 42, 105
C. One course on theory from: FOLK 121, 123, 129, 135, 137, 142, 154, 155, 161, 165, 173, 174, 175, 193

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

For full descriptions of courses listed below only by title, see the listings under those courses' home departments.

**Course Descriptions**

40 Southern Style, Southern Culture (ANTH 40) (4). An anthropological journey into the worlds of Southern meaning, exploring the linked realms of aesthetics, faith, class, gender, and the politics of culture. An introduction to anthropology, with fieldwork required. Fall. Hinson. General College social science perspective, cultural diversity perspective.

90 African American Religious Experience (AFAM 90, ANTH 90) (3). Prerequisite, students must have taken at least one course in AFAM, ANTH, or Religious Studies. Introduction to the diversity of African American beliefs, experiences, and expression from the colonial era to the present. Exploration will be historical and thematic. Hinson, Maffly-Kipp. General College cultural diversity requirement.

95 Honors Project in Folklore (3). Ethnographic and/or library research, and analysis of the gathered materials, leading to a draft of an honors thesis. Open only to honors candidates, this course requires permission of the instructor. Staff.

96 Honors Thesis in Folklore (3). Prerequisite, Folklore 95. Writing of an honors thesis based on independent research conducted in Folklore 95. Open only to seniors in the major, students will work under the direction of a Folklore faculty member. Staff.

106 Celtic: Readings in Old Irish (LING 106) (3). O’Neill.

109 Introduction to Celtic Culture (CELT 109) (3). O’Neill.

121 Culture and Personality (ANTH 121) (3). Fall. Daniels.

123 Magic, Ritual, and Belief (ANTH 123) (3). Spring. Evens.

129 Culture and Power in Southeast Asia (ANTH 129, ASIA 129) (3). Peacock.

130 American Indian Societies (ANTH 130) Spring. Staff.

132 Latin American Cultures (ANTH 132) (3). Fall. Finkler, de la Cadena.

133 Anthropology of the Caribbean (ANTH 30) (3). Fall. Staff.

134 Anthropology of Art and Culture (ANTH 134) (Art 174) (3). Johnson. Arts and Sciences aesthetic perspective.

135 Consciousness and Symbols (ANTH 135, CMPL 135) (3). Fall. Peacock.

137 Gender and Performance (ANTH 137) (3). Examines the cultural constitution of gender identity by the gender-specific assignment of artistic forms and performance roles in various parts of the world. Spring. Sawin.

141 Myths and Epics of the Ancient Near East (RELI 121) (3). Spring. Sasson.

142 Religion and Anthropology (ANTH 142, RELI 142) (3). Peacock, Tyson.

143 Indo-European Culture and Society (LING 142) (3). Fall. Melchert.

146 Introduction to Folklore (ANTH 146, ENGL 146) (3). A survey of the primary genres (song, narrative, proverb, riddle, custom, belief, drama, game) with attention to their forms, transmission, and functions in traditional and urban societies.

147 British and American Folksong (ENGL 147) (3).

148 Traditional Craftsmanship (3). An introduction to material folk culture: the study of the origins and transmission, forms and construction, functions and meanings, of traditional architecture, arts, crafts, food, clothing, tools, and technology.

153 Medieval Romance (ENGL 153) (3). Fall. Kennedy.

154 Historical Geography of the United States (GEOG 154) (3). Florin.

155 Method and Theory in Ethnohistoric Research (ANTH 155) (3). Fall. Crumley.

161 Oral History and Performance (COMM 161, HIST 173, WMST 173) (3). This course combines readings and fieldwork in oral history with study of performance as a means of interpreting and conveying oral history texts. Emphasis on women’s history. Fall and spring.

165 Ritual, Theatre, and Performance in Everyday Life (COMM 165) (3). Prerequisite, COMM 60 or English 26. This course will explore the dynamics of performance as it is broadly produced within the texture of individual experiences, the interaction of community memberships, and the dramas of cultural aesthetics. Fall, spring. BA-level aesthetic perspective.

171 Medicine and Anthropology (ANTH 170) (3). An introduction to social and cultural aspects of illness and healing in a wide range of societies. Examines alternative healing systems in the United States. Especially relevant to premedical students. Farquhar, Finkler. General College cultural diversity perspective; Arts and Sciences social science perspective.

173 Anthropology of the Body and the Subject (ANTH 173) (3). Farquhar.

174 Introduction to Oral History (HIST 170) (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 fieldwork. Fall. Hall.

175 Ethnographic Method (ANTH 175) (3).

184 Discourse and Dialogue in Ethnographic Research (ANTH 184, LING 184) (3). The study of verbal communication as a cultural practice, especially as relevant to ethnographic research: conversational analysis, speech act theory, ethnography of speaking, dialogism, discursive construction of self and culture. Sawin.

185 Women in Folklore and Literature (ENGL 185) (3).
186 Folk Narrative (ENGL 186) (3). An intensive study of myths, legends, and folktales (märchen, tall tale, animal tale, fable) with attention to their aesthetic and cultural applications.

187 Folklore in the South (ENGL 187) (3).

188 Country Music and American Society (3). A historical and cultural analysis of country music, exploring its relation to traditional and popular music, its repertory and performers, its institutions, its reflection of social issues, values, and change.

189 Afro-American Folklore (ENGL 189) (3). A study of folklore within the black community, concentrating on African and slave backgrounds, and covering rural and urban folktales, spirituals, worksongs, blues, toast, and folk beliefs. Harris.


193 The Politics of Culture (3).

195 Topics in Folklore (3). Fall and spring. Staff.

198 Field Research (3). Fall and spring. Staff.

199 Directed Readings in Folklore (3). By permission. Fall and spring. Staff.

Department of Geography
www.unc.edu/depts/geog

LAWRENCE E. BAND, Chair

Professors
Lawrence E. Band, Stephen S. Birdsall, David Greenland, Melinda S. Meade, Risa Palm, John Pickles, Peter J. Robinson, Stephen J. Walsh, Leo Zonn.

Associate Professors

Assistant Professors
Martin Doyle, Scott Kirsch, Conghe Song, Wendy Wolford.

Professors Emeriti
John D. Eyre, Wilbert M. Gesler.

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 a myriad of different issues including the geography of human activity, the geography of the earth’s environmental systems, and the sciences of geographic information that analyze, support, and inform the others.

Geographers of human activity 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 and place, and how they create and sustain the places that make up the earth’s surface. These “human” geographers work in many fields including urban and regional planning, transportation, marketing, real estate, tourism, international business, and education among others. Interest in the human geographic domain is well represented in the UNC-Chapel Hill Department of Geography by Professors Birdsall, Cravey, Florin, Gesler, Kirsch, Meade, Palm, Pickles, Whitmore, Wolford, and Zonn.

Biophysical 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. Geographers are active in the study of global warming, desertification, deforestation, loss of biodiversity, water pollution, and flooding. They forecast the weather, manage land and water resources, and analyze and plan for forests, rangelands, and wetlands. A strength of UNC-Chapel Hill’s Department of Geography is in the biophysical geography/earth science/environment domain. This includes Professors Band, Doyle, Greenland, Konrad, Moody, Song, Robinson, and Walsh.

Both biophysical and “human” 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 environment interactions is also well represented by Professors Band, Doyle, Kirsch, Meade, Moody, Palm, Robinson, Whitmore, and Walsh.

Increasingly geographers use satellite and other digital images (Remote Sensing) in their analysis. These images frequently form the basis for computer-aided cartography (map making) and Geographic Information Systems (GIS) used to analyze and display spatial and other aspects of human and environmental data. Geographers with these skills are employed in a wide variety of fields including governmental agencies, various business concerns, and research and educational institutions. The key concern for techniques of data collection, analysis, and spatial representation (Remote Sensing and GIS) cuts across the topical specialties and is a strength of Professors Band, Moody, Song, and Walsh.

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 page at www.unc.edu/depts/geog.

Major Requirements
To earn a Bachelor of Arts in geography a student must pass a minimum of nine courses in the discipline: five foundation courses, three concentration courses, and a minimum of one elective. Elective courses may be any on the departmental list (also see below). Students wishing more information should consult a Geography adviser. All General College and Arts and Sciences Perspective requirements apply.

Core Courses
All majors select one introductory core class from:
 Geography 10, 11, or 12

And one introductory core class from:
 Geography 20, 21, or 30

And take the following three additional core courses:
 GEOG 70 Introduction to Geographic Information
 GEOG 110 Modeling of Environmental Sciences
 GEOG 120 Fundamental Concepts of Human Geography

Concentration Courses
Each major declares a concentration in Geography from the following three concentrations: Earth Environmental Systems,
Geographic Information Sciences, and the Geography of Human Activity. Each major is required to take three courses in their concentration from the following courses:

**Earth Environmental Systems (EES) concentration:**

GEOG 90 Quantitative Methods in Geography and at least two 100-level EES courses (GEOG 110, 112, 114, 116, 119, 140, 141, 142, 143, 144, or 195)

**Geographic Information Sciences (GISc) concentration:**

GEOG 90 Quantitative Methods in Geography and at least two 100-level GISc courses (GEOG 177, 178, 191, or 192)

**Geography of Human Activity (GHA) concentration:**

one regional course (GEOG 59, 60, 62, 157, 158, 161, 164, 166, 167, or 168) and at least two 100-level GHA courses (GEOG 123, 125, 128, 132, 134, 135, 137, 145, 146, 150, 152, 153, or 154, 160)

**Elective Courses:**

In addition to the five common core courses and the three courses in their chosen concentration, students must take one to four further elective courses to total a minimum of nine, maximum of thirteen 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.

**Honors:**

Qualifying students are strongly encouraged to pursue an honors degree. To gain admission to the honors program students need a minimum GPA of 3.2. Honors students take GEOG 98 and GEOG 99 (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.

**Minor Requirements**

To minor in Geography students must pass a minimum of five courses in Geography. These consist of any two foundation courses (see above) 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 adviser.

**Course Descriptions**

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings. Staff.

10 Geography of Environmental Systems (3). The laboratory and its parent course focuses on the geomorphic, hydrologic, and biogeographical aspects of environmental systems with attention to local examples. GC/B.A.-level Natural Science perspective (no lab). Fall and spring. Staff. (Core)

11 Weather and Climate (3). An introduction to the nature and causes of weather variability and climate change and their impact on human activity. GC/B.A.-level Natural Science perspective (no lab). Fall and spring. Staff. (Core)

12 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. This course will provide significant background in physical geography in the context of today's most pressing environmental concerns and with reference to the societal implications and management strategies. GC/B.A.-level Natural Science perspective (no lab). Moody. (Core)

20 World Regional Geography (PWAD 20) (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. GC-level Social Sciences perspective. Fall and spring. Staff. (Core)

21 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. Wolford. GC-level Social Sciences perspective. (Core)

23 Cultural Geography (3). How population, environment, and human culture as expressed in technology and organization interact over space and time. GC-level Social Sciences perspective. Birdsall, Gesler, Zonn. (GHA)

25 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. Fall, spring. Birdsall.

28 Urban Social Geography (3). Explores the evolution, development, and maturation of the U.S. urban system. Emphasis on the origin, growth, and spatial distribution of cities and on the internal spatial organization of activities within cities. GC-level Social Sciences perspective. Staff. (GHA)


53 Introduction to Atmospheric Processes (ENST 53) (4). Prerequisites, Mathematics 31 and either Physics 24 or Chemistry 2. Includes one-hour lab. 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. Fall. Konrad.

59 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. GC/B.A.-level Non-Western/Comparative perspective and GC Cultural Diversity requirement. Fall. Cravey, Whitmore. (Regional)

60 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. Birdsall, Florin. (Regional)

62 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. Florin. (Regional)
70 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. Staff. (Core)

77 Global Issues in the Twentieth Century (ANTH 77, INTS 77, HIST 51, POLI 84) (3). Survey of International social, political, and cultural patterns in selected societies of Africa, Asia, America, and Europe, stressing comparative analysis of twentieth-century conflicts and change in different historical contexts. B.A.-level Non-Western/Comparative perspective, Cultural Diversity requirement.

90 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. Konrad.

95 Independent Study (Var.). Permission of instructor required. Special reading and research in geography under the supervision of a selected instructor. Course may not be taken more than twice. Fall and spring. Staff.

96 Undergraduate Research in Geography (3). Permission of instructor required. For students who wish to participate in departmental research programs. May be taken twice. (Var.). Fall, spring. Staff.

98 Honors (3). Required of all students aspiring to honors in geography. Directed readings, research, and writing. Fall and spring. Staff.

99 Honors (3). Required of all students aspiring to honors in geography. Preparation of a senior thesis. Fall and spring. Staff.

109 Contemporary Topics in Geography (Var.). Exploration of topics in contemporary geography (Var.). Fall, spring. Staff.

110 Modeling of Environmental Sciences (3). Prerequisite, Geography 10 or equivalent. 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. B.A.-level Natural Science perspective (no lab). Fall. Greenland. (GISC)

112 Synoptic Meteorology (3). Prerequisite, Geography 10 or 11. An analysis of synoptic weather patterns and the processes responsible for them. Climatological aspects of these weather patterns are emphasized. Fall. Greenland, Konrad, Robinson. (EES)

114 Physical Climatology (3). Prerequisite, Geography 10 or 11. The factors causing climates and their spatial variation are considered. Particular attention is paid to climate models and to the nature, causes, and impacts of climate change. B.A.-level Natural Science perspective (no lab). Greenland, Konrad, Robinson. (EES)

116 Applied Climatology (3). Prerequisite, Geography 112 or Geography 114. An investigation of the ways climatic information and techniques can be applied to societal problems, such as energy production, food production, and health. Greenland, Konrad, Robinson. (EES)

119 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. Fall, spring. Doyle. (EES)

120 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. Spring. Florin. (Core)

123 Social Geography (3). A study of the spatial components of current social problems, such as poverty, race relations, environmental deterioration and pollution, and crime. B.A.-level Social Sciences perspective. Cravey, staff. (GHA)

125 Space, Place and Difference (WMST 125) (3). Gender, race, and class are examined in terms of the spatial patterns of everyday life, regional patterns, and global patterns. Fall. Cravey. (GHA)

128 Urban Geography (3). A geographical study of the spatial structure and function of urban settlements. Emphasis is on the regional relations of cities and central place theory. Staff. (GHA)

132 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. Florin, Whitmore. (GHA)

134 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. B.A.-level Social Sciences perspective. Meade, Whitmore. (GHA)

135 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, we examine topics including environmental health risks, globalization and urban environments, and the role of science in environmental politics. A&S Social Sciences perspective. Spring. Kirsch (GHA)

137 Natural Resources (3). An analysis of selected biological and mineral resources of the world with particular emphasis on their distribution, utilization, management policies and on their social and economic implications. (GHA)

140 Earth Surface Processes (GEOL 147) (3). Prerequisite, GEOL 10 or GEOL 11. This course will focus on the processes of soil formation, erosion, and landscape evolution with an emphasis on the interaction of geomorphic processes with surface hydrology and ecosystems. B.A.-level Natural Science perspective (no lab). Spring. Band, Doyle. (EES)

141 Introduction to Watershed Systems (3). Prerequisite, GEOL 10. 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, and groundwater flow. B.A.-level Natural Science perspective (no lab). Fall. Band. (EES)

142 Fluvial Geomorphology (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. Fall, spring. Doyle. (EES)

143 Ecological Plant Geography (BIOL 143) (3). 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. (EES)

144 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 extra-regional case studies. Moody. (EES)

145 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. Fall. Meade. (GHA)

146 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. B.A.-level Social Sciences perspective. Spring. Staff. (GHA)

150 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. B.A.-level Social Sciences perspective. Florin, Meade, Whitmore. (GHA)

152 Mobile Geographies: The Political Economy of Migration (3). This course explores the contemporary experience of migrants. Various theoretical approaches are introduced, with an emphasis on a political economic approach. Cravey. Spring. A&S Social Science perspective. (GHA)

153 Political Geography (PWAD 153) (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. B.A.-level Social Sciences perspective. Cravey. Kirsch. (GHA)

154 Historical Geography of the United States (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. B.A.-level Western Historical perspective. Florin. (GHA)

157 Rural Latin America: Agriculture, Environment, and Natural Resources (3). Prerequisite, GEOG 59 or permission. This course explores a system's and cultural-ecological view of agriculture, environment, natural resource, and rural development issues in Latin America. It serves as a compliment to Urban Latin America. B.A.-level Social Sciences perspective. Whitmore. (Regional)

158 Urban Latin America: Politics, Economy, and Society (3). Prerequisite, GEOG 59 or permission. 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. B.A.-level Non-Western perspective or Cultural Diversity requirement. Cravey. (Regional)

160/260 Geographies of Economic Change (3). This course is designed to explore changing geographies of production and consumption in theory and in practice. Spring. Woldorf.

161 South (3). Present-day southern United States, approached historically through a study of its physical, economic, and cultural environment. Florin. (Regional)

164 Europe Today: Transnationalism, Globalisms, and the Geographies of Pan-Europe (INTS 126) (3). A survey by topic and country of Europe west of Russia. Those features that made Europe a distinct and important region today are emphasized. Pickles. (Regional)

166 Eastern Asia (ASIA 166) (3). Spatial structure of population, urbanization, agriculture, industrialization, and regional links in China, Japan, and Korea. B.A.-level Non-Western perspective. Spring. Eyre. (Regional)

167 Tropical Asia (ASIA 167) (3). The cultural diversity and regional organization, emphasizing the spatial structure and contemporary dynamics of population, agriculture, urbanization, and economic development, primarily of the nations of Southeast Asia. B.A.-level Non-Western perspective. Meade. (Regional)

168 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. B.A.-level Non-Western perspective or Cultural Diversity requirement. Gesler. (Regional)

177 Introduction to Remote Sensing and Digital Image Processing (3). Prerequisite, Geography 70 or equivalent. 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. Fall. Moody, Walsh. (GISC)

178 Advanced Remote Sensing (3). Prerequisite Geography 70, 177, or equivalent. Acquisition, processing, and analysis of satellite digital data for the mapping and characterization of landcover types. Spring, Walsh, Moody. (GISC)

191 Introduction to GIS (3). Prerequisite, Geography 70 or equivalent. Stresses the spatial analysis and modeling capabilities of organizing data within a geographic information system. Fall. Moody, Walsh, staff. (GISC)

192 Applied Issues in Geographic Information Systems (3). Prerequisite, Geography 70, 191, or equivalent. Applied issues in the use of geographic information systems in terrain analysis, medical geography, biophysical analysis, and population geography. Spring. Moody, Walsh, staff. (GISC)

195 Ecological Modeling (3). Prerequisites, Statistics 101 and Geography 143 (or Biology 143) and equivalents with instructor’s permission. This course focuses on modeling the terrestrial forest ecosystems processes, including population dynamics, energy, water, nutrients and carbon flow through the ecosystem. Fall. Song. (GISC)

Department of Geological Sciences
www.geosci.unc.edu

LARRY K. BENNINGER, Chair

Professors

Associate Professors
Louis R. Bartek, Jonathan M. Lees, Kevin G. Stewart.

Assistant Professors
Walter A. Barnhardt, Drew S. Coleman.
Adjunct Professors
Larry E. Band, Charles C. Daniel III, Alan Feduccia, Patricia G. Gensel.

Adjunct Associate Professor
Dennis LaPoint.

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 clean drinking water and extractable energy and minerals, for example, 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.

The Department of Geological Sciences offers two undergraduate degree programs: a B.A. in Earth Systems and a B.S. in Geology with a concentration in traditional geology, 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 some with special interests, for example in environmental studies, education, or law. More departmental information may be found on the World Wide Web at www.geosci.unc.edu.

B.A. Degree Requirements
For the B.A. degree in Earth Systems, the student must satisfy the requirements of the General College and the College of Arts and Sciences (see General Education Requirements) and the following departmental requirements:

- one of the following: Geology 11 and 11L, 12, 13 and 13L, 16 and 16L, 18 and 18L, or 41 (only one of GEOL 11,13,18, and 41 may be taken for course credit)
- Geology 42 and 52
- two of the following: Geology 53, 57, and 58
- one of the following field-oriented courses: Geology 128-129, Geology 137, Anthropology 151, Marine Sciences 138, or Biology 195
- two of the following: Physics 24 and 24L, Biology 11 and 11L, and/or Chemistry 11 and 11L
- one of the following: Geology 152, any Math above 30, any Statistics 31 or above, or any Computer Science except 4, 6, and 96
- at least five geology and/or allied science electives not otherwise required for the major, including geology courses numbered above 44, and approved courses in anthropology, biology, economics, environmental studies, geography, and marine sciences (see departmental Web site for list of approved electives)

B.S. Degree Requirements
For the B.S. degree in Geological Sciences, students must satisfy the requirements of the General College and the College of Arts and Sciences (see General Education Requirements), except that they do not have to satisfy upper-level Arts and Sciences perspectives requirements. B.S. students will elect to concentrate in traditional geology, environmental geology, geochemistry, geophysics, or paleobiology. Specific departmental requirements for each concentration are listed below.

B.S. Concentration in Traditional Geology
- One of the following: Geology 11 and 11L, 12, 13 and 13L, 18 and 18L, or 41 (only one of Geology 11,13,18, and 41 may be taken for course credit)
- All of the following: Geology 52, 53, 57, 58, 128, 129
- Chemistry 11 and 11L, plus Chemistry 21 and 21L
- Math 31 and 32, plus one of the following: Geology 152 (note that this may also be used to satisfy one of the required Geology courses numbered above 97), any Math above 32, any Statistics 31 or above, any Computer Science except 4, 6 and 96, or Biostatistics 101
- One of the following: Physics 24 and 24L, or Physics 26
- One of the following: Physics 25 and 25L, or Physics 27, or Biology 11 and 11L, or any Chemistry above 21
- Four geology courses above 97, not otherwise required for the major (Geology 199 counts if taken for two or three credit hours).
- At least five science electives not otherwise required for the major, including any Geology except 11, 12, 13, 18, and 41; any Biochemistry except 40; any Biology above 10; any Chemistry above 21; any Computer Science except 4, 6, and 96; any Environmental Sciences and Engineering except 101; any Marine Sciences above 12; any Math above 32; any Astronomy course; any Physics except 20, 37, 84, and 113; any Statistics 31 or above, Anthropology 43, 110, 112, 114, 115, 117, and 151; Biostatistics 101, Geography 70, 110, 112, 116, and any Geography above 173

B.S. Concentration in Environmental Geology
- One of the following: Geology 11 and 11L, 12, 13 and 13L, 18 and 18L, or 41 (only one of Geology 11,13,18, and 41 may be taken for course credit)
- All of the following: Geology 52, 53, 57, 58, Chemistry 11 and 11L, Chemistry 21 and 21L, Math 31 and 32
- One of the following: Geology 152, any Math above 32, any Statistics 31 or above, any Computer Science except 4, 6 and 96, or Biostatistics 101
- Either Physics 24 and 24L and Physics 25 and 25L, or Physics 26 and 27
- One of the following: Geology 128 and 129, or Geology 123 and 125, or Geology 98 and 99 (with a field component previously approved by the department), or Anthropology 151, or Marine Sciences 138, or Biology 195, or Chemistry 181 and 181L and 182 and 182L, or Physics 52 and 58
- One of the following combinations: Biology 54 and Environmental Science and Studies 103, or Geography 53 and Environmental Science and Studies 104, or Marine Sciences 54 and Geology 112
- At least five geology or allied science electives not otherwise required for the major, from the following list: any Geology except 11, 12, 13, 18, and 41; any Biochemistry except 40; any Biology above 10; any Chemistry above 21; any Computer Science except 4, 6, and 96; any Marine Sciences above 12; any Math above 32; any Astronomy course; any Physics except 20, 37, 84, and 113; any Statistics 31 or above; Anthropology 43, 110, 112, 114, 115, 117, 138, 139, and 151; Biostatistics 101; Geography 70, 110, 112, 114, 116, 119, 140, 141, 144, and any Geography course above 171; Economics 10, 101, 111, 120, 140, 141, 142, 161, 163, 165, 183; and City and Regional Planning 46, 94A, 124, and 125.

B.S. Concentration in Geochemistry
The departmental requirements for the concentration in geochemistry are identical to those for traditional geology except that Chemistry 181 and 182 substitute for Geology 128 and 129.
B.S. Concentration in Geophysics
- One of the following: Geology 11 and 11L, 12, 13 and 13L, 16 and 16L, 18 and 18L, or 41 (only one of Geology 11, 13, 18, and 41 may be taken for course credit)
- All of the following: Geology 52, 53, 58, 142 and 142L, Chemistry 11 and 11L, Chemistry 21 and 21L, Math 31, 32, 33, and 83, Physics 26, 27, 52, 58, and 61
- Four geology courses above 97, not otherwise required for the major
- At least three geology and/or allied science electives not otherwise required for the major, including any Geology except 11, 12, 13, 18, and 41; any Biochemistry except 40; any Biology above 10; any Chemistry above 21; any Computer Science except 4, 6, and 96; any Environmental Sciences and Engineering except 101; any Marine Sciences above 12; any Math above 32; any Astronomy course; any Physics except 20, 37, 84, and 113; any Statistics 31 or above; Anthropology 43, 110, 112, 114, 115, 117, and 151; Biostatistics 101, Geography 70, 110, 112, 116, and any Geography above 173

B.S. Concentration in Paleobiology
- One of the following: Geology 11 and 11L, 12, 13 and 13L, 18 and 18L, or 41 (only one of Geology 11, 13, 18, and 41 may be taken for course credit)
- All of the following: Biology 11 and 11L, Geology 16 and 16L, Geology 52, 57, 58, 132, and 137, Chemistry 11 and 11L, Chemistry 21 and 21L, Math 31 and 32
- One of the following: Geology 152 (note that this may also be used to satisfy one of the required Geology courses numbered above 97), any Math above 32, or any Statistics 31 or above, or any Computer Science except 4, 6 and 96, or Biostatistics 101
- Either Physics 24 and 24L, or Physics 26 - One of the following: Geology 123, or Geology 199 (for 4 hours credit), or Geology 98 and 99 with approved field component, or another approved field-oriented experience in biology or paleobiology
- Three geology courses above 97, not otherwise required for the major (Geology 118, 133, 197, 199 for two or three hours credit, and Geology 98-99 are recommended but not required)
- At least three geology and/or allied science electives not otherwise required for the major, including any Geology except 11, 12, 13, 16, 18, and 41; any Biochemistry except 40; any Biology above 10; any Chemistry above 21; any Computer Science except 4, 6, and 96; any Environmental Sciences and Engineering except 101; any Marine Sciences above 12; any Math above 32; any Astronomy course; any Physics except 20, 37, 84, and 113; any Statistics 31 or above; Anthropology 43, 110, 112, 114, 115, and 117; Biostatistics 101; any course in vertebrate paleontology from North Carolina State University; and any systematic course from the Biology Department at Duke University. Paleobiology students are encouraged but not required to take an elective course in ichthyology projects in the Biology Department at Duke University, and a course in vertebrate paleontology at North Carolina State University. Inter-university enrollment is possible through a UNC-Duke-NC State cooperative agreement.

Independent Research/Honors Program
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 (Geology 199, Special Problems in Geology), or in conjunction with the Geology Honors Program.

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 Geology 98 (fall semester) and Geology 99 (spring semester).

Minor in Geological Sciences
Requirements for a minor in the Department of Geological Sciences are: one introductory geology course (11, 12, 13, 15, 16, 18, 41) and at least three geology courses above Geology 41, for a minimum of twelve semester hours.

Course Descriptions
6 First Year Seminars (3). The seminars enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

11 Introductory Geology (3). Geologic materials: minerals and rocks. Major geologic events: earthquakes, volcanic activity, mountain formation, plate tectonics, and continental drifts. Landscape development by glaciers, streams and groundwater, ocean currents and waves, wind. Not open to students with credit in or currently enrolled in Geology 13, 15, 18, or 41. (Optional lab.) Fall and spring. Staff. Natural Science perspective.

11L Introductory Geology Laboratory (1). Prerequisite or corequisite, Geology 11. Study of common minerals and rocks. Use of topographic and geologic maps to illustrate geologic processes. Two laboratory hours a week. Fall and spring. Staff.


13 Violent Earth (3). Earth as a dynamic planet, changing catastrophically through earthquakes, tsunamis, volcanic eruptions, meteorite impacts. Causes and effects of these phenomena will be addressed as well as their impact on human development. Not open to students with credit in or currently enrolled in Geology 15, 17, or 41. (Optional lab.) Fall and spring. Lees, Rial. Natural Science perspective.

15 The Dynamic Earth (3). Elementary treatment of the earth as a constantly evolving planet. Volcanoes, earthquakes, mountain building, plate tectonics, continental drift, and the internal structure of the earth are emphasized. The earth in relationship to other planets is used to understand terrestrial geology and structure. Not open to students with credit in or currently enrolled in Geology 11, 13, 18, or 41. Fall. Rial. Natural Science perspective.

16 Prehistoric Life (BIOL 9) (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 multicellular creationism. (Optional lab.) Fall, spring, and summer. Carter. Natural Sciences Life Science perspective.

16L Prehistoric Life Laboratory (1 or 2). The two credit hour laboratory option includes an internship (3-5 hours, once a week) at the North Carolina Museum of Natural History as part of the
APPLES service learning program in addition to the laboratory taught on campus. Fall, spring, and summer. Carter.

18 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 Geology 11, 13, 15, or 41. (Optional lab.) Fall and spring. Staff. Natural Science perspective.

41 Physical Geology for Science Majors (ENST 41) (4). Introduction to geology. Geology majors and other science majors. Origin of minerals and rocks. Structure of the earth. Erosion, volcanoes, earthquakes, plate tectonics. Not open to students with credit in or currently enrolled in Geology 11, 13, 15, or 18. Three lecture and two laboratory hours a week. Fall or spring. Staff. Natural Science perspective.

42 Earth through Time (3). Prerequisite, one introductory geology course numbered below 42, except First Year Seminar. Geologic history of earth as recorded in rocks. Evolution of continents and oceans. Fossils and the development of life from its ancient beginnings through prehistoric man. Fall or spring. Staff. Natural Science perspective.

43 Mineral Resources (3). Prerequisite, one introductory geology course numbered below 42, except First Year Seminar. A consideration of the distribution, extraction, economics, and demand for mineral resources. Specific topics will include: the impact of the mineral industry on industrial and pre-industrial economies, the unique economic factors associated with the mineral industry, the realities associated with the global maldistribution of energy and metallic resources as well as the problems associated with the depletion of resources, and the environmental impact of the mineral extraction industry. Fall or spring. Staff.


46 Geology of North America (3). Prerequisite, one introductory geology course numbered below 42, except Freshmen Seminar A general introduction to the geologic evolution of North America, designed to provide students with an understanding and appreciation of the diverse natural regions of the United States and Canada. The geology of selected National Parks will be used as case studies and examples of regional geologic history. Fall or spring. Stewart. Natural Science perspective.

47 Coastal Geology of North America (MASC 47) (3). Prerequisite, Introductory Geology (Geology 11, 12, 13, 15, 16, 18, or 41). Introduction to selected coastal regions and their evolution over historic and geologic time. Case studies focus on impacts of global change and human activity on estuaries, beaches, salt marshes, and coral reefs. Lectures and field trip. Barnhardt. A&S Physical Science perspective.

48 Environmental Geology (ENST 48) (3). Prerequisite, one introductory geology course numbered below 42, except First Year Seminar. Environmental and human problems connected with uses of earth materials and with geological processes. Mineral resources, land-use planning, and engineering geology. Fall or spring. Staff. Natural Science perspective.

49 Planetary Geology: Meteorites and Asteroids (3). Prerequisite, one introductory geology course numbered below 42, except First Year Seminar. Effects and probable effects of meteorite and asteroid impacts on Earth and other planets: craters, new meteorites and tektites; giant seaways; reduction of species and extinction of organisms. Spring. Fullagar.

52 Earth Materials: Minerals (4). Prerequisites, Geology 11 or 41 or permission of instructor, Chemistry 11 (may be corequisite). 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. Fall. Fullagar. GC/B.A.-level Natural Science (no lab) perspective.

53 Igneous and Metamorphic Petrology (4). Prerequisite, Geology 52 or permission of instructor. 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. Spring. Glazner.

57 Sedimentology and Stratigraphy (4). Prerequisites, Geology 11 or 41 or equivalent and Geology 52. 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 between processes, depositional environments, and sedimentary facies. Spring. Bartek.

58 Structural Geology (4). Prerequisites, ONE of the following introductory courses: Geology 11, 12, 13, 15, 18, or 41. 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. Fall. Stewart.

98, 99 Honors Courses (3). For details, see Geology degree requirements. Fall and spring. Staff.

101 Oceanography (MASC 101, BIOL 126, ENVR 127) (3). Prerequisites, major in a natural science or at least two college-level courses in natural sciences. The origin of ocean basins, chemistry and dynamics of seawater, biological communities and processes, the sedimentary record, and the history of oceanography. Term paper. Intended for students with college science background; other students should consider Geology 12. Fall and spring. Staff.

102 Archaeological Geology (ANTH 102) (3). Prerequisite, permission of instructor. The application of geological principles and techniques to the solution of archaeological problems. Geological processes and deposits pertinent to archaeological sites, geologic framework of archaeology in the southeastern United States, and techniques of archaeological geology and site analysis are studied. Field trips to three or more sites are conducted; written reports on geological aspects of the sites required. On demand. Staff.

106 Physical Oceanography (MASC 106) (4). Prerequisites, Math 31, 32, Physics 24, 25, or permission of instructor. Descriptive regional oceanography, equations of motion, the Ekman layer, wind-driven currents, thermohaline circulation, modern observations, waves, tides. Four lecture hours a week. Fall. Bane.


112 Oceanic Processes in Environmental Systems (ENST 102, MASC 112) (4). See ENST 102 for description.

113 Principles of Seismology (3). Prerequisites, Geology 11, 15 or 45, Mathematics 31, Geology 58, or permission of instructor. Descriptive account of global seismology, earthquake distribution and focal mechanisms. Principles of geometrical optics and applications to imaging the earth’s interior. Principles of seismic prospecting of hydrocarbon and geothermal reservoirs. Fall. Rial, Lees.


117 Paleoeceanography (3). Prerequisites, Geology 57 or 188 or permission in instructor. 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. Fall. Staff.


119 Geologic and Oceanographic Applications of Geographical Information Systems (MASC 129) (4). Prerequisites, four natural science courses or permission of 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. Spring. Staff.


123 Marine Carbonate Environments (MASC 123) (4). Prerequisite, permission of instructor. Chemical and biological origins of calcium carbonate, skeletal structure, and chemo-mineralogy, preservation, sedimentation, and early diagenesis are studied in a variety of deep and shallow environmental settings to understand skeletal genesis, limestone origin and carbonate facies variability. Field trip to Florida, Bahamas, or Bermuda. Lab exercises; research report. Spring. Alternate years. Staff.

125 Coastal Sedimentary Environments (MASC 125) (3). Prerequisite, Geology 57. 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. Spring. Alternate years. Staff.

128, 129 Summer Field Courses in Geology (6). Prerequisites, Geology 52, 53, 57, and 58. 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. First summer session only. Staff.

130 Topics in Earth and Environmental Sciences (EDUC 108) (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. Spring, summer. Fullagar, Veal.

132 Invertebrate Paleontology (BIOL 110) (4). Prerequisites, Geology 16 or Biology 11, or permission of instructor. Study of major invertebrate phyla in the geologic record. Five credit hour class includes an internship (once a week) at the North Carolina Museum of Natural History as part of the APPLIES service learning program in addition to the laboratory taught on campus. Fall. Carter.

133 Micropaleontology (MASC 133) (4). Prerequisites, Geology 132, Marine Sciences 146, or permission of instructor. 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. On demand. Staff.

136 Sequence and Seismic Stratigraphy (3). Prerequisite, Geology 57. 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 interpret the lithology and depositional history of subsurface stratigraphic units. Fall. Bartek.

137 Field Paleontology (4). Prerequisites, Geology 11, 16, 18, or 41 and Geology 57 or 132, or permission of instructor. A field-oriented course on larger Ordovician through Pliocene fossil invertebrates in the central and eastern United States. Students develop a personal reference collection of over 250 genera and species, along with data of stratigraphy and biostratigraphy. Three lecture and two laboratory hours a week. Fall. Alternate years. Carter.

138 Geomorphology (3). Prerequisites, Geology 11 or 41. The origins of landforms. Includes those formed by weathering, mass wasting, streams, dissolution of limestone, coastal processes, glaciation, and wind. Fall. Staff.

138L Geomorphology Laboratory (1). Prerequisite or corequisite, Geology 138. Two laboratory hours per week. Fall. Staff.

139 River Systems of East Coast North America (3). Prerequisites, Geology 11 or 41; Geology 48 or 138; at least junior status. Analysis of twenty-three 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. On demand. Staff.

140 Biogeochemical Cycling (MASC 140) (3). Prerequisites, Geology 145,146, or 164, or Environmental Sciences 133 or Marine Sciences 105 or permission of instructor. Biogeochemical cycling explores interfaces between marine, aquatic, atmospheric, and geological sciences emphasizing processes controlling chemical distri-
141 Introduction to Earth and Marine Systems and Modeling (MASC 152) (3). Prerequisite, Math 32 or permission of instructor. Mathematical modeling of the dynamic systems, linear and nonlinear. The fundamental budget equation. Case studies in modeling convective transport, biogeochemical processes, population dynamics. Analytical and numerical techniques, chaos theory, fractal geometry. Spring. Werner, Rial.

Introduction to Geophysics (3). Prerequisites, Physics 24 and 25. 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. Fall, alternate years. Lees.

143 Descriptive Physical Oceanography (MASC 156) (3). Prerequisite, Marine Sciences 106 or permission of instructor. 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. Spring. Alternate years. Bane.

144 Organic Geochemistry (MASC 144) (3). Prerequisites, Marine Sciences 105 or Chemistry 61 or permission of instructor. 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. Fall. Alternate years. Arnosti.

145 Geochemistry (MASC 145) (3). Prerequisites, Geology 11 or 41, Chemistry 21, or permission of instructor. Introduction to the application of chemical principles to geological problems, with emphasis on isotope methods. Spring. Benninger.

146 Physical Geochemistry (4). Prerequisites, Chemistry 21, Math 32, or permission of instructor. An introduction to physical geochemistry and chemical thermodynamics with special emphasis on geological applications. Three lecture and three laboratory hours a week. Fall. Alternate years. Benninger.

147 Earth Surface Processes (GEOG 140) (3). Prerequisite, Geography 10 or Geology 11. See Geography 140 for description. Spring. Band.

150 History of the Earth (3). Prerequisites, Geology 11, 13, 15, 18, or 41 and 52, 53, 57, and 58, or permission of instructor. History of the earth's surficial and internal systems, including: biological evolution; development of oceans, atmosphere, and climate; plate tectonic processes; evolution of crust and mantle. Fall. Staff.

151 Geodynamics (3). Prerequisites, Geology 11 or 41, Math 32, Physics 24, 25, Chemistry 21. Interior of the earth deduced from seismology, gravity, heat flow, magnetism; geophysics of continents and ocean basins; age of earth. Spring. Staff.

152 Data Analysis in the Earth Sciences (3). Prerequisites, an introductory geology course, Calculus I and II, or permission of instructor. Introduction to quantitative analysis in earth sciences: solid earth, atmospheres, oceans, geochemistry and paleontology. Topics covered: univariate and multivariate statistics, testing, non-parametric methods, time series, spatial and cluster analysis, shapes. Spring. Lees.

154 Physical Volcanology (3). Prerequisites, Introductory Geology, Introductory 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. Emphasis is placed on dynamic processes and underlying mechanisms. Spring, alternate years. Lees.

157 Problems in Vertebrate Evolution (BIOL 157) (3). Prerequisite, Biology 63, or permission of instructor. A study of the major transitions in vertebrate evolution and associated problems in evolutionary biology, structural change, paleoecology, biogeography and earth history, physiology and behavior. On occasion. Feduccia.

163 Applied Hydrology (3). Prerequisites, Geology 11 or 41, Math 31, Physics 25, or permission of instructor. 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. Spring. Daniel.

164 Geochemistry of Natural Waters (3). Prerequisites, Geology 11, 13, 15, 18, or 41, Chemistry 21, Math 31, or permission of instructor. Survey of processes affecting the compositions of streams, lakes, the ocean, and shallow ground waters. Spring. Alternate years. Benninger.

165 Groundwater (3). Prerequisites, Geology 11, 13, 15, 18, or 41, Chemistry 21, Math 31, Physics 24, 26, or permission of instructor. Introduction to physics, chemistry, and geology of groundwater. Fall. Alternate years. Benninger.

173 Topics in Petrology (4). Prerequisites, Geology 53. 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. Spring. Glazner.

181 Fluid Dynamics (MASC 151, PHYS 151) (3). Prerequisite, Physics 103 or permission of instructor. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, rotational incompressible flow. Fall. Shay.

182 Advanced Structural Geology (3). Prerequisites, Geology 58, Physics 24, 25, Math 32 and 116, or equivalent. Theoretical and experimental methods in structural geology; strain analysis; mechanical behavior of rocks. Fall. Alternate years. Spring. Stewart.

184 Advanced Field Seminar in Geology (1-4). Prerequisites, Geology 128 and 129 or equivalent. 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. On demand. Glazner.

188 Geological Oceanography (MASC 103) (4). Prerequisites, Geology 11, 41, or permission of instructor. Ocean basin origin, continental margin development, coastal geology, carbonate platforms, and pelagic sediments are subjects covered; paleo-oceanographic reconstructions are emphasized. Three lecture and two laboratory hours a week. Fall. Staff.

197 Paleobotany (BIOL 181) (4). Prerequisites, Biology 11, 11L, or permission of instructor. An introduction to the morphology, stratigraphic occurrence, and evolutionary relationships of fossil plants. Both macrofossils and microfossils are considered. Three lecture and three laboratory hours a week. Spring. Alternate years. Gorsel.
Special Problems in Geology (1-4). Registration requires approval of the departmental chair. For details, see geology degree requirements. Fall and spring. Staff.

Department of Germanic Languages
www.unc.edu/depts/german

CLAYTON KOELB, Chair

Professors
Clayton Koelb, Alice Kuzzniar, Siegfried Mews, David Pike, Paul Roberge.

Associate Professor
Jonathan Hess.

Assistant Professors
Richard Langston, Kathryn Starkey, Christopher Wild.

The department seeks to offer courses tailored to the needs of several different 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 lack 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 quite common for students to “double major,” combining German with another field appropriate to their interests and needs; in such a case students should consult advisers in the German Department and in the other department concerned.

Major in Germanic Languages

The German major (Literature and Culture concentration) requires eight courses beyond German 4: German 11, 21 (German 11 may be taken concurrently with 21), 22, 90, and four additional courses numbered higher than German 22. No fewer than five of the eight courses beyond German 4 counting toward the major must be conducted in German. German 46, 47, and 48 (in English) and German 92, 93, and 95 (in German) are topics courses and may each be taken up to a maximum of three times, and be counted toward the German major according to the guidelines above.

The department also offers a German Studies concentration leading to the B.A. The concentration consists of a minimum of four courses taken in the department beyond German 4: German 11, 21, and 90, plus at least one other course numbered above German 21. Four additional courses relevant to German Studies, selected in consultation with the director of undergraduate studies, are to be chosen from a list of appropriate courses in such departments as History, Music, Philosophy, Political Science, Religion, and Sociology.

Majors in either concentration qualified for honors work may arrange with the departmental honors adviser to take German 98 (honors reading and special studies) and 99 (writing of honors thesis). Honors work should be done during the senior year.

For German majors who study abroad, four courses taken there will count toward the major; the other four courses must be taken at UNC-Chapel Hill. Students should consult with the director of undergraduate studies in advance about courses taken abroad.

Students seeking certification to teach in public schools should consult advisers in the School of Education.

Minor in Germanic Languages

The undergraduate minor in German consists of four German courses beyond German 4; German 11 and 21, and any two additional German courses numbered above German 21.

For German minors who study abroad, two courses taken there will count toward the minor; the other two courses must be taken at UNC.

All students interested in a major or minor in German or German Studies should obtain A Guide to the Undergraduate Major and Minor from the department. Students wishing to pursue a major or minor in German should have grades at B level or higher in German 3 and 4.

Other Opportunities

The department offers advice on foreign study and job opportunities and encourages students to participate in programs arranged by the UNC-Chapel Hill Study Abroad office, including programs at all universities in Baden-Württemberg, as well as long-established programs in Göttingen, Tübingen, and at the Economic University Vienna. Students with no prior knowledge of German can apply to the Honors Semester in Berlin (GPA of 3.0 required). Aside from a German language course all other classes in this program are offered in English. A summer study program is available in Tübingen.

Prospective majors are encouraged to apply for residence in the German House, a German-speaking section of a coed dormitory. Membership in the Beta Rho chapter of Delta Phi Alpha, the German Honors Society, is available to students completing German 1-4 with grades of B or better. Numerous social and educational events hosted by Delta Phi Alpha and by the German Club provide an atmosphere for effective learning and for enjoyment of cultural aspects of German life. Students anticipating further study in business, law, medicine, and other professional programs are encouraged to study German as practical preparation for flexible career options in the increasingly international community of professionals.

Undergraduate Courses

Language Courses.

1 Elementary German (4). Fall and spring. Staff.
1A Elementary German (4). Honors. Fall. Staff.
2 Elementary German (4). Prerequisite, German 1, placement exam, the equivalent at another college or university, or permission of instructor. Fall and spring. Staff.
2A Elementary German (4). Honors. Spring. Staff.
1-2 Intensive Elementary German (8). Prerequisite, permission of Director of Elementary Language Instruction. An accelerated, intensive course that essentially covers materials of German 1 and 2 in one semester. On demand. Staff.
3 Intermediate German (3). Prerequisite, German 2, placement exam, the equivalent at another college or university, or permission of Director of Elementary Language Instruction. Intensive reading and review of grammar; discussion in German. Fall and spring. Staff.
3A Intermediate German (3). Honors. Fall. Staff.
4 Borders and Bridges: Advanced Intermediate German (3). Prerequisite, German 3, placement exam, the equivalent at another college or university, or permission of Director of Elementary Language Instruction. Emphasizes further development of the four language skills (speaking, reading, writing, listening) within a cultural context. Discussions focus on the idea of borders and bridges in German literature and film. Fall, spring, and summer. Staff.

4A Borders and Bridges: Advanced Intermediate German (3). Honors. Spring. Staff.

3-4 Intensive Intermediate German (6). Prerequisite, German 2, placement exam, the equivalent at another college or university, and permission of Director of Elementary Language Instruction. An accelerated intensive course that covers the materials of German 3 and 4 in one semester. On demand. Staff.

11 Conversation and Composition (3). Prerequisite, German 4, placement exam, the equivalent at another college or university, or permission of Director of Elementary Language Instruction/Instructor of Undergraduate Studies. 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. Fall and spring. Staff.

22 German Language and Culture (3). Prerequisite, German 11 or permission of Director of Elementary Language Instruction/Instructor of Undergraduate Studies. 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. Fall or spring. Staff. GC-level Aesthetic/Literature perspective.

23 Business German (3). Prerequisite, German 11 or permission of instructor. 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.

24 Business German (3). Prerequisite, German 11 or permission of instructor. As a continuation of German 23 the course offers a more advanced treatment of the current German economic and business debates and events while further strengthening relevant German language skills.

Courses Taught in English

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See directory of classes for specific offerings.

29 Honors: German Topics (3). Exploration of language or literary issues and problems with focus on German and comparison with related issues in other languages and cultures. Readings and discussions in English. Fall or spring. Staff. GC-level Aesthetic/Literature perspective.

40 Great Works of German Literature in Translation (3). A study of masterpieces from medieval romances (Parzival, Tristan, Nibelungenlied), the era of Goethe and Schiller, and the modern period (Mann, Kafka, Hesse, Brecht). Readings and discussions in English. Fall or spring. Staff. Aesthetic/Literature perspective.

41 Twentieth-Century German Literature in Translation (3). Modern German literature in relation to its social, political, and aesthetic background. Study of masterpieces of authors such as Thomas Mann, Hesse, Kafka, and Grass. Readings and discussions in English. Fall or spring. Staff. GC-level Aesthetic/Literature perspective.

44 Women in German Cinema (WMST 44) (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. Fall or spring. Staff. GC-level Aesthetic/Literature perspective.

46 Studies in German Literature (3). Study of a literary genre, theme, writer, period, movement, or problem. Readings and discussions in English. Fall or spring. Staff.

47 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. Fall or spring. Staff.

48 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. Fall or spring. Staff.

50 Marx, Nietzsche, and Freud (3). An introduction to the writings of three great German writers of the nineteenth century who have had enormous impact on the lives of people around the world. Readings and discussions in English. Fall or spring. Staff. GC-level Historical perspective.

51 The Viking Age (3). Lecture/discussion course on Viking culture, mythology, exploration, and extension of power in northern Europe (approx. 750-1050 C.E.), as represented in sagas, the Eddas, runic inscriptions, and chronicles. Readings and discussions in English. Fall or spring. Roberge. GC Pre-1700 Western History perspective.

52 Getting Medieval: Knights, Violence, and Romance in the Middle Ages Today (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. Fall, spring. Starkey. GC pre-1700 Western History perspective.

55 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. Fall, spring. Koebel. A&S Philosophical perspective.

61 German Culture and the Jewish Question (RELI 85) (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. Fall or spring. Staff. B.A.-level Western Historical perspective.

66 Women in the Middle Ages (WMST 66) (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. Fall or spring. Staff. GC-level Pre-1700 Western History perspective.

90A Society and Culture in Postwar Germany (POLI 51, SOCI 90) (3). 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. Spring. Staff. B.A.-level Western Historical perspective.

90B Society and Culture in Postwar Germany (HIST 93, POLI 51, SOCI 90) (3).
Capstone Courses

94A Ideology and Aesthetics: Marxism and Literature (SLAV 94A) (3). Examination of clash between twentieth-century writers and the state in countries where a single political government or party used an exclusive ideology as justification for interference in cultural and literary affairs. Discussions and texts in English. Fall or spring. Staff. B.A.-level Philosophical perspective, Capstone Course.

94B South Africa in Literary Perspective (3). Prerequisite, permission of instructor. Course aims at an understanding of the South African experience as it is represented by that country's important writers. Readings include works by Gordimer, Coetzee, Mphahlele, Breytenbach, Fugard, Ndebele, Paton, la Guma. All materials in English. Fall or spring. Staff. Cultural Diversity requirement, B.A.-level Non-Western/Comparative perspective, Capstone Course.

Methods in Teaching K-12 German

83 Materials and Methods in K-12 German (EDUC 83G) (6). Prerequisite, senior status. Fall. Heining-Boyonnt.

84 Directed Teaching of K-12 German (EDUC 84G) (12). Prerequisite, German 83. Spring. Heinign-Boyonnt.

Courses Taught in German

21 Introduction to German Literature (3). Prerequisite, German 4 or equivalent, or permission of Director of Undergraduate Studies. Presents major authors (such as Goethe, Mann, Kafka, and Brecht), periods, genres, and analysis. An appropriate conclusion to German 1-4; it also provides the foundation for more advanced undergraduate literature courses. Readings, discussions and essays in German. Fall and spring. Staff. GC-level Aesthetic/Literature perspective.

68 German Culture (3). Prerequisites, German 11 or 21, or permission of instructor. Major trends in intellectual, artistic, musical, and political life in the German-speaking countries, ca. 1500-1980. Lectures in German, readings in German and English. Fall or spring. Staff. GC-level Aesthetic/Fine Arts perspective.

70 The Age of Goethe (3). Prerequisites, German 11 and 21, or permission of instructor. German literature from the Enlightenment to Romanticism. Readings include works by Lessing, Goethe, Schiller, Kleist, and the Romantics. Readings and Lectures in German. Fall or spring. Staff. B.A.-level Aesthetic perspective.

71 Modern German Literature (3). Prerequisites, German 11 and 21, or permission of instructor. German literature from 1890 to the present. Study of masterpieces by authors such as Thomas Mann, Kafka, Brecht, Hesse, and Grass. Readings and Lectures in German. Fall or spring. Staff. B.A.-level Aesthetic perspective.

72 German Literature in East and West (3). Prerequisites, German 11 and 21, or permission of instructor. An examination and comparison of writings published in the two Germanies, 1945-1989. Readings of works by Böll, Grass, Wolf, Becker, Fühmann, and others. Readings and Lectures in German. Fall or spring. Staff.

73 Die Jahrhundertwende (3). Prerequisites, German 11 and 21, or permission of instructor. 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. Fall or spring. Staff. B.A.-level Aesthetic perspective.

74 Austrian Literature (3). Prerequisites, German 11 and 21, or permission of instructor. Presents Austria from the Biedermeier period to the end of the monarchy. Literary readings as cultural documents. Works by authors such as Stifter, Schnitzler, Roth, Freud, Herzl, depicting artisitic, political, historical themes. Readings and Lectures in German. Fall or spring. Staff. B.A.-level Aesthetic perspective.

76 Readings in German Intellectual History (3). Prerequisites, German 11 and 21, or permission of instructor. 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. Fall or spring. Staff. B.A.-level Aesthetic perspective.

80 The German Novella (3). Prerequisites, German 11 and 21, or permission of instructor. The development of the genre from Romanticism to the present. Reading of the novellas by such authors as Kleist, Brentano, Meyer, Keller, and Kafka. Readings and Lectures in German. Fall or spring. Staff. B.A.-level Aesthetic perspective.

81 German Drama (3). Prerequisites, German 11 and 21, or permission of instructor. German drama from the late Enlightenment to the present. Readings include plays by dramatists such as Goethe, Schiller, Kleist, Hauptmann, Brecht, and Dürenmatt. Readings and Lectures in German. Fall or spring. Staff. B.A.-level Aesthetic perspective.

82 German Lyric (3). Prerequisites, German 11 and 21, or permission of instructor. Survey of German poetry according to major poets, forms, and literary movements. Readings and Lectures in German. Fall or spring. Staff. B.A.-level Aesthetic perspective.

85 Höfische Kultur/Courtly Culture (3). Prerequisites, German 11 and 21, or permission of instructor. 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. Fall, spring. Starkey. B.A.-level Western Historical perspective.

86 Berlin: Mapping a (Post-) Modern Metropolis (3). Prerequisites, German 11 and 21, or permission of instructor. Exploration of the rich cultural and turbulent political history of twentieth-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. Fall or spring. Staff. Arts and Sciences Aesthetic/Literature perspective.

87 The Crusades (3). Students will examine 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. Fall, spring. Starkey. A&S Non-western/Comparative perspective.

92 Studies in Germanic Linguistics (3). Prerequisites, German 11, 21, or permission of instructor. Linguistics 30 helpful. Investigations into the structure, history, variation, or use of one or more of the Germanic languages. Readings and discussions in German. Fall or spring. Staff.

93 Topics in German Studies (3). Prerequisites, German 11, 21, or permission of instructor. Examines selected themes in the history, culture, society, art, and/or literature of German-speaking countries. Readings and discussions in German. Fall or spring. Staff.

95 Studies in German Literature (3). Prerequisites, German 11 and 21, or permission of instructor. Study of a literary genre, theme,
writer, period, movement, or problem. Readings and discussions in German. Fall or spring. Staff.

96 Discussion Section in German (1). Prerequisites, German 4, or permission of instructor. Registration only in conjunction with FLAC course or German 40-69. Readings and discussions in German. May count towards the major or minor in German. Fall or spring. Staff.

97 Independent Readings in German (3). Prerequisite, permission of instructor and director of undergraduate studies. Special readings and research in a selected field or topic under the direction of a faculty member. Fall or spring. Staff.

98 Honors Course (3). Prerequisite, permission of director of undergraduate studies. Reading and special studies under the direction of department advisers. For majors only. Fall or spring. Staff.

99A Honors Course (3). Prerequisite, permission of director of undergraduate studies. Reading and preparation of an essay under the direction of department advisers, designed to lead to the completion of the Honors thesis. For majors only. Fall or spring. Staff.

99B Honors Seminar (3). Prerequisite, permission of director of undergraduate studies. Introduction to research techniques and preparation of an essay, designed to lead to the completion of the Honors thesis. For majors only. Spring. Staff.

Courses for Undergraduate and Graduate Students

German Language and Literature

(Courses taught in German and/or English)

100 Advanced German Grammar (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. A study of current German structure and usage. This course strengthens the writing of graduate students and helps them confront the problems most frequently faced in speaking and teaching. Fall or spring. Staff.

111 History of German Literature I (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. This course is the 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. Fall or spring. Staff. B.A.-level Aesthetic perspective.

112 History of German Literature II (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. This course is the 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. Fall or spring. Staff. B.A.-level Aesthetic perspective.

115 Early Modern Literature (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. German literature of the fifteenth, sixteenth, and seventeenth centuries. Close readings, lectures, and discussions of representative texts. Fall or spring. Staff.

120 Eighteenth-Century Literature (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. German literature in the Age of Enlightenment. Close readings, lectures, and discussions of representative texts. Fall or spring. Staff.

125 Early Nineteenth-Century Literature (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. German literature of the Romantic period. Close readings, lectures, and discussions of representative texts. Fall or spring. Staff.

130 Later Nineteenth-Century Literature (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. The literature of Realism, Naturalism, and related movements. Close readings, lectures, and discussions of representative texts. Fall or spring. Staff.

135 Early Twentieth-Century Literature (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. Major figures of the period from the turn of the century to the Second World War. Close readings, lectures, and discussions of representative texts. Fall or spring. Staff.

140 Later Twentieth-Century Literature (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. Literature since World War II in both the Federal Republic and the former GDR. Close readings, lectures, and discussions of representative texts. Fall or spring. Staff.

155 Stylistics: Theory and Practice (3). Prerequisites, German 11, 21, and 100, or equivalent and permission of instructor. A 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. Fall or spring. Staff.

160 History of the German Language (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. Development of sounds and forms from ancient times to present. Political, social, and literary forces influencing the language. Fall or spring. Staff.

165 The Structure of Modern German (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. Introduction to formal analysis of German grammar (phonology, morphophonemics, prosodics, morphology, syntax) within the framework of generative grammar. Fall or spring. Staff.

171 Middle High German (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. Introduction to medieval German language and literature. Readings in Medieval German; lectures in English. Fall or spring. Staff. B.A.-level Aesthetic perspective.

172 Pidgins and Creoles (LING 172, ANTH 192) (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. Examination of the linguistic features of pidgin and creole languages, the sociohistorical context of their development, and their import for current theoretical issues (acquisition, universals, language change). Fall or spring. Staff.

175 Variation in German (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. A comprehensive account of major topics in German sociolinguistics: development of the German language, traditional dialects, variation in contemporary colloquial speech, German as a minority language (Alsace, Belgium), German outside of Germany (Austria, Switzerland, Luxemburg). Fall or spring. Staff.

180 Problems in German Linguistics (3). Prerequisites, German 11, 21, 22, or equivalent and permission of instructor. Special problems will be selected for intensive investigation. The subject matter of the course will be adapted to the particular interests of the students and instructor. Fall or spring. Staff.
Department of History
www.unc.edu/depts/history

PETER A. COCLANIS, Chair

Professors
Robert C. Allen, William A. Barney, Judith M. Bennett,
Christopher R. Browning, Melissa M. Bullard, John C. Chasteen,
Stanley J. Chojnacki, Peter A. Coclanis, Peter G. Filene,
W. Miles Fletcher, Michael D. Green, David M. Griffiths,
Jacquelyn D. Hall, Barbara J. Harris, R. Don Higginbotham,
Sylvia D. Hoffert, Gerald Horne, Michael H. Hunt,
Konrad H. Jarausch, John F. Kasson, Richard H. Kohn,
Lloyd S. Kramer, Roger W. Lotchin, Donald G. Mathews,
Genna Rae McNeill, Michael R. McVaugh, Theda Perdue,
Louis A. Pérez, Richard W. Pfaff, Donald J. Raleigh,
Donald M. Reid, John E. Semonche, Richard A. Soloway,
Richard J. A. Taibert, Harry L. Watson.

Associate Professors
Kathryn J. Burns, E. Willis Brooks, James L. Hevia,
Reginald Hilderbrand, James L. Leloudis, W. James McCoy,
Terence V. McIntosh, Sarah D. Shields, Jay M. Smith.

Assistant Professors
Chad Bryant, Jerma A. Jackson, Lisa A. Lindsay, Yasmin Saikia.

Professors Emeriti
Josef Anderle, Samuel H. Baron, Stephen B. Baxter,
Frederick O. Behrends, Herbert L. Bodman, Henry C. Boren,
John M. Headley, Lawrence D. Kessler, Frank W. Klingberg,
William E. Leuchtenburg, Robert M. Miller, John K. Nelson,
William S. Powell, Frank W. Ryan, George V. Taylor,
George B. Tindall, Peter E. Walker, Gerhard L. Weinberg,
Joel R. Williamson.

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.

Requirements for the Major

Students must complete the following requirements for a major.
Each major shall concentrate in one area (American, Ancient/ Medieval, Modern European, Third World/Non-Western, or Global),
or students must devise a thematic concentration and have it approved
by the chair of the Undergraduate Studies Committee.

A history major consists of ten history courses. These can include
two history courses used to fulfill the historical perspective of the
General College. A minimum of four and a maximum of six courses
of these ten 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.
A minimum of six of the courses that a student takes for the major
must be numbered 50 or above. Each major will take a History 90
seminar (Undergraduate Seminar in History).

Of these ten courses, at least seven must be completed with a
grade of C or higher. No history course may be taken for pass/fail
credit (even if the course serves as a free elective). A maximum of
thirteen history courses (forty hours) may be applied toward the
B.A. degree. Any courses beyond the minimal ten (but not above the
maximum of thirteen) will count as free electives. No more than five
courses of AP and transfer credit can count toward the major. In
addition to the major requirements, history majors also must complete
General Education requirements regarding B.A.-level perspectives.
These courses may not be taken pass/fail. Students taking a
major in history may not use a History Department course to fulfill
a perspective at the B.A. level unless the course is a capstone course.

History Honors

The departmental Honors Program is open to any qualified history
major with at least a 3.2 overall average and, under normal circum-
cstances, a 3.4 in history courses, and experience in research and writ-
ing derived from a History 90 seminar. The student pursuing a degree in History must take History 98A and 98B. The
student, in consultation with the honors director, will choose a topic
and locate an appropriate faculty member to supervise the essay. In
98A the mechanics of researching and writing a senior essay will be
discussed, and a start made on the essay itself. In 98B 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 stu-
dent and supervisor. To receive highest honors the essay must be
recommended by the examiners and a review committee. The direc-
tor of honors, in consultation with the examiners and review com-
mittee, 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 early March during their junior year. For detailed guidelines, con-
tact the director of honors in the Department of History.

The Minor in History

The minor in history consists of five courses taken in the
Department of History. A maximum of two courses can be below 50;
no more than one course can be used to fulfill perspective require-
ments for General College. Students must have a grade of C or bet-
ter in at least four of the five courses; three must be taken at UNC-
Chapel Hill or a program officially sponsored by the University.
Students taking a minor in history may not use a history course to fulfill
a B.A.-level perspective unless the course is a capstone course.

Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable
first-year students to work closely with top professors in classes that
enroll twenty students or fewer. See the directory of classes for spe-
cific offerings.

10 Introduction to the Cultures and Histories of Native North America (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.
Fall, spring.

11 History of Western Civilization to 1650 (3). The emergence
of western civilization from Greek antiquity to the mid-seventeenth
century. Fall and spring. Staff.
12 History of Western Civilization since 1650 (3). The development of western civilization from the middle of the seventeenth century to the present. Fall and spring. Staff.

14 Ancient History (3). A topical survey of the ancient world, especially the civilization of the Near East, Greece, and Rome. Fall. McCoy.


16 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. Fall. Staff.

17 Twentieth Century Europe (3). A critical overview of twentieth-century European history, with particular attention to the constant ethnic, religious, social, economic, and cultural struggles (including Holocaust, Cold War) in various sub-units of the old continent. Spring. Jarausch.

18 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. Fall and spring. (Cannot receive credit for both History 18 and 19.) Fletcher, Hunt, Raleigh, Reid, Saikia, staff.

19 Diversity and Post-1945 World History (3). This course presents an overview of world history since 1945 with special emphasis on cultural and social diversity in specific historical situations during this period. (Cannot receive credit for both History 18 and 19.) Fall and spring. Reid.

20 Africa in the Twentieth 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 twentieth-century African history. Topics include colonialism and neo-colonialism, social change, gender, and ethnicity. Fall. GC-level Non-Western/Comparative perspective. Lindsay.

21 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. Fall and spring. Staff.

22 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. Fall and spring. Staff.

24 Latin America under Colonial Rule (3). Social and economic development under Colonial rule, especially in Mexico and Peru. Fall.

25 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. Spring. Chasteen, Pérez.

27 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 freshmen and sophomores. Fall. Harris.

28 English History since 1688 (3). A general survey emphasizing the social, economic, political, and intellectual development of modern English society. Spring. Soloway.

30 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. Fall. Griffiths, Brooks.

31 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. Spring. Brooks. GC-level Non-Western/Comparative perspective.

32A Southeast Asia to the Early Nineteenth Century (ASIA 32A, INTS 32A) (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. GC-level Non-Western/Comparative perspective.

32B Southeast Asia since the Early Nineteenth Century (ASIA 32B, INTS 32B, PWAD 32B) (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. GC-level Non-Western/Comparative perspective.

33 Traditional East Asia (ASIA 33) (3). Comparative and interdisciplinary introduction to the major political, social, and cultural traditions of China and Japan before their societies were disrupted in the nineteenth century by Western intrusion. Fall.

34 Modern East Asia (ASIA 34, PWAD 34) (3). Comparative and interdisciplinary introduction to China and Japan in the nineteenth and twentieth centuries, focusing on impact of the West, nation-building, industrialization, and evolution of mass society. Spring. Fletcher.

35A South Asian History to 1750 (ASIA 35A) (3). Social, cultural, and political history of the South Asian subcontinent (also popularly known as the Indian subcontinent), from classical times to the pivotal encounter with the British. Fall. GC Non-Western/Comparative perspective.

35B South Asian History since 1750 (ASIA 35B) (3). Social, cultural, and political history of the South Asian (or Indian) subcontinent during and after British rule. Emphasis on encounter with Europe, colonialism, resistance struggles and independence, post-colonial order. Spring. GC Non-Western/Comparative perspective.

36 Introduction to Islamic Civilization (ASIA 36, RELI 25) (3). A broad, comprehensive, and interdisciplinary introduction to the traditional civilization of the Muslim world. Fall. Shields.

37 Later Islamic Civilization and the Modern Muslim World (ASIA 37, RELI 26) (3). A broad interdisciplinary survey of the later Islamic empires since the fifteenth century and their successor societies in the modern Muslim world. Spring. Shields.

38 Introduction to the History of West Africa (3). History 38 traces the important contours of West African history, balancing cultural continuity against historical change and regional diversity, and balancing local initiatives against external influences on the region. Fall. Lindsay.

39 Introduction to East African History (3). This course examines the history of East Africa over the past 200 years. Special atten-
tion is given to diverse African voices through novels, autobiographies, films, and essays. Spring. GC Non-Western/Comparative perspective.

46H Honors Seminar in Third World History (3). Examines selected themes in the history of one or more non-western nations or regions of the third world. Theme(s) chosen by instructor. Possible subjects include: colonialism, resistance movements, religion, the family, economic transformations. GC Non-Western/Comparative perspective.

47H 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 instructor. Possible subjects: legacies of antiquity, philosophy and religion, feudal society, gender and power. GC Pre-1700 Western Historical perspective.

48H Honors Seminar in Modern European History (3). Examines selected themes in the history of modern Europe. Theme(s) chosen by instructor. Possible subjects: nationalism, nationalism, history of ideas, consumer society, modern revolutions, imperialism. GC Western Historical perspective.

49H Honors Seminar in American History (3). Examines selected themes in American history. Theme(s) chosen by instructor. Possible subjects: colonial diversity, emerging nation, intellectual traditions, labor and capitalism, slavery and race relations, markets and political power, war and society. GC Western Historical perspective.

50 History of the Holocaust: The Destruction of the European Jews (PWAD 52) (3). Antisemitism; 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. Browning. A&S Western Historical perspective.


52 History of Greece (3). A survey of Greek history and culture from the Bronze Age to the Hellenistic period. Spring. McCoy.

53 History of Rome (3). Origins to the first two centuries A.D. Focuses upon Rome's growth as a world power and the shift from republican government to autocracy. Fall or spring. Talbert.


55 Women and Marriage in Medieval and Renaissance Europe (3). Gender and family in European culture, 600-1600. Changes in religious and political principles regarding women and marriage practices. Evolution of domestic relationships in different classes, countries, and periods. Fall. Chojnacki. GC Pre-1700 Western Historical perspective.

56 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. Spring. Bullard.

57 Origins of Modern Germany, 1356-1815 (3). A survey of Germany's political, social, and cultural history, including the Reformation and Counter Reformation, the Thirty Years' War, the development of the Prussian and Austrian states, and the Enlightenment. Fall or spring. McIntosh. B.A.-level Western Historical perspective.


59 Women in Europe since 1750 (WMST 59) (3). The impact of industrialization on women's work, her position in the family, her role and social status during the nineteenth and twentieth centuries. Spring. Alternate years. Bennet, Harris.

60 Eastern Europe since 1815 (3). A study in the emergence of nations of Eastern Europe, their internal development, mutual conflicts, and struggle for independence. Fall.

61 Women in Russian and Soviet History, 1860-Present (WMST 60) (3). This course traces the development of the woman question in tsarist Russia, how the Soviet regime affected women's lives, and how women's experiences compare to the Party's claim of equality. Spring and summer. Raleigh, Staff.

62 Women in American History (WMST 62) (3). Women's roles and contributions from the colonial period to the present. Themes include the family and sexuality, the impact of industrialization, reform movements, and difference of race, class, and region. Fall or spring. Hall, Hoffert.

63A History of Sea Power (PWAD 63) (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. Fall or spring. Staff.

63B Air Power and Modern Warfare (AERO 12A, PWAD 64) (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. Fall.

64 History of American Business (MNGT 64) (3). A survey of the rise and development of the major financial, commercial, manufacturing, and transportation enterprises which transformed the United States from an agricultural into a leading industrial nation. Spring. Coclanis.

65 The Worker and American Life (MNGT 65) (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. Spring.

*66 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. Fall. Leloudis, Watson.

*67 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 twentieth-century politics. Spring. Leloudis, Watson.
68 War and American Society to 1903 (PWAD 76) (3). The American military experience from colonial times to the early twentieth 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. Fall. Kohn.

69 War and American Society, 1903 to the Present (PWAD 77) (3). Survey of America's military experience in the twentieth century, focusing on national security policy, military institutions, World Wars I and II, the Cold War, the Korean and Vietnam Wars, and recent interventions. Spring. Kohn.

70 Women in the Age of Victoria (WMST 70) (3). See WMST 70.

71 Emancipation in the New World (AFAM 74) (3). See AFAM 74.

72A Native American History: The East. (AMST 072A) (3). This course covers the histories of American Indians east of the Mississippi River and before 1840. The approach is ethnohistorical. Fall. B.A.-level Western Historical perspective and Cultural Diversity requirement.

72B 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. Fall and spring. A&S Western Historical perspective and Cultural Diversity requirement.

72C Native American History: The West (AMST 72C) (3). See AMST 72C.

72D Native American Tribal Studies (AMST 72D, ANTH 72D) (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. Perdue, Green. B.A.-level Non-Western/Comparative perspective, Cultural Diversity requirement.

72E Native America in the Twentieth Century (AMST 72E) (3). This course deals with the political, economic, social, and cultural issues important to twentieth-century Native Americans as they attempt to preserve tribalism in the modern world. A&S Western Historical perspective, Cultural Diversity requirement.


74 The American West, 1800 to the Present (3). A survey and interpretation of the American West in the nineteenth and twentieth centuries, emphasizing the special role of the West in the evolution of American history and the development of contemporary American society. Fall. Lotchin.

75 History of Gender in America (WMST 75) (3). See WMST 75.

76A 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. A&S Western History perspective, Cultural Diversity requirement.

76B 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. A&S Western History perspective, Cultural Diversity requirement.

77 The Middle East in the Modern Era (ASIA 78) (3). This course introduces students to the last two hundred years of Middle Eastern history and focuses on the themes of global context, gender, legitimacy of the state, and religious political movements. These themes will also be used to compare the Middle East to the United States. Shields. Cultural Diversity requirement.

78 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. Fall. Lindsay.

79 South Africa: The Apartheid Years (3). South African history from before European establishment to the mid-1980s. Focuses on the economic/political foundations of apartheid, its social effects, and African responses that transformed South Africa in the 1980s. Fall. Cultural Diversity requirement.

80 Women and Gender in Latin American History (WMST 80) (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. Spring.

81 The Pacific War, 1937-1945: Its Causes and Legacy (ASIA 74, PWAD 83) (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. Fletcher. B.A.-level Non-Western/Comparative perspective.

83 Origins of the Chinese Revolution (ASIA 83) (3). The struggle for revolutionary change in China from the turn of the century to the establishment of the People's Republic in 1949. Fall.

84 Revolution in China: Contemporary (ASIA 86) (3). Political and economic reconstruction in China since 1949, the transition to a post-Mao order, and life and society in China today. Spring.

86 Thought and Society in Japan (3). Topical approach to the intellectual and social history of Japan. Topics include: the role of the family and women, keys to economic growth, development of anti-modernism, search for Japanese values. Spring. Fletcher.

87 Imperial Japan: From “Revolution” to World War (ASIA 87) (3). This course studies Japanese feudalism, the Meiji "revolution," modernization, the formation of Japan's empire, the beginnings of Japanese democracy, and the coming of the Pacific War. Fall. Fletcher.

88 Japan since 1945: The Fragile Superpower (ASIA 88) (3). Examines Japan's recovery from defeat in World War II to rise again as a major power. Topics include: the American occupation, Japanese democracy, economic recovery, changes in social values, and foreign relations. Spring. Fletcher.

89 Peace and War (PWAD 78) (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. Spring. Brooks.

90 Undergraduate Seminar in History (3). The subject matter of the courses will vary with the instructor and topic. Each course will concern itself with a study in depth of some problem in history. Permission must be received from the Undergraduate Secretary in
HM 556 to register for the course, and the course is in general limited to fifteen students. Both semesters. Staff.

91A Independent Studies in History (1-3). Permission required. 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. Both semesters.

91B Internship in History (1-3). Permission required. 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. Both semesters.

92A The Culture of the Ancient Near East (RELI 20) (3). See RELI 20.

92B The History of Religion in America (RELI 29) (3). See RELI 29.

92C History and Culture of Ancient Israel (RELI 56) (3). See RELI 56.


93 Society and Culture in Postwar Germany (GERM 90A, POLI 51, SOCI 90) (3). See GERM 90A.

94A 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. Fall or spring. Alternate years. Bullard.

94D Interdisciplinary Seminar in Renaissance Studies (CMPL 94A, ROML 94A) (3). An interdisciplinary, thematic study of Renaissance (fourteenth, fifteenth, and sixteenth centuries) letters, art, historic movements in Europe. Fall or spring. Masters.

94E Revolution in Modern East Asia (3). Non-western in focus and analytic and comparative in approach, this course deals with the revolutions that have defined the national life of Japan, China, Vietnam, and the Philippines. Fall or spring. Alternate years. Hunt.

95 Topics in Comparative History (3). Each section of this course is taught jointly by two faculty. The subject matter varies with the instructors and the topic but by definition comparative analysis forms a central feature. Fall, spring, History faculty.

96 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 instructor. Fall, spring.

98A, B Honors in History (3 each). Permission of instructor required. Introduction to the methods of historical research, designed to lead to the completion of an Honors essay. 98A, fall; 98B, spring. Filene.

99 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. Staff.

100 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. Staff.

101 Alexander (PWAD 101) (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 website) and A-V materials throughout. Fall or spring. McCoy.

102A Ancient Greek Warfare (PWAD 106) (3). War and the warrior in the archaic and classical Greek world, seventh-fourth centuries B.C. Fall or spring. McCoy.

102B Ancient Greek Society and Culture (3). Topical approach to the social and cultural history of the ancient Greek city states, c. 800-336 B.C. History 52 strongly recommended. Fall, spring. McCoy.

102C Ancient Athens (3). The life and times of the ancient Athenians from the sixth to the fourth centuries B.C. History 52 strongly recommended. Fall. McCoy.

103 Roman History, 154 B.C.-14 A.D. (3). Explores the transformation from Republic to Principate. Conducted in considerable part by student reports and classroom discussions. Fall or spring. Talbert.

104A The Early Roman Empire, 14 A.D.-193 A.D. (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions. Fall or spring. Talbert.

104B The Later Roman Empire, 193 A.D.-378 A.D. (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions. Fall or spring. Talbert.


108 Europe in the Middle Ages, 900-1300 (3). A survey of the political and institutional development of primarily Western Europe from late Carolingian times to the end of the thirteenth century. Fall. McVaugh.

110 The Medieval University (3). The origins and development of the university during the period 1100-1400; types of organization, curricula and degrees, intellectual life, town-gown and student-master relationships. Spring. Alternate years. McVaugh.

111 Women and Men in the Renaissance (3). Gender roles and relationships in Europe, 1350-1550: Renaissance state and domestic patriarchy; marriage, sexuality, and religious change; new ideas about sex and gender; economic change and domestic roles. Chojnacki.

112 The Renaissance (3). Italy, birthplace of the Renaissance, 1300-1550. A study of the people, culture, and intellectual achievements of the Italian Renaissance with emphasis on the interaction between culture and society. Fall. Bullard.

113 Mediterranean Societies and Economics in the Renaissance World (3). A picture of Mediterranean social and economic life 1300 -1600, with special focus on rural and urban society, family structure, patronage, work and wages, public and private finance. Spring. Bullard.

114 The Reformation (RELI 134) (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. Spring.

115 Europe in the Seventeenth Century (3). The century marks the watershed in European development. Emphases: statecraft, the
emerging state-system, the new scientific world-view, the impact upon European society. Spring. Alternate years.

116 France in the Age of Reason (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. Fall. Spring. Smith.


119 Europe since 1918 (3). The main currents in European history since the First World War. Special attention will be given to the interaction between national and international events and developments and to the emergence of the European Communities. Fall.

120A France: From Joan of Arc to Louis XIV (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 "absoluteism" provides the main storyline. Fall, spring. Smith.

120B France from 1787 to 1870 (3). The French people from the era of the Revolution to the Commune; cultural and social sources of political instability, the revolutionary tradition, liberal and conservative movements, industrialization. Fall. Reid.

121 France since 1870 (3). French society and culture from the Paris Commune of 1871 to the student revolt of May 1968. Fall or spring. Alternate years. Reid.

122 Germany, 1815-1918 (3). The nature of Prussian society, the rivalry between Prussia and Austria for the command of Germany, and the quality of Prussian leadership in the German Empire of 1871. Fall. Alternate years. Jarausch.

123 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. Spring. Browning.

124 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 Habsburgs, 1516-1700. Spring. Alternate years.

125 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 seventeenth century. Two lectures, one discussion per week. Fall.

126 Modern European Intellectual History (3). The main developments in European thought from the Enlightenment to the twentieth century, with some attention to social context. Readings include Voltaire, Rousseau, Hegel, Marx, Tocqueville, Sand, Flaubert, Nietzsche, Freud. Spring. Kramer.

127A 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. Spring. McIntosh.

127B War and Society in Early Modern Europe (FWAD 127B) (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. Fall or spring. McIntosh.

128 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. Fall. Alternate years. Jarausch.

129 The Scientific Revolution (3). Traces the creation of scientific thought 1500-1700, from Leonardo to Newton, examining the various strands—Greek science, art, engineering, experimentation, occultism, etc.—woven into it. Fall. McVaugh.

130 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 twentieth-century revolution in physics. Spring. McVaugh.

131 Medicine and Health in Early Modern Europe (3). Shows how the age of Shakespeare and Newton (sixteenth-seventeenth century England) fused old and new ideas about medicine and health, anticipating some of our own beliefs and practices. Fall. McVaugh. B.A.-level Western Historical perspective.


134 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. Fall. Pfaff.

135 Tudor and Stuart England, 1485-1660 (3). A lecture course, open to juniors, seniors, and graduate students. Fall. Harris.

137 Great Britain in the Nineteenth Century, 1815-1901 (3). Emphasizes the social and economic foundations of the political, intellectual, religious, and cultural history of Victorian Britain. Fall. Soloway.

138 Great Britain in the Twentieth Century (3). Explores the economic and social foundations of British political, intellectual, and cultural history from 1901 to the present. Spring. Soloway.


140 Imperialism and the Third World (3). This course explores the processes by which nineteenth-century Imperialism set the contours of the modern world, establishing relations among societies and reconfiguring both colonial cultures and European cultures. Spring. B.A.-level Non-Western/Comparative perspective.

141 Museums, Monuments, and Collective Memory: Public Institutions and the Commemoration of History in the Modern Era (ART 132, INTS 132) (3). See INTS 132.

143 History of Socialist Thought (3). An examination of the origins and development of Marxist ideas, and their application to specific historical conditions: in Germany, Russia, China, Algeria, Cuba, and modern industrial society. Spring. Griffiths.

145 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. Fall. Higginbotham.
146 Revolution and Nation-Making in America, 1763-1815 (PWAD 146) (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. Spring. Higginbotham.

147 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." Fall. Watson.

148 Civil War and Reconstruction, 1848-1900 (PWAD 148) (3). Focus is on causes, nature, and consequences of the Civil War. Fall. Barney.

150 United States History since 1945 (3). Diverse developments as interpreted within the framework of certain broad and open-ended themes: particularly individual freedom, social welfare, mass culture, and community. Fall and spring. Filene.

151A The Ethnology of Native American Women (WMST 151A) (3). Introduces students to the study of Native American women through the perspectives of anthropology, history, and autobiography. Spring. Perdue. A&S Western Historical perspective and Cultural Diversity requirement.

152 United States Foreign Relations in the Twentieth Century (PWAD 152) (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. Spring. Hunt.

153A The Vietnam War (ASIA 153, PWAD 117) (3). A wide-ranging exploration of America's longest war—from nineteenth-century origins to 1990s legacies, from village battlegrounds to the Cold War context, from national leadership to popular participation and impact. Fall. Hunt.

156 Popular Culture and American History (3). Study of the popular arts and entertainments of the nineteenth and twentieth centuries and the ways in which they illuminate the values, assumptions, aspirations, and fears of American society. Fall or spring. Alternate years. Kasson.

157 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. Fall. Semone.

158 American Constitutional History since 1876 (3). Using a classroom environment similar to 157, constitutional adjustments and change are related to psychological, political, social and economic factors, and to Supreme Court members. Spring. Semone.

159 Public Religion in U.S. History (RELI 159) (3). Prerequisite: Introductory History or Religious Studies course. A study of public religion in U.S. history including the relations of religion and government, the idea of American exceptionalism and destiny, the role of religious movements. Fall. Mathews.

160 United States Women and Religion (WMST 160) (3). Prerequisites are introductory courses in religious or women's studies or U.S. history. An interdisciplinary consideration of women's roles, behavior, and ideas in the religious life of America from 1626 to 1982. Spring. Mathews.

161 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. Fall or spring. Alternate years. Kasson.


163 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. Spring. Watson.

164 The South since Reconstruction (3). A survey of the South during the past 100 years, covering developments in politics, economics, culture, and society. Course begins at the end of Reconstruction. Fall.

167 White Culture and Race Relations in the South (3). This course describes and analyzes the evolution of southern white culture with emphasis on the years since 1831. It describes Southern white culture as the result of the Black presence. Fall and spring.

168 Women in the South (WMST 168) (3). An exploration of the distinctive themes in southern women’s lives, using the evidence of history and literature. Spring. Hall.

169 African American Women’s History (AFAM 169, WMST 169) (3). The course covers the history of Black women in the U.S. history from the eighteenth century to the present. It deals with such themes as work, family, community, sexuality, politics, religion and culture. Spring. Jackson.

170 Introduction to Oral History (FOLK 174) (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. Fall. Hall.

171 Religious History of the South (3). A historical analysis of the religious life of Southerners from the Great Awakening to the present with an emphasis on how religion, social institutions, and cultural practices interact. History 21 or 22 or Religious Studies 29 recommended. Spring. Mathews.

172 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. Spring.

173 Oral History and Performance (COMM 161, WMST 173) (3). This course will combine readings and fieldwork in oral history with study of performance as a means of interpreting and conveying oral history texts. Emphasis on women's history. Fall, spring. Hall, Pollock.

175 History of Mexico (3). Topical approach to the history of Mexico, from pre-Columbian civilizations through the Spanish conquest and colonial system. Emphasis will be given to the nineteenth and twentieth centuries. Fall, spring. Pérez.

176A History of the Caribbean (3). Thematic approach to the history of the West Indies, with emphasis on the period between European conquest through the twentieth century. Topics include
colonialism, slavery, monoculture, U.S.-Caribbean relations, and decolonization. Fall, spring. Pérez.

**176B 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 nineteenth century independence process, and the twentieth century republic. Fall, spring. Pérez.

**177 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. Fall or spring. Alternate years. Chasteen.

**180 The African Diaspora (3).** A comparative examination of the movements, experiences, and contributions of Africans and people of African decent from the period of the Atlantic slave trade to the present. Spring. Lindsay. B.A.-level Non-Western/Comparative perspective and Cultural Diversity requirement.


**182 Women and Gender in African History (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. Spring. Lindsay. A&S Non-Western/Comparative perspective.

**184 Russia and the West in the Eighteenth Century (3).** A comparative approach. Centering on Russia’s contacts with the West, the resulting interaction, and the efforts of Russians to define the unique nature of their own society. Spring. Alternate years. Griffith.

**185 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. Spring. Brooks.

**186A 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. Fall. Raleigh.


**190 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. Fall.

**192 The Economic History of Southeast Asia (ASIA 193) (3).** This course is intended as a broad overview of Southeast Asian economic history from premodern times to the present day. Coclanis. B.A.-level Non-Western/Comparative perspective.

**195 Women in the Middle East (ASIA 195, WMST 195) (3).** Explores the lives of women in the Middle East and how they have changed over time. Focus will change each year. Spring. Shields.

**196 Revolution in the Modern Middle East (ASIA 194) (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. Shields.

**197 The Middle East and the West (ASIA 197) (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. Shields.

* Graduate students can participate in History 66 or History 67 by first consulting with the instructor and then enrolling in History 299.

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**Curriculum in International and Area Studies**

[www.unc.edu/depts/ints](http://www.unc.edu/depts/ints)

**JAMES L. HEVIA, Chair**

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 International and Area Studies offers an interdisciplinary program of study focusing on these and many other issues. It draws on courses throughout the social sciences and humanities, and offers students the chance to concentrate on any area of the world and an issue of global significance.

Students prepare for careers in business, diplomacy, international aid, economic development, and other forms of public service. The INTS 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 250 juniors and seniors major in international studies.

**Bachelor of Arts with a Major in International and Area Studies**

International Studies (INTS) majors must complete all requirements of the General College. They must also show proficiency in one modern foreign language at the sixth semester level when possible, or if not, in one at the fourth and another at the second semester level. The major language should correspond with the major concentration.

In addition to foreign languages, international studies majors must take a total of ten courses. All majors are required to take International Studies 77 as the gateway core course. Of the remaining nine elective courses, three are introductory "core" at the survey level representing a variety of disciplinary approaches to international and global issues. The other six courses comprise the student's concentration in either area studies or international studies.

A. The student who concentrates in International Studies will select four courses that explore one of the three thematic concentrations: 1) international politics, nation states, social movements, 2) global economics, trade, development, environmental/ecology, and 3) transnational cultures, identities, arts specified below. In addition, 2 courses are required that are substantially grounded in a world area (see B, below), exemplifying the transnational issues explored in the theme. Of these six courses, four must be above the survey level.

B. 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 or the European Union, Russia and Eastern Europe. In addition, 2 courses are required in one of the three thematic concentrations (see A,
above) in order to contextualize the student’s area-based knowledge. Of these six courses four must be above survey level.

No courses fulfilling major requirements may be taken pass/fail.

Honors
Students who wish to submit a thesis for honors in international studies should enroll in INTS 91 as one of the ten required courses. Students must enroll in INTS 90 for other than major credit. Consent of the curriculum adviser is required.

Recommendations
The curriculum urges that in addition to fulfilling requirements, INTS students continue study of foreign language to a level as close as possible to fluency. All INTS students also should make every effort to include a study abroad program in their undergraduate education, preferably in their sophomore or junior year.

For more detailed information go to www.unc.edu/depts/ints.

Course Descriptions
30 Professional Writing Curriculum (ENGL 30) (3). See English 30 course description.

32A Southeast Asia to the Early Nineteenth Century (HIST 32A, ASIA 32A) (3).

32B Southeast Asia since the Early Nineteenth Century (HIST 32B, ASIA 32B, PWAD 32B) (3).

77 Global Issues in the Twentieth Century (ANTH 77, GEOG 77, HIST 51, POLI 84) (3). Survey of international social, political, and cultural patterns in selected societies of Africa, Asia, America, and Europe, stressing comparative analysis of twentieth-century conflicts and change in different historical contexts. FLAC recitation sections offered in French, German and Spanish. B.A.-level Non-Western/Comparative perspective, Cultural Diversity requirement. Fall, spring, summer. Staff

80 Social Theory and Cultural Diversity (3). Introduction to basic paradigms of thinking about cultural difference (race, gender, nationality, religion, etc.) encouraging student to examine how those paradigms shape how we act, think, and imagine as members of diverse cultures. Fall and spring. Staff.

81 Gender and Global Change (WMST 81) (3).

82 Literature and Theories of Race and Ethnicity (ENGL 90C) (3). Fall and spring.

88 The International Politics of Sexual and Reproductive Health (WMST 88) (3).

83 Immigration Policy (PLCY 49) (3).

88 International Politics of Sexual and Reproductive Health (WMST 88) (3).

89 Global Environmental Policy Analysis and Solutions (PLCY 89, ENVR 89) (3).

91 Honors in International Studies (3). Completion of the honors thesis and an oral examination of the thesis. Permission of adviser required. Fall and spring.

92 Current Topics in International and Area Studies (Var.). An interdisciplinary approach to the study of the background, current status, and future prospects for one of series of global issues, such as the nuclear age, the environment, technological transition. Fall or spring.

93 Great Decisions (1). Eight evening guest lectures, with a discussion session after each, on eight issues in current foreign policy. May be taken more than once. Spring.

94 Great Decisions and International Relations (3). Corequisite, INTS 93. 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 U.S. foreign policy and global issues. Spring. Staff.

96 Survey of International and Development Economics (ECON 96) (3).

99 Independent Study (Var.). Reading and research on special topics in international studies. Permission of instructor and adviser required.

115 Politics of the European Union (POLI 115) (3).

116 Undivided Europe (POLI 121) (3).

119 Global Health (ANTH 119) (3).

120 Anthropology of Development (ANTH 120) (3).

126 Europe Today: Transnationalism, Globalisms, and the Geographies of Pan-Europe (GEOG 164) (3).

132 Museums, Monuments, and Collective Memory: Public Institutions and the Commemoration of History in the Modern Era (ART 132, HIST 141) (3). Since the emergence of the idea “public,” 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 nineteenth and twentieth centuries.


140 Orientalist Fantasies and Discourses on the Other (ASIA 140) (3).

164 International Economics from the Participant’s Perspective (ECON 164) (3).

184 International Environmental Politics (ENST 184, ENV 184) (3).

199 Current Topics in International and Area Studies (Var.).

Curriculum in Latin American Studies
www.unc.edu/depts/illas/undergrad.html

EVELYNE HUBER, Director

Affiliated Faculty
Robert Anderson (Institute of Latin American Studies/Romance Languages), Gustavo Angeles (Maternal and Child Health), Shrikant Bangdiwaia (Biostatistics), Deborah Bender (Health Policy and Administration), Brian Billman (Anthropology), Richard Blisborrow (Biostatistics), Donald Brockington (Emeritus, Anthropology), Kathryn Burns (History), John Chasteen (History), Fred Clark (Romance Languages), Richard Cole (Journalism)
and Mass Communication), Patrick Conway (Economics), Christine Cotton (Romance Languages), Glynis Cowell (Romance Languages), Altha Cravey (Geography), Stuart Day (Romance Languages), Marisol de la Cadena (Anthropology), Arturo Escobar (Anthropology), Alfred Field Jr. (Economics), Kaja Finkler (Anthropology), William Glaze (Environmental Sciences), Jean Handy (Microbiology and Immunology), Jonathan Hartlyn (Political Science), Audrey Heining-Boynton (Education/Romance Languages), Joanne Hershfield (Communication Studies), Elyse Huber (Political Science), C. L. Kendal (Business), Henry Landsberger (Emeritus, Sociology), Julia Mack (Romance Languages), William Maisch (Romance Languages), William Peck (Emeritus, Religious Studies), Rosa Perelmutter (Romance Languages), Louis Pérez Jr. (History), Monica Rector (Romance Languages), Alicia Rivero (Romance Languages), María Salgado (Romance Languages), Lars Schoultz (Political Science), Karla Slocum (Anthropology/African and Afro-American Studies), Christian Smith (Sociology), John Stephens (Political Science), Lucía Vargas (Journalism and Mass Communication), Adam Versenyi (Dramatic Art), Deborah Weissman (Law), Thomas Whitmore (Geography), Wendy Wolford (Geography).

The University of North Carolina at Chapel Hill has a long and distinguished tradition of scholarly interest in Latin America. Courses in the region's languages, history, politics, geography, and social life were offered by the beginning of the twentieth century. In 1915 they were coordinated in a special curriculum. As a result of continued growth of interest in Latin America among faculty and students, the Institute of Latin American Studies (ILAS) was created in 1940 to coordinate campus activities. ILAS is thus one of the first educational centers in the United States specifically dedicated to the study of Latin America.

Over the ensuing decades, ILAS has developed into a major center of scholarship and teaching on subjects related to Latin America. Today ILAS's major functions are:

1. to encourage and stimulate study and research on Latin America at UNC-Chapel Hill;
2. to serve as a campus hub for interdisciplinary communication on Latin America, including the sponsorship of a wide variety of activities that bring together interested faculty and students from a large number of academic disciplines; and
3. to promote the exchange of scholars and students, and to encourage close collaborative relationships between the University and institutions of higher learning in Latin America and the Iberian Peninsula.

After more than a half century of informal cooperation, in 1989 UNC-Chapel Hill joined with nearby Duke University to create the Duke-UNC Program in Latin American Studies (now renamed 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 enables the two universities to offer an exceptionally broad range of courses and provide supplementary educational opportunities that neither institution could offer separately.

In 1990 the Carolina and Duke Consortium received a major grant from the Andrew W. Mellon Foundation for additional cooperation, which has funded a variety of activities including research and training working groups. The working groups meet throughout the academic year, bringing students and faculty from both campuses together. Undergraduate participation is encouraged.

Since 1991, the Carolina and Duke Consortium has been designated a National Resource Center under Title VI of the Higher Education Act. As one of nineteen such centers nationwide, the Carolina and Duke Consortium receives resources that significantly enrich the curriculum. In addition to encouraging research and teaching of Latin American subjects, Title VI funds permit the Carolina and Duke Consortium to sponsor unique activities such as our highly regarded summer intensive language program in Yucatec Maya. Outreach is also an important part of Title VI, which includes a public school teacher workshop and an annual film festival. The Outreach Program also houses a video library and other resource materials available to undergraduates.

The University’s commitment to the study of Latin America is especially evident in its library collections, which are rich in resources of Latin American literature, history, and political science. Extremely valuable materials can be found in the rare books and manuscripts collections. Complementing the resources on Latin America are the library’s strong collections in Spanish and Portuguese literature, history, and culture. In addition, the University library maintains a cooperative program for the acquisition and sharing of Latin American material with Perkins Library at Duke, a program that vastly expands the comprehensiveness and availability of local resources for the study of Latin America. The Latin American and Iberian Collection at UNC-Chapel Hill has over 400,000 volumes in all disciplines. Of this total, approximately 284,000 volumes belong to the Latin American Collection (Spanish America and Brazil). The collection also includes 3,490 serials, 283 journals, and 5 newspapers.

UNC-Chapel Hill and Duke offer more than 400 courses dealing with Latin America 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 Studies courses at Duke through Interinstitutional Registration with the Registrar. Each semester, ILAS publishes a list of Latin America-related course offerings at both universities. Further information about courses as well as the program in general can be found at the ILAS web site, www.unc.edu/depts/ilas, and the Carolina and Duke Consortium Web site, www.duke.edu/web/ias/duke-unc.html.

The Program

The degree offered is a B.A. in Latin American Studies.

General College

All General College perspective requirements apply. Students may count up to two of the ten courses in the major core as General College requirements, if applicable. Students at the General College level are strongly encouraged to enroll in LTAM 40, an interdisciplinary introductory course offered each year, usually in the spring.

ILAS recommends the following courses for fulfillment of the General College perspective requirements to students interested in majoring in Latin American Studies:

Foreign Language

The foreign language 1 through 4 sequence may be completed in two semesters by enrolling in intensive courses: PORT 1-2 and 3-4 or SPAN 1-2 and 3-4.

Aesthetic Perspective

Literature

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 35</td>
<td>Modern Brazilian Literature in English Translation</td>
</tr>
<tr>
<td>PORT 40</td>
<td>Portuguese and Brazilian Fiction in Translation</td>
</tr>
<tr>
<td>SPAN 21</td>
<td>Introduction to Spanish and Spanish American Literature</td>
</tr>
</tbody>
</table>
Major Concentration and Sequences

I. Humanities Concentration

History Sequence

HIST 24  Latin America under Colonial Rule
HIST 25  Latin America since Independence
HIST 71  (AFAM 74) Emancipation in the New World
HIST 78  The Trans-Atlantic Slave Trade
HIST 80  Women and Gender in Latin American History
HIST 175  History of Mexico
HIST 176A  History of the Caribbean
HIST 176B  History of Cuba
HIST 177  History of Brazil
HIST 178  The Development of Latin American Society
HIST 180  The African Diaspora
AFAM 54  Blacks in Latin America

Culture-Literature Sequence

Portuguese
PORT 35  Modern Brazilian Literature in Translation
PORT 40  Portuguese and Brazilian Fiction in Translation
PORT 51  Composition and Conversation
PORT 53  Luso-Brazilian Civilization
PORT 103  Survey of Brazilian Literature I
PORT 104  Survey of Brazilian Literature II
PORT 135  Brazilian Drama

Spanish
SPAN 35  Contemporary Spanish American Prose

Fiction in Translation

SPAN 52  Cultural History of the Hispanic World
SPAN 54A  Contemporary Latin America: Mexico, Central America, and the Andean Region
SPAN 54B  Contemporary Latin America: Mexico, Central America, and the Andean Region
SPAN 61  Advanced Conversation and Composition
SPAN 73  Survey of Spanish American Literature
SPAN 81  Masterpieces of Spanish and Spanish American Poetry
SPAN 87  Contemporary Spanish American Prose Fiction
SPAN 88  Hispanic Film and Culture
SPAN 113  Colonial and Nineteenth Century Spanish American Literature
SPAN 114  Modernist and Contemporary Spanish American Literature
SPAN 120  Women in Hispanic Literature

Other courses

DRAM 86  Latin American Theater
COMM 158  Latin American Cinema
LTAM 160  Intensive Yucatec Maya (one to six credit hours)

II. Social Sciences Concentration

Journalism

JOMC 146  International Communication and Comparative Journalism
JOMC 191  Proseminar in Contemporary Mass Communication

Political Science

POLI 56  Contemporary Latin American Politics
POLI 87  Latin America and the United States in World Politics

College of Arts and Sciences

All College of Arts and Sciences perspective requirements apply.

The major in Latin American Studies requires the completion of ten courses, including an interdisciplinary core capstone seminar (LTAM 90), plus a minimum level of proficiency in Spanish or Portuguese.

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 Studies, four of the ten courses required for the major must be selected from one of the sequences.

In addition to the ten required courses, each major must complete through the fifth semester-level or higher in Spanish or Portuguese, or equivalent, not including courses in translation. While this is a 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 a lower-level or upper-level perspective requirement (see current lists of General College and Arts and Sciences perspectives). There are also Language across the Curriculum (LAC) courses, which allow students to use their Spanish in select Latin American Studies courses. Examples include Democracy and Development in Latin America (POLI 1275), Global Issues in the Twentieth Century (INTS 77), and Access and Quality in Health Care Services for Latino Populations (HPAA 120), all of which are either taught in Spanish or include a Spanish language recitation section. Students taking LAC courses with Spanish recitation sections may receive one hour of additional credit by enrolling in SPAN 92.

Listed below are the most commonly offered courses in each sequence. Please note that not all the courses on Latin American 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 faculty on Latin American topics may also count. Majors should check the ILAS Course List each semester for new offerings, as well as for a complete listing of Latin American courses at Duke.
POLI 116 Politics of Mexico, Central America, and the Caribbean
POLI 120 Politics of South America
POLI 127 Democracy and Development in Latin America
POLI 1275 Democracy and Development in Latin America (LAC in Spanish)
POLI 147 Contemporary Inter-American Relations
POLI 148 The United States and Mexico

**Anthropology-Economics-Geography Sequence**

**Anthropology**
ANTH 30 Anthropology of the Caribbean
ANTH 42 Local Cultures, Global Forces
ANTH 50 Anthropology of Globalization
ANTH 62 Population Anthropology
ANTH 131 Archaeology of South America
ANTH 132 Latin American Cultures
ANTH 153 Field School in South American Archaeology
ANTH 157 Ethnicity in Latin America

**Economics**
ECON 158 Health Economics: Problems and Policy
ECON 161 International Economics
ECON 162 Topics in International Economics
ECON 163 Economic Development
ECON 165 Economics of Population

**Geography**
GEOG 30 Third World Development Issues
GEOG 59 Geography of Latin America
GEOG 157 Rural Latin America: Agriculture, Environment, and Natural Resources
GEOG 158 Urban Latin America: Politics, Economy, and Society

**Other courses**
AFAM 54 Blacks in Latin America
LING 73/161 Native Languages of the Americas
LTAM 160 Intensive Yucatec Maya (one to six credit hours)
RELI 185 Shamanism, Feminism, and Colonialism
SOCI 153 Social Change in Latin America

**Graduate School and Career Opportunities**
ILAS maintains a library of contact information for careers, internships, and advanced study. This information is in the ILAS common area, and no appointment is necessary between 8 a.m. and 5 p.m. to come and browse. Interested students should, however, contact the curriculum faculty adviser or the ILAS 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 Studies list serve for current opportunities and program news. Simply write to las@duke.edu.

**Special Opportunities**

**Study Abroad**
Study abroad is not a requirement of the major; however, living and studying in Latin America is highly recommended as an experience that majors should consider. The UNC-Chapel Hill Office of Study Abroad offers programs for the study of Spanish language and Hispanic cultures in Buenos Aires and Mendoza, Argentina; Santiago and Valparaíso, Chile; Heredia, Costa Rica; Quito, Ecuador; Taxco, Mexico; and Madrid and Oviedo, Spain. Students can study Portuguese language and Brazilian culture in the exchange with Pontificia Universidade Católica in Rio de Janeiro, Brazil. UNC-Chapel Hill also participates in the TransAtlantic Science Student Exchange Program (TASSEP) for science students in Madrid and Santiago de Compostela, Spain, and Aveiro, Portugal. The Study Abroad Office facilitates applications to School for International Training (SIT) Programs in Belize, Bolivia, Brazil, Chile, Cuba, Ecuador, Jamaica, Mexico, Nicaragua, Panama, and Spain. The Office also aids students in applying for the UNC-EP ITESM ("Monterrey Tech") and Paraná (Brazil) system-to-system exchanges. The Year at Sevila Program, sponsored by the Department of Romance Languages and the College of Arts and Sciences, offers programs abroad for an academic year or semester in conjunction with the Universidad de Sevila, Spain, and other supporting institutions. The Year at Sevila also offers a five-week summer program in collaboration with the Office of the Summer School. Units within UNC-Chapel Hill often organize their own programs abroad, such as the Field School in South American Archaeology, in Peru, led by Professor Brian Billman, Department of Anthropology. Interested students should check with the Summer School or with the individual schools and departments for more information about summer study abroad programs.

**Intensive Yucatec Maya**
Each summer the Carolina and Duke Consortium offers a three-part intensive introduction to modern Yucatec Maya, with a secondary focus on ancient and modern Maya literature. Students receive up to six hours credit.

I. **Classroom Instruction**: The first part consists of four weeks of intensive classroom instruction and conversational practice (six hours a day, five days a week, with additional evening practice). Conversation, grammar, and classical Yucatec texts are used, and students have the opportunity to focus individually on the acquisition of skills of special interest.

II. **Culture and History Workshop**: The second part consists of a weekend workshop focusing on the structure and content of the ancient Maya writing system with comparison to Yucatec grammar and literature, and on topics in colonial and post-colonial history and culture.

III. **Field Study**: The third part is a two-week field orientation in Yucatán. In the city of Mérida, students continue language classes conducted by native Yucatec speakers and participate in seminars and lectures led by distinguished Yucatec historians, ecologists, and anthropologists. Special field trips throughout the two weeks introduce participants to the area’s rich pre-Hispanic and colonial heritage. The second week is spent in Valladolid with daily trips to the Mayan village of Xcen where students are placed with families in order to share in their daily lives and practice speaking Maya.

**Independent Study**
Any student may enroll in Independent Study (LTAM 80) with the permission of the curriculum faculty adviser and the agreement of a Latin American Studies faculty member who will supervise the student’s study project. This course may be used to fulfill the requirements of the major, and is often linked to undergraduate grants for summer research travel or to internships.

**Honors Program**
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 adviser; when com-
pleted, the thesis must be defended orally before an examining board of faculty members. Honors candidates enroll in the two honors courses (LTAM 91 and 92). LTAM 91 counts as a course in the concentration.

Awards
Each year ILAS uses funds from its endowment to recognize superior achievement by its students and to encourage them to travel and conduct research in Latin America. One award, named in honor of Federico G. Gil, late Kenan Professor Emeritus of Political Science and director of ILAS from 1959 to 1983, is for the best honors thesis on a Latin American topic. Each year ILAS also awards a modest travel and research grant, named in honor of Julia Crane, late Professor Emerita of Anthropology, to an undergraduate student who plans to conduct original research in Latin America.

Course Descriptions
LTAM 40 Introduction to Latin American Studies (3). A broad interdisciplinary introduction to the field of Latin American Studies. Spring.

LTAM 80 Independent Study (3). Independent project to be arranged with an instructor. Fall, spring, and summer.

LTAM 90 Capstone Seminar (3). Interdisciplinary core seminar required of Latin American Studies majors and open to other students. Topics vary by semester. Spring.

LTAM 91 Honors in Latin American Studies (3). Directed independent research leading to the preparation of an honors thesis. Fall and spring.

LTAM 92 Honors in Latin American Studies (3). Completion of the honors thesis and an oral examination of the thesis. Fall and spring.

LTAM 160 Summer Intensive Introductory Course in Yucatec Maya (1-6). A three-part intensive introduction to modern Yucatec Maya including classroom instruction, a culture and history workshop, and two-week field study in Yucatán, Mexico. Summer.

LTAM 199 Seminar in Latin American Issues (3).

Linguistics majors should fulfill the General College Social Science perspective with LING 30, which is a prerequisite for all linguistics courses listed below. LING 30 may not be counted as one of the seven courses required for the major.

Majors are required to take three courses from the following four courses, comprised of the introductory series LING 60, 61, 62, and 63. Majors must also take at least four additional linguistics courses numbered 50-199, excluding 100. (LING 100 is closed to students taking the LING 60, 61, 62 sequence.)

Students majoring in linguistics may either 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 which 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, applied linguistics. The second-field option will be planned in consultation with the student’s adviser. There is a special track for pre-Speech and Hearing Sciences students. For further information see Professor Jen Smith.

Minor in Linguistics
The undergraduate minor in linguistics consists of four linguistics courses numbered 60 or higher. Two of these courses must be selected from LING 60, 61, 62, and 63. 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 undergraduate adviser, Professor Smith.

Course Descriptions
9 Freshman Seminar (3). Topics vary. Fall and spring. Staff.

15 Misconceptions About Language (3). Widespread and powerful misconceptions about language are analyzed and evaluated. Topics include good grammar, low-prestige and high-prestige regional and ethnic dialects. Staff. GC Social Science perspective.

30 Introduction to Language (3). A survey of the many aspects of human language, including the history of language, similarities and differences among languages, language and culture, dialects, writing systems, child language acquisition, animal "languages," and the use of computers in analyzing languages. Linguistic methods used to describe and relate languages. Fall and spring. Staff. GC Social Science perspective.

35 Language and Communication (See Philosophy 35) (3).

60 Sound Patterns in Language (3). Prerequisite, Linguistics 30 or consent of instructor. Introduction to the analysis and description of phonological systems. Includes some preliminary training in phonetics. Spring. Smith.

61 Introduction to Transformational Grammar (3). Prerequisite, Linguistics 30 or consent of instructor. Introduction to the analysis and description of syntactic processes in other languages. Spring. Hendrick.

62 Linguistic Variation and Language Change (3). Prerequisite, Linguistics 30 or consent of instructor. Introduction to the analysis and description of language change, relationships among languages, and types of linguistic structure. Fall. Melchert.
63 Language Acquisition and Development (3). Prerequisite, Linguistics 30. 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. Fall. Becker. B.A.-level Social Science perspective.

65 Body Language (SLAV 65) (3). See SLAV 65 course description.

70 Issues in Linguistics (3). Prerequisite, Linguistics 30 or consent of instructor. 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. Fall or spring. Staff.

71 Language and Computers (Computer Science 71) (3). Prerequisite, Linguistics 30. 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. B.A.-level Social Science perspective. Staff.

72 Language and Power (Anthropology 84, Women's Studies 71) (3). This course provides an overview of language and power studies. Issues: sexist language; language of subcultures defined by gender, sexual orientation, ethnicity; hate speech; “politically correct” language. Spring. Staff. B.A.-level Social Science perspective and Cultural Diversity requirement.

73 Native Languages of the Americas (ANTH 73) (3). This course is an introduction to languages indigenous to the Americas. The course focuses on the linguistic structure and classification of Native American languages as well as on social issues. On demand. Staff. A&S Social Science perspective and Cultural Diversity requirement.

74 Introduction to Discourse (3). Prerequisite, LING 30. Focus 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. On demand. Staff. B.A.-level Social Science perspective.

75 Language and Nationalism (SLAV 75) (3).

76 The Spanish Language Today (See Spanish 76) (3).

77 Grammar of Contemporary Spanish (See Spanish 77) (3).

78 Cultural and Linguistic History of the Spanish Language (See Spanish 78) (3).

83 Linguistic Structuralism: Sources and Influences (3). Linguistic structuralism as a background for modern theories of language. Spring. Melchert.

97, 98 Honors (6). See the program for honors in the College of Arts and Sciences, and the department honors adviser. Fall and spring. Smith.

100 Introduction to General Linguistics (Anthropology 179) (3). An introduction to the scientific study of language. The nature of language structure. How languages are alike and how they differ. Fall. Melchert.

101 Introduction to Historical and Comparative Linguistics (Anthropology 181) (3). Theories and methods of historical and comparative linguistics, with emphasis upon the Indo-European family. Spring. Melchert.

104 Symbolic Logic (See Philosophy 101) (3).

105 Computer Organization (See Computer Science 120) (3).

106 Greek Dialects (See Greek 106) (3).

107 Advanced Structure of a South Slavic Language (See Slavic 107) (3).

108 Advanced Structure of a South Slavic Language (See Slavic 108) (3).

109 Cognitive Linguistics (See Slavic 109) (3).

110 Philosophy of Language (See Philosophy 110) (3).

115 Topics in Linguistics (3). Directed readings on linguistic topics not covered in specific courses. Fall and spring. Staff.

120 Linguistic Phonetics (Anthropology 180) (3). Introduction to the general principles of linguistic phonetics; anatomy of vocal tract, physiology of speech production, universal phonetic practice. In the recognition and transcription of speech sounds. Fall. Staff.

123 Phonological Analysis (Anthropology 183) (3). Prerequisite, Linguistics 120 or equivalent. Introduction to the principles of modern generative phonology. Methods and theory of phonological analysis. Not normally open to those who take Linguistics 60, unless permission of instructor is given. Spring. Smith.


127 Morphology (3). Prerequisite, Linguistics 30, 100, or permission of instructor. Cross-linguistic investigation of internal word structure: inflection and derivation, word formation rules versus affixation, autosegmental morphology, morpho-syntactic and morphophonemic rules, and the interaction of morphology with phonology and syntax. On demand. Staff.

130 Syntax I (Anthropology 190) (3). Prerequisite, Linguistics 100 or equivalent, or consent of instructor. Methods and theory of grammatical analysis within the transformational generative framework. Special emphasis on analyzing syntactic and semantic structures of English. Fall. Hendrick.

133 Syntax II (Anthropology 193) (3). Prerequisite, Linguistics 130 or equivalent. Methods and theory of grammatical analysis, with special reference to transformational grammar. Spring. Hendrick.

136 Modern English Grammar (See English 136) (3).

137 Semantics (3). Prerequisite, Linguistics 30, 100, or permission of instructor. 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. On demand. Staff.


140 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. On demand. Staff.

142 Indo-European Culture and Society (See Folklore 143) (3). Survey of nonmaterial aspects of Indo-European society recoverable by linguistic reconstruction, including law, religion, economics, and poetics. Review of the Urheimat problem. No knowledge of comparative linguistics is assumed. On demand. Melchert.
145 Language and Mind Linguistics and the Brain (3). Prerequisite, Linguistics 30, Linguistics 100, Philosophy 35, English 36, or permission of instructor. The course treats the relationship among linguistics, artificial intelligence, neurobiology, cognitive psychology, and the philosophies of mind, language, and science. On demand. Becker, Hendrick.

147 Language Deficits and Cognition (3). Prerequisite, Linguistics 30 or consent of instructor. 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. On demand. Hendrick.


151 Introduction to Indo-European: Morphology (3). Prerequisite, Linguistics 150 or permission of instructor. Introduction to the major morphological categories in the Indo-European languages and their development from the proto-language. Spring. Alternate years. Melchert.

160 The Structure of Early English (3). Prerequisite, permission of instructor. Topics in the linguistic structure of old, middle, and early modern English in the light of theories of phonology, morphology, and syntax. Topics vary. Staff.

161 Native Languages of the Americas (3). Prerequisites, Linguistics 30 or 100 or permission of instructor. This course explores the phonological and morphological structure of selected American Indian languages indigenous to the Americas. Emphasis is on the linguistic analysis of original as well as published primary data. On demand. Staff.

162 The Structure of Chinese (Chinese 162) (3). Prerequisite, permission of instructor. Introductory linguistic description of Modern Mandarin Chinese. For students in linguistics with no knowledge of Chinese, and students of Chinese with no knowledge of linguistics. Melchert.

164 History of the French Language (see French 126) (3).

165 French Phonetics (see French 145) (3).

166 Structure of French (see French 146) (3).

170 Sociolinguistics (Anthropology 171) (3). Prerequisite, LING 30, 100, or permission of instructor. 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. Spring. Roberge.

172 Pidgins and Creoles (see German 172, Anthropology 192) (3).

175 Language in Politics (3). Examines language as a political issue in the nineteenth and twentieth centuries. Emphasis placed on American and British politics but attention to one other national context as well. On demand. Staff.

183 History and Philosophy of Linguistics (3). Linguistic theories from classical times to the present with special emphasis on the origins of contemporary theories. Fall. Melchert.

184 Discourse and Dialogue in Ethnographic Research (see Anthropology 184, Linguistics 184) (3).

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Curriculum in Management and Society

www.unc.edu/depts/mngt

HOWARD E. ALDRICH, Chair

Management and Society is an interdisciplinary major that focuses on the institutional context and inner workings of organizations. The Management and Society Curriculum prepares students for a variety of entry-level positions in private or public sector organizations. Students who want to specialize in human resource management should seek further training in graduate or professional school.

Bachelor of Arts in Management and Society

For students entering the major as first-semester juniors in fall 1999 or later, the following requirements apply:

General College

All General College requirements must be met. Specific courses that must be taken, and that can be used to fulfill General College requirements, include: Economics 10; History 22; Mathematics 22 or 31; Psychology 10; and Sociology 10.

In addition, students are required to complete one statistics course: Economics 70, Psychology 30, Sociology 52, or Business Administration 24; and one course in social psychology: Sociology 12 or Psychology 33. Note that each statistics course has a prerequisite. Also, Psychology 33 can be used to satisfy the Arts and Sciences Social Sciences perspective.

Core Requirements

The core consists of nine courses (twenty-seventy hours) grouped into four areas. Students must earn at least eighteen hours of C or higher in the core. Note that some of these courses have prerequisites—students should consult departmental listings. Some of the core courses are cross-listed with Management and Society. For a description of the courses below, see the listings under the department headings.

Economics:

All students must complete (by the end of their junior year):
ECON 100 (MNGT 100) Applied Microeconomics
OR
ECON 101 Micro Theory

Employer-Employee Relations:

One course must be taken from each of the following two subareas:

Personnel Management (one course required):
SOCI 31 (MNGT 31) Social Relations in the Workplace
OR
PSYCH 148 Tests and Measurements

Social Interaction in the Workplace (one course required):
PSYCH 186 Non-Violent Dispute Resolution
OR
PSYCH 187 Social Psychology: Theory in Practice
OR
PSYCH 188 Small Groups
OR
COMM 23 (MNGT 23) Small Group Discussion
OR
COMM 25 Introduction to Organizational Communication
OR
COMM 123 Communications in Organizations
Human Resources and Labor Markets (both courses required):
ECON 190 (MNGT 190) Labor and Industrial Relations
SOCI 127 (MNGT 127) The Labor Force

The Social Context of Business (four courses required):
Group A (both courses required):
ECON 145 (MNGT 145) Public Policy Towards Business
SOCI 110 (MNGT 110) Formal Organizations and Bureaucracy

*Group B (two courses from the following four choices):
A. EITHER ECON 135 (MNGT 135) Economic History of the U.S.
   OR HIST 64 (MNGT 64) History of American Business
B. EITHER ECON 193 (MNGT 193) History of the Labor
   Movement OR HIST 65 (MNGT 65) The Worker and
   American Life
C. SOCI 112 (MNGT 112) Social Stratification
D. SOCI 115 (MNGT 115) Economy and Society

Special Note for Economics Double Majors
You may take ECON 147 instead of ECON 145 and ECON 194
instead of ECON 190.

Program for Honors Work
A student may, as a result of distinguished work (3.2 CGPA or
above), 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 the following two courses
(MNGT 98 will fulfill one of the course requirements from the
Social Context of Business Group B, listed above):

Course Descriptions
MNGT 23 Small Group Communication (COMM 23) (3). See
Communications Studies 23 description.
MNGT 31 Social Relations in the Workplace (SOCI 31) (3). See
Sociology 31 description.
MNGT 64 History of American Business (HIST 64) (3). See
History 64 description.
MNGT 65 The Worker and American Life (HIST 65) (3). See
History 65 description.
MNGT 98 Honors Fall Course (3). Directed independent
research under the supervision of a faculty adviser who teaches in
the Management and Society Curriculum. Staff.
MNGT 99 Honors Spring Course (3). Prerequisite, MNGT 98.
Preparation of an honors thesis and an oral examination on the
thesis. Staff.
MNGT 100 Microeconomics Theory and Applications
(ECON 100, PURA 100) (3). See Economics 100 description.
MNGT 110 Formal Organizations and Bureaucracy (SOCI
110) (3). See Sociology 110 description.
MNGT 112 Social Stratification (SOCI 112) (3). See Sociology
112 description.
MNGT 115 Economy and Society (SOCI 115) (3). See
Sociology 115 description.
MNGT 127
MNGT 135 Economic History of the United States (ECON
135) (3). See Economics 135 description.
MNGT 145 Public Policy Toward Business (ECON 145) (3).
See Economics 145 description.
MNGT 190 The Economics of Labor Relations (ECON 190)
(3). See Economics 190 description.
MNGT 193 History of the Labor Movement (3). See
Economics 193 description.

Department of Marine Sciences

FRANCISCO E. WERNER, Chair

Professors
John M. Bane Jr., Christopher S. Martens, Charles H. Peterson,
Francisco E. Werner.

Joint Professors
Larry K. Benninger, Joseph G. Carter, Jan J. Kohlmeier,
Niels Lindquist, Richard A. Luettich, Hans W. Paerl,
Frederick K. Pfaender, John T. Wells.

Associate Professors
Marc J. Alperin, Carol Arnosti, Harvey Seim, Andreas Teske.

Assistant Professors
John Bruno, Peter Marko, Alberto Scotti.

Joint Assistant Professors
Rachael Noble, Robert Podolsky.

Research Assistant Professors
Dan Albert, Amy Moran.

Joint Research Assistant Professor
Thomas J. Shay.

Professor Emeritus
A. Conrad Neumann.

Adjunct Professors
Frederick Bingham (UNC-W), Mark E. Hay (GfK), William M. Kier
(Biology), Kenneth J. Lohmann (Biology), Joseph Pawlik
(UNC-W), Martin H. Posey (UNC-W), Stanley Riggs (ECU),
John J. W. Rogers (Geology), Stephen A. Skrabal (UNC-W),
Mark D. Sobsey (Environmental Sciences and Engineering),
Robert H. Stavn (UNC-G), Joan D. Willey (UNC-W).

The Department of Marine Sciences provides instruction and
conducts research in biological, chemical, geological, and physical
oceanography. Although it emphasizes graduate training, the depart-
ment 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 cour-
es, facilities, and advisers 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 under-
graduate studies serves as primary contact for students participating
in the minor program. Student advisement and approval of equiv-
alent 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 12) are available through
the University, Continuing Studies, and the Summer School.
Minor in Marine Sciences
To fulfill the requirements for the Marine Sciences minor, a student should take four courses, as follows:

* A course emphasizing global oceanic processes (choose one of the following):
  - MASC 12 The Marine Environment
  - MASC 101 Oceanography

* A course emphasizing the coastal ocean (choose one of the following):
  - MASC 112 Oceanic Processes in Environmental Systems
  - MASC 125 Coastal Sedimentary Environments
  - MASC 136 Coastal Processes
  - MASC 138 Barrier Island Ecology and Geology
  - MASC 154 Estuarine and Coastal Marine Science
  - MASC 197 Special Topics in Coastal Environments or equivalent course emphasizing the coastal ocean

* A course featuring practical experience in marine sciences (choose one of the following):
  - A field course
    - MASC 104 Biological Oceanography
    - MASC 123 Marine Carbonate Environments
    - MASC 138 Barrier Island Ecology and Geology
    - MASC 141 Special Problems in Marine Biology or equivalent field course
  - A laboratory course
    - MASC 104 Biological Oceanography
    - MASC 111 Earth Processes in Environmental Systems
    - MASC 133 Microfossil Environments or equivalent
    - MASC 143 Biogeochronology or equivalent laboratory course
  - A mathematical modeling or data analysis course
    - MASC 116 Environmental Systems Modeling
    - MASC 129 Geologic and Oceanographic Applications of Geographical Information Systems
    - MASC 152 Modeling of Marine and Earth Systems
    - MASC 153 Time Series and Spatial Data Analysis or equivalent mathematical modeling or data analysis course
  - A supervised special topics course
    - MASC 198 Special Topics in Physical Oceanography
    - MASC 199 Special Topics in Marine Science and an equivalent supervised special topics course

A fourth marine sciences course of the student's choosing.

Marine Sciences courses available to undergraduates through the Department of Marine Sciences and allied departments include the following:

Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

12 The Marine Environment (GEOL 12) (3). Introduction to natural science emphasizing physical, chemical, biological, and geological phenomena in oceanic and coastal environments. Human use of, and impact on, marine resources. (Science majors see MASC 101). Fall and spring. Bruno, Marko, Albert.

47 Coastal Geology of North America (GEOL 47) (3). Prerequisite, Introductory Geology (GEOL 11, 12, 13, 15, 16, 18, or 41). Introduction to selected coastal regions and their evolution over historic and geologic time. Case studies focus on impacts of global change and human activity on estuaries, beaches, salt marshes, and coral reefs. Lectures and field trip. A&S Physical Science perspective.

101 Oceanography (BIOL 126, ENVR 127, GEOL 101) (3). Prerequisite, major in a natural science or at least two college-level courses in natural sciences. The origin of ocean basins, chemistry and dynamics of seawater, biological communities and processes, the sedimentary record, and the history of oceanography. Term paper. Intended for students with college science background; other students should see Geology 12. Three lecture hours a week. Staff.

103 Geological Oceanography (GEOL 188) (4). Prerequisite, Geology 11 or 41, or permission. Ocean basin origin, continental margin development, coastal geology, carbonate platforms, and pelagic sediments are subjects covered; paleo-oceanographic reconstructions are emphasized. Three lecture and two laboratory hours a week. Fall. Wells.

104 Biological Oceanography (BIOL 140, ENVR 120) (4). Prerequisite, Biology 54 or 105, or permission. Physical, chemical, and biological factors characterizing estuarine and marine environments emphasizing factors controlling animal and plant populations, including experimental approaches and methods of analysis, sampling, and identification. Five lecture and five laboratory hours a week. Spring. Bruno, Marko.

105 Chemical Oceanography (ENVR 128, GEOL 105) (4). Prerequisite, one semester of physical chemistry or Environmental Sciences 122 or Chemistry 180, or permission of instructor. Variation and abundance of sea constituents, the chemical, physical, and biological processes contributing to their distribution as well as problems of dispersion of conservative and non-conservative substances. Three lecture and two recitation hours a week. Spring. Martens, Arnosti, Alperin.

106 Physical Oceanography (GEOL 106) (4). Prerequisites, MATH 31, 32, Physics 24, 25, or permission. Descriptive regional oceanography, equations of motion, the Ekman layer, wind-driven currents, thermohaline circulation, modern observations, waves, tides. Four lecture hours a week. Fall. Bane, Selim.


112 Oceanic Processes in Environmental Systems (ENST 102, GEOL 112) (4). See ENST 102 description.


119 Biogeochemical Processes (ENST 110, ENVR 115, GEOL 115) (3). Prerequisites, MATH 31, BIOL 11, CHEM 51 or 51, PHYS 25 or 27, GEOL 41 or GEOL 45, or permission of instructor. 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. The course examines these processes in systems that contain the hydrosphere, lithosphere, atmosphere, and biosphere. Three lecture hours and one lab hour a week. Fall (alternate years). Arnosti, Martens.
123 Marine Carbonate Environments (GEOL 123) (4). Prerequisite, permission of instructor. Chemical and biological origins of calcium carbonate, skeletal structure, and chemomineralogy, preservation, sedimentation, and early diagenesis are studied in a variety of deep and shallow environmental settings, in order to understand skeletal genesis, limestone origin and carbonate facies variability. Field trip to Florida, Bahamas, or Bermuda. Lab exercises; research report. Spring. Alternate years.

125 Coastal Sedimentary Environments (GEOL 125) (3). Prerequisite, Geology 56 or permission of instructor. Introduction to modern shallow-water clastic environments and their sediments, emphasizing barrier islands, deltas, wetlands, and tidal flats. Includes local field trips and discussion/application of data-collecting techniques. Spring. Alternate years.

129 Geologic and Oceanographic Applications of Geographical Information Systems (GEOL 119) (4). Prerequisites, four natural science courses; or permission of 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.

133 Micropaleontology (GEOL 133) (3). Prerequisite, Invertebrate Paleontology 132, or Marine Ecology 146, or permission of instructor. An in-depth study of the biostratigraphy, paleoecology, and taxonomy of various microfossil groups (i.e., Foraminifera, ostracods, conodonts, coccoliths, Radiolaria, diatoms, acritarchs, dinoflagellates, etc.) dependent upon individual student objectives. 3 lectures and 3 laboratory hours a week. On demand.

136 Coastal Processes (4). An interdisciplinary description and analysis of environmental processes that form and maintain coastal habitats. Coastal aspects of geology, fluid dynamics, chemistry, and biology are considered. Two lectures per week and two coastal field trips. Moran.

137 Ecology of Wetlands (ENVR 137) (4). Prerequisites, one year of Biology, one year of Chemistry, one semester of Ecology, and permission of Instructor. An introduction to the functioning of freshwater and estuarine marsh and swamp ecosystems, with emphasis on systems of the southeastern U.S. Fall. Staff.

138 Barrier Island Ecology and Geology (6). Prerequisite, courses in general ecology or geology, or permission of instructor. 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. Summer. Bruno, Peterson, Wells.

140 Biogeochemical Cycling (GEOL 140) (3). Prerequisites, MASC (GEOL) 145 or 146, or GEOL 164, or ENVR 133, or MASC 105, or permission of instructor. Biogeochemical cycling explores interfaces between marine, aquatic, atmospheric, and geological sciences emphasizing processes controlling chemical distributions in sediments, fresh and salt water, the atmosphere, and fluxes between these reservoirs. Spring. Arnosti, Martens, Teske.

141 Special Problems in Marine Biology (BIOL 141) (3-6). Prerequisites, BIOL 140 and permission of instructor. Survey of current problems and intellectual approaches in any of the following areas: Marine Ecology (Peterson); Marine Chemical Ecology (Lindquist); Marine Microbes (Kohlmeyer, Paerl). Hours and credits by prior agreement (with five or more laboratory and conference hours a week per unit credit). Fall, spring, first or second summer sessions (offered on demand at Morehead City, N.C.). Staff of Institute of Marine Sciences.

143 Biogeochemical Techniques (2). Pre- or corequisite, MASC 105. 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. Spring. Albert.

144 Organic Geochemistry (GEOL 144) (3). Prerequisites, MASC 105 or CHEM 61, or permission of instructor. 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. Fall. (Alternate years.) Arnosti.

145 Geochemistry (GEOL 145) (3). Prerequisites, Geology 11 or 41, Chemistry 21, or permission of instructor. Introduction to the application of chemical principles to geological problems, with emphasis on isotopic methods. Spring. Benninger.

146 Marine Ecology (BIOL 146) (3). Prerequisite, Biology 54 or 105. A survey of ecological and oceanographic processes structuring marine communities in a broad range of habitats with an emphasis on experimental approaches to addressing both basic and applied problems in marine systems. Three lecture hours a week. Spring. Alternate years. Bruno.

148 Marine Biology (BIOL 148) (3). Prerequisites, MASC 12 or BIOL 11. 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. Fall. Moran.

151 Fluid Dynamics (GEOL 181, PHYS 151) (3). Prerequisite, Physics 103 or permission. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrotational incompressible flow. Three lecture hours a week. Fall. Scotti.

152 Modeling of Marine and Earth Systems (GEOL 141) (1-3). Prerequisite, Math 32 or permission of instructor. 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. Three lecture hours a week. Spring. Werner, Rial, Scotti.


154 Estuarine and Coastal Marine Science (ENST 54) (4). Prerequisite, MATH 31 and either PHYS 24 or CHEM 11. 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. Fall. Alperin.
155 Turbulent Boundary Layers (2). Prerequisite, MASC 106 or MASC 151 or permission of instructor. 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. Summer. Luetich.

156 Descriptive Physical Oceanography (GEOL 143) (3). Prerequisite, MASC 106 or permission. 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. Three lecture hours a week. Spring. Alternate years. Bane, Seim.

197 Special Topics in Coastal Studies (Var.). Prerequisites, science background or permission. Analysis of coastal zone environments and the processes that control them. Topic selection reflecting faculty specialization, emphasis on field study. Lecture and laboratory hours by arrangement. Fall, spring, summer. Staff.

198 Special Topics in Physical Oceanography (Var.). Topics in physical oceanography not covered in regularly scheduled courses. Fall, spring, or summer. Staff.

199 Special Topics in Marine Sciences (2-6). Prerequisite, science background and permission of instructor. Directed readings, laboratory, and/or field study of marine science topics not covered in regularly scheduled courses. Lecture and laboratory hours by arrangement. Fall, spring, or summer. Staff.

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**Department of Mathematics**

[www.math.unc.edu](http://www.math.unc.edu)

**WARREN WOGEN, Chair**

**Professors**

**Associate Professors**
Kenneth McLaughlin, Richard McLaughlin, Michael Minion.

**Assistant Professors**
David Adalsteinsson, David Cai, Jingfang Huang, Lev Rozansky.

**Professors Emeriti**
Robert L. Davis, Robert G. Heyneman, W. Robert Mann, Ancel Mewborn, Michael Schlessinger, Johann Sonner, Fred B. Wright.

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 the new interactions with other fields. Today 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 sphere 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 highly technical professions or who intend to pursue an advanced degree in one of the mathematical sciences should seriously consider the B.S. in Mathematics (Basic or Applied option) or one of the related degree programs in Computer Science or Mathematical Decision Sciences (Actuarial Science, Operations Research, Statistics).

For those interested in teaching careers, the Department of Mathematics cooperates with the School of Education in the preparation of teachers for the elementary, middle school, and high school levels. (See the note below.) Finally, the B.A. 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.

**Degree Requirements**

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 one 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 technically oriented; it provides solid preparation for work or study in mathematics or a related field. Within the B.S. program, there are two options: basic and applied. The applied option 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 freshman-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 14, 15 or 16, and some of STAT 101, 102, 126, and 127. The specific requirements (beyond those of the General College) for the B.A. and B.S. degrees are as follows.

**B.A. Degree with a Major in Mathematics**

A. Mathematics 31, 32, 33, 81, 83
B. Mathematics 147 or 137 (preferably before the senior year)
C. Mathematics 121
D. At least three more mathematics courses chosen from Mathematics 115 or any others numbered above 120.

**B.S. Degree with a Major in Mathematics**

**Basic Option**

A. Mathematics 33, 81, and 83; Computer Science 16 or Math 125; Physics 24-25 or 26-27
2. Mathematics 147 or 137 (preferably before the senior year)
3. Mathematics 121 and one of 122, 123, 128, 166
4. One of Mathematics 133, 134, 138, or 148
5. At least three more mathematics courses numbered above 120.
B. Four or more courses in Division of Basic and Applied Sciences but not in Mathematics (in addition to the General College requirements).
C. Three non-science Perspective courses (one each in three of the Aesthetic, Philosophical, Social Sciences, and Western Historical or Non-Western Comparative Perspectives).
D. Eighteen hours of C or better (not C-) in mathematics courses numbered 120 or higher.

**B.S. Degree with a Major in Mathematics (Applied Option)**

A. 1. Mathematics 33, 81, and 83; Computer Science 16; Physics 26-27
2. Mathematics 137 or 147
3. All of Mathematics 121, 124, 128, 129, and 145
4. Mathematics 122 or 123
5. Mathematics 166 or 191
6. Statistics 101-102 or 126-127
B. Two or more courses in the Division of Basic and Applied Sciences but not in Mathematics (in addition to the General College requirements).
C. Three non-science Perspective courses (one each in three of the Aesthetic, Philosophical, Social Sciences, and Western Historical or Non-Western Comparative Perspectives).
D. Eighteen hours of C or better (not C-) in mathematics courses numbered above 120.

**Special Programs in Mathematics**

Special honors (A) sections are given in mathematics courses as often as possible when student interest is sufficient. Promising students are encouraged to work toward a bachelor’s degree with honors in mathematics.

The course program will consist of six or more courses approved by the departmental honors adviser. At some time during the semester in which he or she 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 adviser. Students writing an honors essay will be expected to make an oral presentation of the essay. Interested students should consult the departmental honors adviser as early as possible and in no case later than the beginning of their senior year. Special activities for qualified students include an undergraduate Mathematics Club, a scholastic honorary society Pi Mu Epsilon, and a Putnam Examination Team. Students interested in these activities should consult the departmental honors adviser.

**General College Mathematics Requirement**

Students may use the following mathematics courses to fulfill the General College Mathematics requirement: Math 16, 17, 18, 19, 22, 30, 31, 32. Other courses that fulfill this requirement and exceptions involving courses with similar subject matter are described in the General College section of this bulletin. No student can receive credit for Math 16 or Math 22 or Math 30 after receiving credit for Math 31. No student can receive credit for Math 16 after receiving credit for Math 22. Math 12 cannot be used to satisfy the General College requirement.

**Advanced Placement**

A student who makes a grade of 3 or higher on the AP Advanced Placement Examination will receive credit for Mathematics 31. A student who makes a grade of 3 or higher on the BC Advanced Placement Examination will receive credit for both Mathematics 31 and Mathematics 32. No credit for Mathematics 30 will be given on the basis of any advanced placement examination.

**Students in Mathematics Intending to Teach**

Students intending to teach mathematics in the public schools and students enrolled in the School of Education who intend to major in mathematics should consult the School of Education section of the catalog or the director of mathematical education in the Department of Mathematics.

**Minor in Mathematics**

The minor in Mathematics requires:
A. Mathematics 33, 81, and 83.
B. Three more math courses chosen from Mathematics 115 or any others numbered above 120.

**Course Descriptions**

**Review of Basic Algebra (3).** Prerequisite, placement by Achievement Test. Placement in this course is by the Mathematics Department based on testing which indicates that the student will have difficulty with Math 10. The course provides a more gradual introduction to the material of Math 10. Hours credit for this course cannot be used for any mathematics requirement and do not count for hours required for graduation. Fall, summer.

**6 First Year Seminars (3).** The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

**10 Algebra (3).** Prerequisite, 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. Fall and spring.

**16 Intuitive Calculus (3).** Prerequisite, Math 10. Provides an introduction in as nontechnical a setting as possible of the basic concepts of calculus. The course is intended for the nontechnical major. A student may not receive credit for this course after receiving credit for Math 22 or Math 31.

**17 Finite Mathematics (3).** Prerequisite, Math 10. Provides an introduction in as nontechnical a setting as possible of the basic concepts of finite mathematics. Basic counting problems and finite probability problems are discussed. The course is intended for the nontechnical major.

**18 Selected Topics in Mathematics (3).** Prerequisite, Math 10. 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 nontechnical major.

**19 Introduction to Mathematical Modeling (3).** Prerequisite, Math 10. Provides an introduction to the use of mathematics for modeling real-world phenomena in a non-technical setting. Models
use algebraic, graphical, and numerical properties of elementary functions to interpret data. This course is intended for the non-science major.

22 Calculus for Business and Social Sciences (3). Prerequisite, Math 10. 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 an adequate preparation for Math 32. A student cannot receive credit for this course after receiving credit for Math 31. Fall and spring.

30 Trigonometry and Analytic Geometry (3). Prerequisite, Math 10. Covers the basic concepts of trigonometry and analytic geometry. Covered are the trigonometric functions and their graphs, relationships, and applications. Basic analytic geometry topics include the conics, translations, and rotations. Basic ideas of vector geometry are introduced. A student may not receive credit for this course after receiving credit for Math 31. Fall and spring.

31 Calculus of Functions of One Variable I (3). Prerequisite, a grade of C- or better in Math 30 or placement by the department. Limits, derivatives, and integrals of functions of one variable. Fall and spring.

32 Calculus of Functions of One Variable II (3). Prerequisite, a grade of C- or better in Math 31 or placement by the department. Calculus of the elementary transcendental functions, techniques of integration, indeterminate forms, Taylor’s formula, infinite series. Fall and spring.

33 Calculus of Functions of Several Variables (3). Prerequisite, Math 32. Vector algebra, solid analytic geometry, partial derivatives, multiple integrals. Fall and spring.

33A Calculus of Functions of Several Variables (3). Prerequisite, Math 32 and consent of instructor. This is an honors section of Math 33. Multivariable differential calculus, maxima and minima, curves in space.

67 Revisiting Real Numbers and Algebra (EDUC 67) (3). Central to teaching pre-college 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.

81 Discrete Mathematics (3). Prerequisite, Math 32. Topics from the foundations of mathematics; logic, set theory, relations and functions, induction, permutations and combinations, recurrence. Fall and spring.

83 First Course in Differential Equations (3). Prerequisite, Math 33. 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). Fall, spring, summer.

83A First Course in Differential Equations (3). Prerequisite, Math 33 or consent of instructor. The honors section of Math 83. Fall, spring.

90 Undergraduate Reading and Research in Mathematics (1-3). Permission of director of undergraduate studies required. This course is intended mainly for students working on honors projects. No one may receive more than three semester hours credit for this course.

98 Undergraduate Seminar in Mathematics (1-3). Prerequisite, permission of instructor. A seminar on a chosen topic in mathematics in which the students participate more actively than in usual courses.

101 Mathematical Concepts in Art (3). Prerequisite, Art 37. 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.

106 Mathematical Methods in Biostatistics (BIOS 106) (3). Prerequisite, Math 32 or equivalent. 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.

111 Developing Mathematical Concepts (3). Prerequisite, consent of instructor. An investigation of various ways elementary concepts in mathematics can be developed. Applications of the mathematics developed will be considered. This course ordinarily is offered for in-service and prospective teachers.

115 History of Mathematics (3). Prerequisite, Math 81. A general survey of the history of mathematics with emphasis on elementary mathematics. Some special problems will be treated in depth. Spring.

116 Linear Algebra (3). Prerequisite, Math 32. An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, determinants, eigenvectors, diagonalization. A student may not receive credit for this course after receiving credit for Math 147 or 137.

118 Basic Concepts of Analysis (3). Prerequisites, Math 32 and consent of instructor. Limits, continuity, differentiability, uniform continuity. Riemann integration. Infinite sequences and series; uniform convergence; power series. A student cannot receive credit for this course after receiving credit for Math 193 or Math 121.

121 Advanced Calculus I (3). Prerequisites, Math 33 and Math 81. The real numbers; continuity and differentiability of functions of one variable; infinite series; integration. Fall and spring.

122 Advanced Calculus II (3). Prerequisite, Math 121. Functions of several variables: the derivative as a linear transformation; inverse and implicit function theorems; multiple integration. Spring.

123 Functions of a Complex Variable with Applications (3). Prerequisite, Math 83. 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. Fall.


125 Computer Assisted Mathematical Problem Solving (3). Prerequisite, Math 83. 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.
126 Introduction to Probability (STAT 126) (3). Prerequisite, Math 33. Introduction to 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. Fall and spring.

128 Mathematical Methods for the Physical Sciences I (3). Prerequisites, Math 83 and Physics 24-25, or equivalent. 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. Fall.

129 Mathematical Methods for the Physical Sciences II (3). Prerequisites, Physics 24-25, and one of Math 121, 124, 128 or equivalents. 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. Spring.

130 Topology (3). Prerequisite, Math 33; corequisite, Math 83 or permission of instructor. Introduction to topics in topology, particularly surface topology, including classification of compact surfaces, Euler characteristic, orientability, vector fields on surfaces, tessellations, and fundamental group.

131 Euclidean and Non-Euclidean Geometries (3). Prerequisite, Math 81 or permission of instructor. Critical study of basic notions and models of Euclidean and non-Euclidean geometries, order, congruence, and distance.

133 Elementary Theory of Numbers (3). Prerequisite, Math 81. 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. Fall.

134 Elements of Modern Algebra (3). Prerequisite, Math 81. Binary operations, groups, subgroups, cosets, quotient groups, rings, polynomials. Spring.

137 Linear Algebra (3). Prerequisites, Math 81 and Math 83. Vector spaces, linear transformations, duality, diagonalization, primary and cyclic decomposition, Jordan canonical form, inner product spaces, orthogonal reduction of symmetric matrices, spectral theorem, bilinear forms, multi-linear functions. A much more abstract course than Math 116 or 147. Fall.

138 Algebraic Structures (3). Prerequisite, Math 137 or 147. 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. Spring.

145 Mathematical Modeling (3). Prerequisites, Math 83, some knowledge of computer programming or permission of instructor. 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. Spring.

147 Linear Algebra for Applications (3). Prerequisite, Math 33. Algebra of matrices with applications; determinants; solution of linear systems by Gaussian elimination; Gram-Schmidt procedure; eigenvalues. Math 116 may not be taken for credit after credit has been granted for Math 147. Fall, spring, summer.

148 Combinatorial Mathematics (STAT 156) (3). Prerequisite, Math 81 or equivalent, or permission of instructor. 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.

149 Introduction to Graph Theory (STAT 158) (3). Prerequisite, Math 116, 137, or 147. Basic concepts of directed and undirected graphs, partitions and distances in graphs. Planar and nonplanar graphs. Matrix representation of graphs, network flows, applications of graph theory.

155 Introduction to Dynamics (3). Prerequisites, Math 83 or consent of instructor. 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.

157 Topics in Matrix Theory (3). Prerequisites, Math 137 or equivalent, or Math 147 or equivalent, and some knowledge of computer programming. Quadratic and Hermitian forms, Sylvester’s theorem; applications to systems of differential equations; approximation of eigenvalues and eigenvectors; nonnegative matrices. Perron-Frobenius theorem; integer matrices with applications in combinatorics.


162 Actuarial Mathematics II (OR 162, STAT 107) (3). See Operations Research 162 course description.

166 Introduction to Numerical Analysis (3). Prerequisites, Math 83 and some knowledge of computer programming. Iterative methods, interpolation, polynomial and spline approximations, numerical differentiation and integration, numerical solution of ordinary and partial differential equations. Fall.

175 Topics in Analysis (3). Prerequisites, Math 122 or consent of instructor. Topics may include linear spaces, convexity, mathematical programming, duality, algorithms, and other subjects related to the mathematical theory of optimization.

176 Topics in Algebra (3). Prerequisite, consent of instructor. Topics may include number theory, algebraic number theory, field theory, or algebraic geometry.

177 Topics in Geometry (3). Prerequisite, consent of instructor. Topics may include non-Euclidean geometries, linear geometry, finite geometries, convexity, polytopes, topology, and algebraic geometry.

180 Geometry of Curves and Surfaces (3). Prerequisite, 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. Fall.

186 Modules, Linear Algebra, and Groups (3). Modules over rings, canonical forms for linear operators and bilinear forms, multilinear algebra, groups and group actions. Fall.

187 Groups, Representations, and Fields (3). Internal structure of groups, Sylow theorems, generators and relations, group representations, fields, Galois theory, category theory. Spring.

189 Enumerative Combinatorics (3). Prerequisite, Math 138. Basic counting, partitions, recursions and generating functions, signed enumeration, counting with respect to symmetry, plane partitions and tableaux.

190 Combinatorial Structures (3). Prerequisite, Math 138. Graph theory, matchings, Ramsey theory, extremal set theory, network flows, lattices, Mobius inversion, q-analogs, combinatorial and projective geometries, codes and designs.

191 Scientific Computation I (3). Prerequisite, some programming experience, 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. Fall.

192 Scientific Computation II (3). Prerequisite, Math 191. 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. Spring.

193 Introductory Analysis (3). Prerequisite, advanced calculus. Elementary metric space topology; continuous functions; differentiation of vector-valued functions; implicit, inverse function theorem. Topics from: Weierstrass theorem; existence and uniqueness theorems for differential equations; series of functions. Fall.

195 Probability (STAT 155) (3). See course listings for Department of Statistics.

196 Complex Analysis (3). Prerequisite, Math 193. A rigorous treatment of complex integration, including the Cauchy theory. Elementary special functions, power series, local behavior of analytic functions. Spring.

197 Qualitative Theory of Differential Equations (3). Prerequisite, linear algebra and Math 193, or consent of instructor. Existence and uniqueness theorems, linear and nonlinear systems, differential equations in the plane and on surfaces, Poincare-Bendixon Theory, Liapounov stability and structural stability, critical point analysis.

198 Methods of Applied Mathematics I (3). Prerequisite, undergraduate differential equations. Contour integration; asymptotic expansions; steepest descent/stationary phase methods; special functions arising in physical applications; elliptic and theta functions; elementary bifurcation theory. Fall.

199 Methods of Applied Mathematics II (3). Prerequisite, Math 198 or permission. Perturbation methods for odes, pdes; WKBJ method, averaging, modulation theory for linear and nonlinear wave equations; long-time asymptotics of Fourier integral representations of pdes; Green's functions; dynamical systems tools. Spring.

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Program in the Mathematical Decision Sciences

www.or.unc.edu/MDSweb

JON W. TOLLE, Director

Advisers
Amarjit Budhiraja, Edward Carlstein, Charles W. Dunn, Valadas Pipiras, Scott Provan, David Rubin.

The Mathematical Decision Sciences program leads to a Bachelor of Science degree. This program, jointly administered by the Departments of Operations Research and Statistics, encompasses the study of quantitative models and techniques relevant to the problem of decision making, construed in its broadest sense. Decisions based on mathematical models and the analysis of quantitative data play a major role in our society. Examples of such decisions are those of an investment manager choosing a retirement portfolio, an airline analyst developing a crew schedule, and a statistician in a pharmaceutical company judging the efficacy of a new drug. Decision making at these levels typically requires the collection and analysis of large amounts of data, the handling of elements of uncertainty and risk, and the analysis of the consequences of the possible decisions. Students who choose the BS degree in the Mathematical Decision Sciences will obtain the solid background in the fundamentals of probability, operations research, and statistics that enable them to address the problems that arise in these analyses. In addition, those students who wish to become actuaries will find this degree program an excellent preparation for their future work and, specifically, for the exams that must be passed to become fellows in the professional actuarial societies.

A program leading to an honors degree is available as is a five-year program leading to an M.S. degree in Operations Research.

Students interested in majoring or minoring in Mathematical Decision Sciences should visit the program office in 102B Smith Bldg.

General College Requirements

In the first two years, all students in these programs must meet General College requirements. As part of, or in addition to, those requirements, the following courses should be taken:

- Mathematics 31, 32, 33;
- Statistics 31;
- Operations Research 41;
- Computer Science 14 or 16;
- A foreign language through language 4 (the fourth course in the language may be taken pass/fail).

The following courses are suggested but not required for those interested in the actuarial sciences field:

- Economics 10;
- Business Administration 71.

Junior-Senior Requirements

The following courses are required for all majors:

- Mathematics 147;
- Statistics 101, 102, 126;
In addition, all majors must take four additional courses from the following two groups of courses, including at least two from group A:

Group A
- Statistics 127;
- Operations Research 140, 185, 190;
- Operations Research 161, 162.

Group B
- Biology 162;
- Biostatistics 164;
- Computer Science 114, 121;
- Mathematics 83, 121, 122, 123, 148, 149, 166;
- Operations Research 85.

Students must pass at least six of the junior-senior courses listed above with a grade of C or better.

Four elective courses outside of the Mathematical Science Department (Computer Science, Mathematics, Operations Research, and Statistics) must also be taken. Of these, at least one must be chosen from the divisions of Humanities and Fine Arts, one from the Division of Social Sciences, and one from the Division of Basic and Applied Natural Sciences. These courses cannot be taken pass/fail.

Finally, students must complete sufficient electives to achieve at least 122 hours of academic credit, not including physical education activity courses.

Students preparing for an actuarial career are encouraged to include the following courses from Group A in their program: Statistics 127, Operations Research 161 and 162; and take Economics 101 as a social science elective.

Minor in the Mathematical Decision Sciences
The minor in Mathematical Decision Sciences requires:
- Statistics 31;
- Operations Research 41;
and at least three courses from
- Statistics 101, 102, 126, 127;

These latter three courses may not be used as part of the student’s major program.

Department of Microbiology and Immunology
www.med.unc.edu/microimm

JEFFREY FRELINGER, Chair

The Department of Microbiology and Immunology, a part of the School of Medicine, participates actively in the undergraduate Curriculum in Biology but does not offer a major leading to an undergraduate degree; however, several of the department’s courses are open to students in the College of Arts and Sciences. Microbiology 51 and 55 are open to some students with a minimum of science prerequisites but are specifically designed as prerequisites for the pharmacy or nursing curriculum. Microbiology 108 is suggested for students considering a career in microbiology or immunology, but the entire sequence to 140 is available to the highly motivated student.

Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

51 Introductory Medical Microbiology (4). Prerequisites, Chemistry 11-21 or Biology 8 or 11. An introductory course in microbiology with emphasis on the structure, biology, and genetics of bacteria and viruses, including their roles in human disease and interactions with the immune system. Other topics include the basis of antimicrobial and antiviral resistance, and the use of microbes and viruses in biotechnology. The course is oriented toward those planning careers in pharmacy, nursing, dental hygiene, and related fields. This course is essentially the same as Microbiology 55. Three lecture and two laboratory hours per week. Fall. Staff.

55 Elementary Pathogenic Microbiology (4). Prerequisite for nursing students and dental hygiene students, other students by permission of department. Prerequisites, Chemistry 11-21 or Biology 8 or 11. A course covering the fundamental principles of microbiology, the relation of microorganisms to disease, modes of infection, and etiologic agents of the important infectious diseases. The course is oriented toward those planning careers in pharmacy, nursing, dental hygiene, and related fields and is essentially the same as Microbiology 51. Three lecture and two laboratory hours a week. Spring. Staff.

108 Advanced Molecular Biology I (Genetics 110, Biochemistry 110, Pharmacology 136, Biology 178) (3). Prerequisites for undergraduates, at least one undergraduate course in both biochemistry and genetics, and permission of instructor. DNA structure, function, and interactions in prokaryotic and eukaryotic systems, including chromosome structure, replication, recombination, repair, and genome fluidity. Three lecture hours. Fall. Griffith, staff.

109 Advanced Molecular Biology II (Biochemistry 111, Genetics 111, Pharmacology 137, Biology 179) (3). Prerequisites for undergraduates, at least one undergraduate course in both biochemistry and genetics, and permission of instructor. RNA structure, function, and processing in biological systems including transcription, gene regulation, translation, proteins and RNA transport. Spring. Fried.

112 Introduction to Microbiology (3). 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. Twenty-eight lecture hours and seven laboratory hours. Spring. Newbold, staff.

114 Immunobiology (3). Prerequisites, strong background in molecular biology, eukaryotic genetics, and biochemistry and permission of instructor. Topics include immunochemistry, genetic mechanisms, development of cells and cell interactions; hypersensitivity, autoimmunity, resistance to infection. Three lectures. Fall. Collins, staff.

115 Special Topics in Microbiology or Immunology (3 or more each semester). Permission of the department required except for department majors. Designed to introduce the student to research methods. Minor investigative problems are conducted with advice and guidance of the staff. Hours and credit to be arranged, any term. May be repeated for credit two or more semesters. Staff.


130 Virology (4). Prerequisites, molecular biology and cell biology. Current concepts of the chemistry, structure, replication, genetics, and natural history of animal viruses and their host cells. Fall. Barchenheimer, staff.

135 Bacteriology (3). Selected aspects of bacterial cell structure, physiology, genetics, genomics, gene expression, signal transduction, and growth outside the laboratory environment. Fall. Bourret, staff.

140 Microbial Pathogenesis (4). Prerequisites, Microbiology 130, 135, or permission of the instructor. Comprehensive course encompassing the molecular and biological basis of bacterial and viral pathogenesis, including the role of the host response in contributing to the infectious disease process. Four lecture hours per week. Spring. deSilva, staff.

189 Molecular Biology Techniques (Biology 189, Genetics 189, Pharmacology 189, Physiology 189) (4). Prerequisites, some molecular biology, permission of the instructor. These one and two week intensive courses are part of the Carolina Workshops series. Topics emphasized vary, but usually include techniques such as isolation of nucleic acids, blotting, cloning in viruses and plasmids, and DNA sequencing. Fall, spring, and summer courses available. Litaker and staff. Fee required. Eight laboratory hours.

Department of Military Science

Elizabeth R. Agather, Lieutenant Colonel, Professor of Military Science and Chair
Bruce W. Anderson, Lieutenant Colonel, Operations Officer, Assistant Professor of Military Science
John L. Zornick, Major, Executive Officer, Assistant Professor of Military Science
Craig A. Marks, Captain, Admissions and Scholarship Officer, Assistant Professor of Military Science
Jose R. Ramos, Sergeant First Class, Operations Noncommissioned Officer
Freida L. Watson, Sergeant, Logistics Noncommissioned Officer
Margarita Hawkins, Human Resources Assistant

The UNC-Chapel Hill Army Institute of Leadership 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 leadership intern programs.

Students who successfully complete the program and meet Army requirements are commissioned in a branch within the Army, Army National Guard, or Army Reserve. Those choosing active duty have guaranteed job placement, worldwide travel opportunities, and a starting salary of $35,000+, of which 1/3 is tax-free. Graduates can expect to be promoted to Captain and have a salary of $55,000 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. Students or prospective students are encouraged to check the departmental Web site, www.unc.edu/armymom, and then call the admissions officer (800-305-6687, 919-962-5546, or cell 919-672-6792) for an individual program assessment.

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 year, qualified students attend a four-week leadership validation 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 freshman and sophomore years to meet the requirements for commissioning as officers in the U.S. Army. Students who have previously served in any of the armed services, active or reserve, are eligible to enroll at the Army Institute of Leadership. Others may attend a four-week leadership internship at Fort Knox, KY. Attendance at Camp Challenge 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. 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

The Army Institute of Leadership 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. During the academic year, students may par-
participate in the Special Operations Club, which stresses military tactics, physical fitness, and leadership. The SPECOPS Club participates every fall in the regional Ranger Challenge competition. Other opportunities include participation in leadership opportunities in actual Army units both in the United States and around the world. Opportunities on campus include the department-sponsored UNC-Chapel Hill Ram Air Parachute Club and Demonstration Team.

**Program Eligibility**

The Army Institute of Leadership is open to all students, with no eligibility requirements. Those students who wish to obtain a U.S. Army commission upon graduation must meet minimum U.S. Defense Department requirements. These include: have a minimum GPA of 2.0; be medically qualified; meet age requirement; and be recommended by the department chair.

**Scholarships**

Four-year scholarships are available for high school seniors. They may apply through the U.S. Army Cadet Command. Three-and-a-half-, three-, two-and-a-half-, and two-year scholarships are available to students at the University. These are competitive scholarships, and successful candidates will meet the requirements listed in Program Eligibility above and have a GPA over 2.5. Scholarships pay full tuition, a book allowance, and a monthly stipend between $250 and $400 depending on the student’s year at the University. The North Carolina Army National Guard and the U.S. Army Reserve 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. Different programs have different obligations. Service obligations range from three years to eight years. The admissions and scholarship officer can provide more information.

**Course Descriptions**

11. Fall Semester 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. Lab repeated each year. Agather.

21. Spring Semester Laboratory (0). Drill and ceremony, communications, and tactical exercises. Strongly encouraged for all Basic Course students and required for all Advanced Course students. Lab repeated each year. Agather.

011 Adventures in Leadership (1). Theory of leadership, interpersonal skills, group dynamics as they apply to the public sector, private corporations, and the U.S. Army. Areas of concentration include: How to analyze, how to express oneself in writing and verbally, how to plan and objectively evaluate plans with emphasis on discovering individual leadership styles. Lab required for cadets. Marks.

012 Adventures in Leadership - The Sequel (1). A continuation of leadership study with emphasis on contemporary issues facing the military and society. Study of basic land navigation techniques. The student develops knowledge of self, self-confidence, and individual leadership skills. Application of communication, feedback, and conflict resolution skills. Lab required for cadets. Marks.

031 Leadership Discovery (2). Develops leadership styles for application in small organizations. Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students maintain a leadership journal and discuss observations in small group settings.

032 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.

071 Military Science and Leadership (3). Prerequisite, completion of Basic Course or permission of the assistant professor. 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. Lab required for cadets. Lab required for cadets. Anderson.

072 Advanced Military Operations (3). Prerequisite, completion of Basic Course or permission of the assistant professor. 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. Lab required for cadets. Anderson.

091 Leadership and Command Management (3). Prerequisite, completion of Military Science 071 and 072 or permission of the professor of military science. Theory and practice in leadership, management, and counseling. Emphasis on multitask planning and execution. Lab required for cadets. Agather.

092 Officership (3). Prerequisite, completion of Military Science 071 and 072 or permission of the professor of military science. 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. Lab required for cadets. Agather.

096 Independent Study (Var). Any serious student unable to schedule military science courses during their allotted time frames may sign up for any Army course through independent study. Permission of the department chair and an interview with the assistant professor teaching the course are required prior to acceptance for independent study. Agather.

099 Seminar in Selected Topics of Military Science (Var). Prerequisite, permission of the department. A detailed examination of current topics regarding the U.S. Army. Provides a course for Army ROTC cadets who require additional course work to meet commissioning and/or scholarship requirements due to extenuating circumstances. Agather.

**Additional Requirements**

Students seeking a commission must complete one semester of American Military History (normally HIST 68/69) and Ethics of Peace, War and Defense (PHIL 42/PWAD 68).
Department of Music
www.unc.edu/music

JAMES E. KETCH, Chair
Associate Chair for Academic Studies
Tim Carter.
Associate Chair for Applied Studies
Susan A. Klebanow.
Director of Undergraduate Studies
John L. Ñadas.

Professors

Associate Professors
Allen Anderson, John Covach, Annegret Fauser, Thomas Otten, Michael Votta Jr., Stafford L. Wing.

Assistant Professors
Anne MacNeil, Jocelyn Neal, Scott Warner, Sarah Weiss.

Lecturer in Music
Susan Moeer.

Clinical Associate Professor
Philip Vandermeer.

Director of Band Activities
Jeffrey Fuchs.

Adjunct Faculty

Undergraduate Degrees in Music
The Department of Music offers two curricula for undergraduates who major in music. The Bachelor of Arts degree provides a focus on music in the context of a broad education in the liberal arts, while the Bachelor of Music degree puts emphasis on specialized training in music performance, composition, or music education. The requirements for these programs are described below. Questions regarding registration for courses in the department may be addressed to the departmental registrar in Hill Hall, Room 104B, and also to the department's undergraduate advisers. All registrations are subject to the approval of the director of undergraduate studies.

Music Core Curriculum (31 hours). All students pursuing an undergraduate degree in music must complete the department's core curriculum, consisting of four courses in music history, four courses in music theory, and four separate semesters (or the equivalent) of appropriate departmental ensembles. The distribution of courses in each area is shown below.

Music history (12 hours): 51, 52, 53, and 55.
Music theory (15 hours): 31/31L (4), 32/32L (4), 37/37L (4), and one selected from 33, 35, 38, 59, 64, or 65.

Ensemble (4 hours): four separate semesters (or the equivalent) of an appropriate departmental ensemble.

Additional Requirements for the B.A. in Music
In addition to completing the Department of Music's core curriculum as described above, students pursuing the B.A. in music must complete an additional twelve hours in the department. Taken together with the thirty-one hours required by the music core, students complete a total of forty-three hours in music; combined with seventy-seven hours outside the department, students complete 120 hours overall. All candidates for the B.A. in music must complete seventy-seven hours of coursework outside of music, including all General College requirements and four Arts and Sciences perspectives courses (as described elsewhere in this bulletin).

B.A. Emphases. While students are not required to identify an area of emphasis in the B.A., they may elect to do so in consultation with the director of undergraduate studies. Possible areas of emphasis include (but are not restricted to) jazz, popular music, performance, composition, theory, or history. Further details of B.A. emphases are available from the department's undergraduate advisers.

Additional Requirements for the B.Mus.
In addition to completing the Department of Music's core curriculum as described above, students pursuing the B.Mus. must complete eight separate semesters (or the equivalent) of applied instruction (sixteen hours total; which may include an approved number of credit hours from MUSC 66 and MUSC 93), four additional separate semesters (or the equivalent) of appropriate departmental ensembles (four hours additional to the four hours in the music core), and an additional eleven hours of music elective credit to total sixty-two hours of music; combined with fifty-eight hours outside of music, students complete 120 hours overall. All candidates for the B.Mus. degree must complete fifty-eight hours outside of music, including all General College requirements and four Arts and Sciences perspectives courses (as described elsewhere in this bulletin).

B.Mus. Emphases. While students are not required to identify an area of emphasis in the B.Mus., they may elect to do so in consultation with the director of undergraduate studies. Possible areas of emphasis are performance, composition, or music education. Students interested in gaining certification to teach music in N.C. 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 N.C. advanced level licensure. Further details of B.Mus. emphases are available from the department's undergraduate advisers.

Honors in Music
Students interested in becoming candidates for a degree with honors in music should read the regulations governing the Honors Program in the College of Arts and Sciences and should consult the honors adviser of the department toward the end of the sophomore year.

Undergraduate Minors in Music
(For students entering UNCS-Chapel Hill prior to fall 2003)
The department offers three minors in music. MUSC 31/31L is a prerequisite to all three curricula; additional requirements are outlined below.
Music History and Music Theory. In addition to the successful completion of MUSC 31/31L, students must complete 32/32L, two courses from the 51-53 sequence, and two electives from the following: MUSC 37/37L, the remaining course from the 51-53 sequence, 33, 35, 38, 59, 64, 65, or 95, or another academic music courses chosen with the approval of the director of undergraduate studies. Applied study and participation in performance activities are recommended but not required, and performance credits do not count toward the minor.

Musical Performance. In addition to the successful completion of MUSC 31/31L, students must complete one course in music history from MUSC 51, 52, or 53, and one additional course from the following: MUSC 32/32L; one of the remaining courses from the 51-53 sequence. In addition, students must complete ten credit hours in performance, including a minimum of two semesters of applied lessons (one credit hour each) and a minimum of two semesters of credit in a large ensemble, such as band, choir, orchestra (one credit hour each). Pianists and guitarists may substitute small ensembles as appropriate.

Jazz Studies. In addition to the successful completion of MUSC 31/31L, students must select and complete four of the following courses: MUSC 35, 45, 63a, 63b, 69, 80 or 95.

(For students entering UNC-Chapel Hill in fall 2003 or later)

The Music Department offers one minor in music (fifteen hours). Students are required to take MUSC 21 (three hours), one of MUSC 41-46 (three hours), and one of MUSC 80-89, 91, and 95 (three hours). The remaining 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.

Academic and Practical Courses in Music

The following courses, plus applied instruction and ensembles (see the separate section, below), are offered by the Music Department.

Not all of these courses will be offered in a given year. When a course has a semester specified, this is when it will normally run. When no semester is specified, the course may be offered in either semester. Some courses may also be offered in the summer program. For further details, see the department’s annual Directory of Classes.

An ability to read music notation is not normally required to complete the following courses: MUSC 6, 41-46, 80-89, 91. Such an ability is also not normally required for admission to MUSC 21.

The department also contributes courses to the Honors Program (HONS 6K, 27K) as listed elsewhere in this bulletin and in the Directory of Classes. These courses do not normally require an ability to read music notation.

6 First-Year Seminars (3). The seminars are designed to enable first-year students to work closely with professors in classes that enroll twenty students or fewer. See the Directory of Classes for specific offerings.

16A Winds and Percussion Techniques (2). Primarily for students preparing for admission to the MAT program. An introduction to basic performance skills on representative woodwind, brass, and percussion instruments. Fall.

16B Strings, Piano, and Voice Techniques (2). Primarily for students preparing for admission to the MAT program. An introduction to basic performance skills on keyboard, voice, and representative string instruments. Fall.

17 Advanced Problems (3). Prerequisites, MUSC 16A, MUSC 16B. A continuation of MUSC 16A/16B, 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. Spring.

21 Fundamentals of Music I (3). Notational and theoretical materials of music, with musicianship skills developed. Intended for the non-major who wishes to learn to express musical ideas in clear, correct notational form. GC Aesthetic/Fine Arts perspective.

22 Fundamentals of Music II (3). Prerequisite, MUSC 21 or equivalent. Non-majors only. A continuation of MUSC 21 with the addition of basic instrumentation and arranging.

31 Theory-Musicianship I (3). Corequisite, MUSC 31L. Primarily for prospective or actual music majors; other students may enroll by permission. In all cases, admission is subject to a diagnostic test. An intensive introduction to music theory and analysis for students intending to continue in the department’s music-theory core courses. The course also covers basic contrapuntal writing and introductory principles of harmony and voice-leading. GC Aesthetic/Fine Arts perspective. Fall.

31H Theory-Musicianship I (3). Corequisite, MUSC 31L. Primarily for prospective or actual music majors; other students may enroll by permission. In all cases, admission is subject to a diagnostic test. A version of MUSC 31 for selected advanced students. GC Aesthetic/Fine Arts perspective. Fall.

31L Theory and Musicianship Lab I (1). Corequisite, MUSC 31 or 31H. Basic musicianship skills, including music notation, basic composition, score analysis, keyboard, sight-singing, and ear-training. Fall.

32 Theory-Musicianship II (3). Prerequisites, MUSC 31 or 31H, 31L; corequisite, MUSC 32L. Primarily for prospective or actual music majors; other students may enroll by permission. A continuation of Music 31 covering aspects of diatonic harmony and voice-leading. Spring.

32H Theory-Musicianship II (3). Prerequisites, MUSC 31 or 31H, 31L; corequisite, MUSC 32L. Primarily for prospective or actual music majors; other students may enroll by permission. A version of MUSC 32 for selected advanced students. Spring.

32L Theory and Musicianship Lab II (1). Prerequisites, MUSC 31 or 31H, 31L; corequisite, MUSC 32. A continuation of MUSC 31L, with emphasis on intermediate-level musicianship skills. Spring.

33 Analysis of Popular Music (3). Prerequisites, MUSC 37, 37L. Analysis and transcription of blues, rock, ballads, and jazz, with an emphasis on rock music since 1955.

35 Jazz Theory (3). Prerequisite, MUSC 21 or 31H. An introduction to the musical materials of jazz, including chord/scale relationships, functional keyboard skills, and harmonic analysis.

36A Keyboard Skills I (1). Application of music theory to keyboard techniques in playing harmonic progressions, in harmonizing melodies, and in realizing figured bass. Fall.

36B Keyboard Skills II (1). Prerequisite, MUSC 36A. MUSC 36B continues the development of keyboard skills established in MUSC 36A. Spring.

37 Theory-Musicianship III (3). Prerequisites, MUSC 32 or 32H, 32L, both with a grade of C or better; corequisite, MUSC 37L. A con-
tinuation of MUSC 32/32H covering aspects of chromatic harmony, form, and modulation. Fall.

37L Theory and Musicianship Lab (3). Prerequisites, MUSC 32 or 32H, 32L; corequisite, MUSC 37. A continuation of MUSC 32L, with emphasis on intermediate- to advanced-level musicianship skills. Fall.

38 Analysis of Twentieth-Century Music (3). Prerequisites, MUSC 37, 37L. The study of analytical techniques as applied to significant works of the period.

39 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.

41 Survey of Western Music History (3). Non-majors only. A chronological survey of the history of Western art-music from roughly 1500 to the present. GC Aesthetic/Fine Arts perspective.

42 Great Musical Works (3). Non-majors only. The study of selected works from the Western art tradition, with an emphasis on critical understanding. GC Aesthetic/Fine Arts perspective.


44 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. May count as elective credit beyond the core for music majors. GC Aesthetic/Fine Arts perspective.

45 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. May count as elective credit beyond the core for music majors. GC Aesthetic/Fine Arts perspective.

46 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. May count as elective credit beyond the core for music majors. GC Aesthetic/Fine Arts perspective; Cultural Diversity Requirement.

51 Studies in Music History to 1650 (3). Music in its historical context and the developing musical language from Classical antiquity through 1650. A&S Western Historical perspective. Fall.

52 Studies in Music History, 1650-1850 (3). Prerequisites, MUSC 32 or 32H, 32L. Music in its historical context from the mid-seventeenth century through the mid-nineteenth century. Fall.

53 Studies in Music History since 1850 (3). Prerequisites, MUSC 37, 37L. Music in its historical context since the mid-nineteenth century. Spring.

55 Topics in the History and Culture of Music (3). Prerequisites, MUSC 51, 52, 53, or permission of instructor. Topics will vary each semester and may address a particular genre, composer, compositional issue, or repertoire, including non-Western and popular musics. May be repeated for credit if on a different topic. Fall, spring.

59 World Musics in Theory and Practice (3). Prerequisites, MUSC 32 or 32H, 32L, or permission of instructor. 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.

60 Diction for Singers I (3). Prerequisite, permission of instructor. Basic principles of diction for singers in English/Italian presented through the use of the International Phonetic Alphabet. Spring.

61 Diction for Singers II (3). Prerequisite, MUSC 60 or permission of instructor. Basic principles of diction for singers in German. Spring.

62 Diction for Singers III (3). Prerequisite, MUSC 60 or permission of instructor. Basic principles of diction for singers in French. Fall.

63A Jazz Improvisation I (3). Prerequisite, MUSC 21 or 31 or 31H or permission of instructor. 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.

63B Jazz Improvisation II (3). Prerequisite, MUSC 63A. Continuation of MUSC 63A, examining more advanced improvisational techniques, harmonic materials, and compositional tune-types.

64 Form and Analysis (3). Prerequisites, MUSC 37, 37L. The analysis and writing of tonal forms.

65 Counterpoint (3). Prerequisites, MUSC 37, 37L. The study of two-, three-, and four-voice counterpoint, for example, in the style of Palestrina, Bach, or twentieth-century idioms.

66 Introduction to Composition (3). Prerequisites, MUSC 31 or 31H. The study of compositional techniques and the development of individual creative styles through imitative and original writing. Fall.

67 Instrumentation (3). Prerequisite, MUSC 21 or 31 or 31H. Practical exercises in scoring and arranging for various combinations from single instrumental choirs to full concert orchestra, with trial group performances. Fall.

68 Basic Conducting (2). Basic conducting techniques, score reading, and music performance evaluation for choral and instrumental groups. Spring.

69 Jazz Composition and Arranging (3). Prerequisite, MUSC 21 or 31 or 31H or permission of instructor. An introduction to composing and arranging for small- and large-group jazz ensembles.

70 Piano Pedagogy I (3). Prerequisite, two years of piano instruction at college level. Intended primarily for B.Mus. students. Problems, materials, and methods in teaching beginning piano to children.

71 Piano Pedagogy II (3). Prerequisite, two years of piano instruction at college level. Intended primarily for B.Mus. students. Problems, materials, and methods in teaching piano to older students of high school and early college age.

74 Orchestration (3). Prerequisite, MUSC 67. Practical orchestral scoring with emphasis on understanding and imitating historical styles from Mozart through Ravel.

78 Intermediate Conducting (2). Prerequisite, MUSC 68 or permission of instructor. Continued study of conducting techniques, score reading, rehearsal techniques and procedures. Practical experience working with UNC-Chapel Hill student ensembles.
80 Jazz Innovators (3). Non-majors only. Musical, historical, cultural and social issues in Jazz studied through the examination of innovative and influential jazz artists. A&S Aesthetic perspective.

81 Popular Song in American Culture (3). Non-majors only. The relationship between popular song and culture in American society is explored by focusing on an important historical repertoire or interpretive theme. A&S Aesthetic perspective.

82 Bach and Handel (3). Non-majors only. 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. A&S Aesthetic perspective.

83 Haydn and Mozart (3). Non-majors only. The high point in Viennese music of the late eighteenth century, emphasizing Haydn's symphonies and quartets, and Mozart's operas and piano concertos. A&S Aesthetic perspective.

84 Beethoven and His Era (3). Non-majors only. Beethoven's music will be studied in the context of social structures and concepts about artists during his lifetime. A&S Aesthetic perspective.

85 Musical Modernism (3). Non-majors only. A study of the work of diverse composers characteristic of music since c1880 viewed in their broader artistic and other contexts. A&S Aesthetic perspective.

86 Music as Culture (3). Non-majors only. Music in the framework of its social, political, economic, and cultural contexts. May be repeated for credit if on a different topic. A&S Aesthetic perspective.

87 Opera as Drama (3). Non-majors only. 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. A&S Aesthetic perspective.

88 The Orchestra and Its Music (3). Non-majors only. Study of the symphony orchestra, its instruments, and its historical development from the mid-eighteenth century to the present, and the music it plays, including selected works in a variety of styles. A&S Aesthetic perspective.

89 Studies in Music Literature (3). Non-majors only. More intensive study of a selected body of music literature. May be repeated for credit if on a different topic.

91 Women in Opera (WMST 89) (3). An examination and exploration of women's changing roles and influence, onstage and behind the scenes, in the history of opera. A&S Aesthetic perspective.

93 Composition (3). Prerequisite, MUSC 66 or permission of instructor. Original compositions in various forms. May be repeated for credit.

95 Studies in Jazz (3). Advanced study on a selected topic in jazz. Topics will vary and may address a particular genre, composer, performance practice, compositional issue, or repertoire. May be repeated for credit if on a different topic.

96 Advanced Instrumental Conducting (3). Prerequisite, MUSC 78 or permission of instructor.

97 Advanced Choral Conducting (3). Prerequisite, MUSC 78 or permission of instructor.

98 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. Fall, spring.

99 Honors Project in Music (3). Prerequisites, GPA of 3.5 or higher and permission of the department's honors adviser. Independent study by a student who has been designated a candidate for undergraduate Honors in Music. May be repeated for credit. Fall, spring.

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 (and instrument rental, where appropriate) according to an annual schedule published by the department. Music majors are given priority, but non-majors are also welcomed, subject to the limits of available faculty time. All students wishing to enroll must first gain the permission of the appropriate area head to register for applied instruction. Once permission has been granted, the registration process for academic credit can only be done by the Music Department 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 1-5, 9; depending on the duration of the weekly applied lesson) or two credit hours per semester (MUSC 11-15, 19). Ensembles (MUSC 7-8) each earn one credit hour per semester. Recitals (10, 105) each earn one credit hour. Applied lessons are normally one hour per week on an individual basis; however, University students who are not music majors may receive 0.5 credit hour for one half-hour lesson per week during the semester. Class instruction in applied music for non-majors may also be given as the demand and supply of teachers warrant, with one and one-half hours of instruction weekly during the semester gaining one credit hour.

MUSC 1-5, 7-8, 9, 11-15, 19 are normally offered each semester and may be repeated for credit subject to admission and other requirements being met. Enrollment in all these courses, plus 10 and 105, require permission of the appropriate instructor or area head. The appropriateness of any student's study at a particular level is determined by audition before the time of enrollment and by jury examination at the end of each term. All prospective and actual B.Mus. and B.A. (music major) students will enroll for individual instruction with credit under MUSC 11-15, 19 (two credit hours per semester) on their main performance medium; to continue taking MUSC 11-15, 19 beyond the first year, a grade of C or better is required in the second semester of that year. Students taking (or intending to take) the B.A. with a minor in music may also enroll in MUSC 11-15, 19 under the same terms. MUSC 1-5, 9 is available to non-major students, and to B.Mus./B.A. students taking lessons in a second performance medium. With the approval of the director of undergraduate studies, music majors (B.Mus. or B.A.) may declare two main performance media. B.Mus. students must enroll for at least two credit hours per semester of individual instruction in the main performance medium for eight separate semesters (or the equivalent), i.e., sixteen hours total; this may include an approved number of credit hours drawn from MUSC 66 and MUSC 93.

A variety of ensembles are open to all students by audition. Students should check with the Music Department 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 appropriate ensem-
bles for eight separate semesters (or the equivalent), i.e., eight hours total. B.A. candidates must participate in appropriate ensembles for four separate semesters (or the equivalent), i.e., four hours total. Pianists will meet part of these requirements through MUSC 7K (Collaborative Piano), as directed by the area head for piano, and will complete at least two semesters of an appropriate ensemble.

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.

**Applied Area Heads**

Piano: Thomas Otten
Strings: Brent Wissick
Voice: Stafford Wing
Woodwind, Brass, and Percussion: Jeffrey Fuchs

**Directors of Ensembles, etc.**

Symphony Orchestra: Tonu Kalam
Chamber Orchestra: Tonu Kalam
Wind Ensemble: Michael Votta
Jazz Band: James Ketch, John Brown
Brass Chamber Music: Michael Kris
Woodwind Chamber Music: Donald Oehler
String Chamber Music: Brent Wissick, Richard Luby
University Chamber Players: Donald Oehler
 Collaborative Piano: Thomas Otten
Athletic Bands: Jeffrey Fuchs
Guitar Ensemble: William Stewart
Percussion Ensemble: Lynn Glasscock
Symphony Band: Jeffrey Fuchs
Camel: Sarah Weiss
Viol Consort: Brent Wissick
University Band: Staff
Carolina Choir: Susan Klebanow
University Chorus: Summer Staff
University Chamber Singers: Susan Klebanow
Men's Glee Club: Daniel Huff
Opera Workshop: Terry Rhodes
Women's Glee Club: Sue Klausmeyer
Collegium Musicum: Staff
Lighter Shade of Blue: Daniel Huff

**Applied Music Courses**

1A Piano
1B Organ
1C Harpsichord
1Z Class Piano
2 Voice
2Z Class Voice
3A Violin
3B Viola
3C Cello
3D String Bass
3E Harp
3F Guitar
3Z Class Strings
4A Flute
4B Oboe
4C Clarinet
4D Saxophone
4E Bassoon
4F Recorder
4Z Class Woodwinds
5A French Horn
5B Trumpet
5C Trombone
5D Tuba
5E Euphonium
5Z Class Brass

7A Symphony Orchestra
7B Chamber Orchestra
7C Wind Ensemble
7D New Music Ensemble
7E Jazz Band
7F Brass Chamber Music
7G Woodwind Chamber Music
7H String Chamber Music
7J University Chamber Players
7K Collaborative Piano
7L Marching/Pep Band
7M Guitar Ensemble
7N Percussion Ensemble
7P Symphony Band
7Q Camel
7R Viol Consort
7U University Band
8A Carolina Choir
8B University Chorus
8C University Chamber Singers
8D Men's Glee Club
8E Opera Workshop
8F Women's Glee Club
8G Collegium Musicum
8H Lighter Shade of Blue

9Z Percussion
10J Junior Recital
10S Senior Recital
11A Piano Major
11B Organ Major
12 Voice Major
13A Violin Major
13B Viola Major
13C Cello Major
13D String Bass Major
13E Harp Major
13F Guitar Major
14A Flute Major
14B Oboe Major
14C Clarinet Major
14D Saxophone Major
14E Bassoon Major
15 French Horn Major
15B Trumpet Major
15C Trombone Major
15D Tuba Major
15E Euphonium Major
19 Percussion Major

**Department of Naval Science**

[www.unc.edu/depts/nrotc](http://www.unc.edu/depts/nrotc)

**CAPTAIN DENNIS A. HAINES, USN, Chair**

Professor
Captain Dennis A. Haines, USN.

**Associate Professor**
Lieutenant Colonel Kenneth J. Thompson, USMC.

**Instructors**
Major Allen C. Boothby Jr., USMC, Lieutenant Robert J. Krause, USN, Lieutenant Michael J. Cooper, USN, Lieutenant Matthew C. Lewis, USN.

Since its commissioning in 1941, the Naval ROTC 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 ships, as aviators, submariners, or in the Marine Corps. Additionally, the NROTC Program 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 commission in the Navy Nurse Corps. Students may participate in NROTC in one of two programs—the NROTC Scholarship or the NROTC College Program. NROTC Scholarships provide for books, fees, tuition, uniforms, and a monthly allowance of $200 - $350. Students participating in the College Program receive their NROTC books, uniforms, and a monthly allowance of $300 - $350 during the 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 things are common to both programs:

• Most Naval Science courses are accredited.
• No military obligation is incurred until the sophomore year for scholarship midshipmen and until the junior year for college program midshipmen.
• The benefits of a Navy scholarship are not affected by other types of financial aid for which a student may qualify.
• 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 or sex.

Midshipman Life

Maximum attention is dedicated to ensuring that each midshipman leads a full and productive University life. Midshipmen are encouraged to participate on University athletic teams, campus politics, fraternities, dormitories, intramurals, sororities, and other organizations. Additionally, midshipmen are provided an outstanding opportunity to examine and experience many alternative career patterns, social events, and experiences through field trips, summer cruises, and the midshipman military organization.

NROTC Program

Midshipmen take the same basic Naval Science courses and laboratories in the first two years. This involves a combination of Naval Science courses and a selection of Peace, War, and Defense Curriculum courses designed to provide a well-rounded individual to commissioned service. During the junior and senior years, students who desire a commission in the Marine Corps take Naval Science 53 and 54 in place of Naval Science 32, 41, 51, and 52. Midshipmen pursuing a nursing degree participate in an abbreviated NROTC program.

Information about application for and admission to the UNC-Chapel Hill Naval ROTC may be obtained by visiting the Naval Armory on campus or addressing an inquiry to the Professor of Naval Science, CB# 3325, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-3325 or by calling (919) 962-3669/1198. Information regarding the national Naval ROTC program is available from Navy or Marine Corps Recruiting Stations or established Naval or Marine Corps Reserve Units.

Course Descriptions

31 Introduction to Naval Science (PWAD 31) (1). Fundamental orientation to Naval service emphasizing the mission, organization, regulations, customs and traditions, broad warfare components, and major challenges facing Naval/Marine Corps officers. Fall. Staff.

32 Naval Ships Engineering Systems (PWAD 32) (3). An introductory course and survey of ship design, characteristics, propulsion (including nuclear power) and control systems, and the principles of ship stability. Spring. Staff.

41 Naval Weapons Systems (PWAD 41) (3). A descriptive survey course in engineering aspects of ships weapons guidance, control, and propulsion systems and characteristics of ships weapons systems. Fall. Staff.

51 Navigation (PWAD 51) (3). A comprehensive study of the theory, principles, and procedures of ship navigation, movements, and employment. Course includes spherical trigonometry, mathematics, analysis, study and practices, spherical, triangulation, sextants, navigation publications, and report logs. Covers rules of the road, lights, signals, and navigational aids, including inertial systems. Fall. Staff.

51L Navigation Laboratory (PWAD 51L) (1). Corequisite, NAVS 51. Practical application of the theories and principles of navigation as presented in the lecture series. Fall. Staff.


52L Naval Operations Laboratory (PWAD 52L) (0). Corequisite, NAVS 52. Practical application of the theories of naval operations as presented in the lecture series. Spring. Staff.

53 Evolution of Warfare (PWAD 53) (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, weapons, and weaponry. Fall. Staff.

54 Amphibious Warfare (PWAD 54) (3). A survey of the projection of sea power ashore, with special emphasis on the evolution of an innovation in amphibious warfare in the twentieth century, through the study of historical amphibious landings and campaigns. Fall. Staff.

55L Marine Option Naval Science Laboratory (PWAD 55L) (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. Spring. Staff.

61 Naval Leadership and Management (PWAD 61) (1). A study of organizational principles, management theory, and leadership styles as they apply in the Navy and Department of Defense. Fall. Staff.

62 Naval Leadership and Ethics (PWAD 62) (1). Capstone leadership course in NROTC curriculum, emphasizing leadership skills and their ethical implications for the competent commissioned officer in areas of human resources and material management. Spring. Staff.

70L Naval Science Laboratory (PWAD 70L) (0). Meets one week to provide supplemental military training including close order drill, physical fitness, inspections, guest lectures, and leadership training. Required of all NROTC students each semester. Fall and spring. Staff.

Department of Operations Research

VIDYADHAR G. KULKARNI, Chair

Professors

Assistant Professor
Gabor Pataki, Eylem Tekin.

Adjunct Associate Professor
Mark E. Hartmann.

Professors Emeriti
George Fishman, Shaler Stidham Jr.

Lecturer
Charles Dunn.
Operations research is concerned with effective decision making when managing complex, large-scale systems. Operations research uses a combination of mathematical models, computer software, and common sense to analyze the constraints and relationships that determine the operation of a complex system. This knowledge is then used to control the functioning of that system so as to obtain the most desirable goals and outcomes.

During the past fifty years, operations research has developed into a discipline whose methods and analyses are used throughout industry, government, and other large organizations. Students are regularly employed in such diverse organizations as airlines, telecommunications companies, health agencies, and software/consulting firms.

The Department of Operations Research offers instruction in the principal areas of operations research, providing students with skills in the modeling of real-world decision problems, the use of computer software to solve these models, and the mathematical methodology by which these solutions are found. The department, jointly with the Department of Statistics, offers a bachelor of science program in the Mathematical Decision Sciences. For well-qualified students, this undergraduate degree can be combined with one year of graduate study to obtain a Master of Science in Operations Research degree. The interested student should contact the Mathematical Decision Sciences program (www.or.unc.edu/MSweb) for more information.

Students with no college mathematics who wish to become familiar with the use of decision models in a wide variety of applications are encouraged to take OR 14, Models for Decision Making. This course fulfills the mathematics distributional requirements.

Course Descriptions

6D Using Computers to Unlock the Genetic Code (3). First Year Seminar. An introduction to DNA—its structure, function, and importance. Includes topics from computational, organizational, and statistical tools for unlocking the secrets of life. Provan.

6I Operations Research through War and Peace (3). First Year Seminar. Covers the origin and evolution of operations research from the WWII to its modern use in industry and government.

14 Hands-On Modeling, Mathematics, and Computers (3). Mathematical models and computer software for solving real-world problems. Introduces models such as graphs/networks, resource allocation, probability/uncertainty, and systems dynamics, as applied to problems in business, public policy, health/medicine, and sports/gambling.

22 Decision Models for Business (3). Prerequisite, MATH 10. An introduction to the basic quantitative models of business with linear and non-linear functions of single and multiple variables. Linear and non-linear optimization models and decision models under uncertainty will be covered. Fall, spring, summer. Staff. General College-level Mathematical Science perspective.

23 Decision Models for Economics (3). Prerequisite, MATH 10. An introduction to multi-variable quantitative models in economics. Mathematical techniques for formulating and solving optimization and equilibrium problems will be developed, including elementary models under uncertainty. Fall, spring, summer. Staff. General College-level Mathematical Science perspective.

41 Introduction to the Decision Sciences (3). Prerequisite, MATH 10 or exemption. Introduction to basic concepts and techniques of decision making and information management in business, economics, social and physical sciences. Topics include discrete optimization, discrete probability, networks, decision trees, games, Markov chains. Fall. Staff. General College/B.A.-level Mathematical Science perspective.

85 Neural Network Models for the Decision and Cognitive Sciences (3). Prerequisite, one of PHIL 21, MATH 31, STAT 23, FSYC 30, OR 14. 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. Spring. Tolle.

90 Undergraduate Reading and Research in Operations Research (3). Permission of director of undergraduate studies required. This course is intended mainly for students working on honors projects. No one may receive more than three semester hours credit for this course. Fall and spring.

140 Decision Making Using Spreadsheet Models (3). Prerequisite, STAT 31 or BUSI 24 or MATH 22. 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. Fall. Wagner.

161 Long Term Actuarial Models (3). (MATH 161, STAT 106). Prerequisites, MATH 32, OR 31, and STAT 31. 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. Fall. Dunn.

162 Short Term Actuarial Models (3). (MATH 162, STAT 107). Prerequisite, STAT 126. 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. Spring. Dunn.


183 Stochastic Models in Operations Research (3). Prerequisite, Biostatistics 160 or Statistics 126. Introduction to Markov chains, Poisson process, continuous-time Markov chains, renewal theory. Applications to queuing systems inventory, and reliability, with emphasis on systems modeling, design, and control. Spring. Kulkarni, Tekin.


190 Computational Mathematics for Decision Sciences (3). Prerequisite, permission of 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. Fall. Tolle.
Department of Pathology and Laboratory Medicine
www.pathology.unc.edu

J. CHARLES JENNETTE, Brinkhos Distinguished Professor and Chair
James D. Folds, Vice Chair, Clinical Services
Thomas W. Bouldin, Vice Chair, Faculty and Trainee Development
David G. Kaufman, Vice Chair, Research Development

Professors

Associate Professors

Assistant Professors

Clinical Professors
John D. Butts, M. David Goodman.

Clinical Associate Professors
Thomas B. Clark III, Pamela A. Groben, Deborah L. Radisch.

Clinical Assistant Professors
Jessica K. Booker, Diana Garside, Aaron M. Gleckman, Jerri R. Miller, David B. Thomas, Ruth E. Winecker.

Clinical Instructor
Kristen M. Boland, Kristine L. Knox.

Research Professors
Virginia L. Godfrey.

Research Associate Professors

Research Assistant Professors
Jayne C. Boyer, Kenneth J. Friedman, Oleg V. Gorkun, Christopher W. Gregory, Tracey M. Heenan, Dennis Simpson, Nobuyuki Takahashi, Alisa Sue Wolberg.

Lecturer
Gayle McGhee.

Jointly Appointed Faculty:
Professors

Associate Professors
J. Ed Hall, Jean Handy, W. Eugene Sanders.

Assistant Professors
Suzanne L. Kirby, Charles M. Perou.

Clinical Professor
Harold R. Roberts.

Clinical Assistant Professor
Allen C. Rinas.

Research Associate Professor
James L. Mohler.

Adjunct Faculty:
Adjunct Professors

Adjunct Associate Professors

Adjunct Assistant Professors
Shu Huey Chaing, Thomas Goldsworthy, Susan C. Hadler, William R. Oliver, Mary C. Steuterman.

Adjunct Clinical Professor
Peter M. Banks.

Adjunct Research Professor
Robert C. Brown.

Professors Emeriti

Associate Professors Emeriti
Katherine B. Pryzwansky, Richard W. Shermer.

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 of 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 162.

Course Descriptions
6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings. Spring, Reiner.

8 Biology of Human Disease (Biology 8) (3). Open to all undergraduates. No prerequisites. Presents an overview of basic human molecular and cellular biology in the setting of common human diseases. The course will emphasize how an understanding of disease mechanisms provides the knowledge base for informed use of modern health care. Fall. Reiner, Smith. B.A.-level and GC-level Natural Science (no lab) perspectives.

134 Biology of Blood Diseases (Biology 134) (3). Prerequisite, Biology 52 or permission of instructor. 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. Fall. Church.

162 Experimental Pathology. Hours, credits, and instructor to be arranged on an individual basis. This course involves hands-on research experience in a predetermined instructor's laboratory. Students have the opportunity to learn and apply specific techniques
and to participate in investigations of molecular mechanisms responsible for disease processes (pathobiology). Contact director of graduate studies in pathology for more information. May be repeated.

163 Electron Microscopy (4). Prerequisite, permission of 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. Fall. Bagnell.

164 Light Microscopy (3). Prerequisite, permission of instructor. Course focuses on practical fundamentals of light microscopy including optics, contrast mechanisms, fluorescence, laser scanning confocal microscopy, photography, and digital imaging. Three lecture hours a week. Spring. Bagnell.

174 Advanced Human Genetics (Genetics 174) (3). Prerequisites, graduate students: a previous course in genetics or permission; undergraduates: a previous genetics course and permission. Topics in human genetics including the molecular basis of genetic disease, special methods used in human genetics research, and molecular genetic principles learned from studies of humans. Three lecture hours a week. Fall. Farber.

178 Human DNA Metabolism (2). Prerequisite, a basic biochemistry course. The course will examine the molecular biology of DNA replication, recombination, and repair as these processes occur in human cells. Two seminar hours per week. Fall. (2003 and alternate years.) Kaufmann.

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 study-abroad.unc.edu and visit that office as early as possible in their course of study to meet with a study abroad adviser. 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 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. While supervision arrangements do need to be negotiated and agreed with relevant faculty at King's College, students writing honors theses in their senior year may also apply to spend the year at King's.

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, banks, and other businesses. 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.

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 and visit the Web site at www.unc.edu/depts/pwad as soon as they become interested.

**Honors Program**

Majors who earn at least a 3.2 overall grade point average and at least a 3.2 grade point average in the major through their junior year may apply for admission to the chair of the curriculum enroll in PWAD 91-92 (Honors in Peace, War, and Defense). Students interested in honors should take one HIST 90 seminar by the end of the junior year to prepare for writing an honors thesis. Students prepare an honors thesis in PWAD 91 and 92 and defend it orally. Based on faculty evaluation, the baccalaureate degree may be conferred with honors, or with highest honors.

**Bachelor of Arts with a Major in Peace, War, and Defense**

**General College:**

All General College requirements must be met. Majors should consider, in fulfilling General College requirements, the following courses as helpful preparation for the curriculum:

- ANTH 10; ECON 10; HIST 16, 17, 18, 21, 22; MATH 22; PHIL 22, 37; POLI 41, 52, 86; PSYC 10; SOCI 10; and STAT 11.

**The Major**

A minimum of nine courses (twenty-seven hours) from the curriculum's offerings as follows.

**A. Core Requirement**

- PWAD 50 (National and International Security);
- PWAD 68 (PHIL 42, The Ethics of Peace, War, and Defense);
- PWAD 78 (HIST 89, Peace and War).
### B. Concentration Requirement

Four courses (no more than three from any one discipline) from one of the following areas:

#### 1. The Culture of Peace and War

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AFRI 120</td>
<td>Contemporary Southern Africa</td>
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<tr>
<td>ANTH 80</td>
<td>War and Society</td>
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<tr>
<td>COMM 73</td>
<td>The Rhetoric of War and Peace</td>
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<tr>
<td>COMM 174</td>
<td>War and Culture</td>
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<tr>
<td>ENGL 196</td>
<td>Images of War in Twentieth-Century Literature</td>
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<tr>
<td>ENGL 196A</td>
<td>Images of World War I in Twentieth-Century Literature</td>
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<td>ENGL 196B</td>
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<td>LAW 252</td>
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<td>SLAV 165</td>
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<td>SOCI 143</td>
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#### 2. National and International Defense and Security

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<td>AFRI 120</td>
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<td>ECON 161</td>
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#### 3. The Evolution of Warfare

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<td>HIST 69</td>
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### C. Additional Requirement

Two courses selected from the two subject areas not chosen for the concentration in B above.

Any course numbered 90 to 99 in Peace, War, and Defense may be substituted for courses in the major with the permission of the chair.

#### Course Descriptions

006M Terror for the People: Terrorism in Russian History and Literature (SLAV 006) (3).

20 World Regional Geography (GEOG 20) (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. Fall and spring. Florin, Kirsh, Whitmore.

32B Southeast Asia since the Early Nineteenth Century (HIST 32B) (3). See History 32B description.

34 Modern East Asia (ASIA 34, HIST 34) (3). Comparative and interdisciplinary introduction to the major political, social, and cultural traditions of China and Japan in the nineteenth and twentieth centuries, focusing on impact of the West, nation-building, industrialization, and evolution of mass society. Spring. Fletcher.

48 Making American Public Policy (PLCY 48) (3). Course provides an overview of the study and making of American public policy. Studies political and policy challenges in substantive areas such as health and social policy, environment, national security, education, trade and labor standards, regulation, and law and public policy. Fall. Gitterman

50 National and International Security (3). 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. Permission of curriculum required. Fall. Staff.


58 Crisis and Change in Russian and Eastern Europe (RUES 60, SOCI 60, POLI 58) (3). See RUES 60 description.

60 The Rhetoric of War and Peace (COMM 73) (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. Fall or spring. Staff.

63 History of Sea Power (HIST 63A) (3). The influence of sea power on international affairs, including an overview of naval history, the development of American sea power, its current status, and its modern world impact. Spring. Caddell.

64 Air Power and Modern Warfare (HIST 63B) (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. Fall. Caddell.

68 The Ethics of Peace, War, and Defense (PHIL 42, POLI 68) (3). Authority of the state and ethics of its acts; pacifism and national defense; the ethics of revolution; the moral problems of war in the nuclear age; the moral conditions of peace. Fall and spring. B. Boxill, J. Boxill, staff.

71 Introduction to Public Policy Analysis (PLCY 71) (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. Fall. Staff.


76 War and American Society to 1903 (HIST 68) (3). The American military experience from colonial times to the early twentieth 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. Spring, alternate years. Kohn.

77 War and American Society, 1903 to the Present (HIST 69) (3). Survey of America's military experience in the twentieth century, focusing on national security policy, military institutions, World Wars I and II, the Cold War, the Korean and Vietnam Wars, and recent interventions. Spring, alternate years. Kohn.

78 Peace and War (HIST 89) (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 among the topics. Fall or spring. Brooks.

80 War and Society (ANTH 80) (3). Cross-cultural perspectives on war in its relation to society, including Western and non-Western examples. Surveys political, economic, cultural, and feminist approaches to war and war preparation. Fall. Lutz.

81 Problems in World Order (POLI 81) (3). An examination of selected topics in international relations, such as security and defense, international integration, and North-South relations. Staff.

82 Evolution of the International System (POLI 82) (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. Fall and spring. Staff.

83 The Pacific War, 1937-1945: Its Causes and Legacy (HIST 83) (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. Fall and spring. Fletcher.

85 Asia and World Affairs (POLI 85, PWAD 85) (3). A survey of relations between the United States and major Asian powers: China, the USSR, Japan. Fall and spring. White.

86 International Relations and World Politics (POLI 86) (3). The analysis of politics among nations. Fall and spring. McKeown, Oatley, Obler, Kono, Bos, Biddle, Crescienzi.

87 Latin America and the United States in World Politics (POLI 87) (3). A survey of the events, institutions, and issues that have dominated relations between Latin America and the United States. Spring or Fall. Scholtz, Hartlyn.

88 International Organizations and Global Issues (POLI 88) (3). Examines international organizations and their relationships with and impact upon international politics, international law, and selected global issues. Fall and spring. Staff.

90 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. Staff.

91 Honors in Peace, War, and Defense (3). Directed research, on an independent basis, for majors who are preparing an honors thesis and for the oral examination on the thesis. Fall. Staff.

92 Honors in Peace, War, and Defense (3). Directed research, on an independent basis, for majors who are preparing an honors thesis and for the oral examination on the thesis. Spring. Staff.

93 Directed Readings in Peace, War, and Defense (3). Intensive directed readings on a facet of peace, war, and defense. Open to majors in PWAD and to other qualified students. May be taken only once. Fall and spring. Staff.

101 Alexander (HIST 101) (3). The rise of Macedonia; the careers of Philip II and Alexander (with emphasis on the latter's cam-
paigns); the emerging Hellenistic Age. The course integrates computer (including website) and A-V materials throughout. Fall or spring. McCoy.

106 Ancient Greek Warfare (HIST 102A) (3). War and the warrior in the arcaic and classical Greek world, seventh-fourth centuries B.C. Fall or spring. McCoy.

117 The Vietnam War (HIST 153A, ASIA 153) (3). A wide-ranging exploration of America's longest war—from nineteenth-century origins to 1990s legacies, from village battlegrounds to the Cold War context, from national leadership to popular participation and impact. Fall. Hunt.

120 Religion, Fundamentalism, and Nationalism (RELI 120) (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. Spring. Ernst.

121 Contemporary Southern Africa (AFRI 120) (3). Prerequisite, African Studies 40 or equivalent. Study of the history, politics, and economic development of Southern Africa in the twentieth century. Fall or spring. Nyang'oro.

125 Terrorism and Community Preparedness (PUBH 125, MEDI 110) (1). Elective course jointly given by the Schools of Medicine, Public Health, and Peace, War, and Defense and is designed to provide an overview of the history of terrorism in the US, the methods employed to disrupt society, and how communities and individuals can prepare for and mitigate the effects of terrorism. Spring. Kilpatrick, Kohn, and Weber.

127B War and Society in Early Modern Europe (HIST 127B) (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. Fall or spring. McIntosh.

138 Power, Morality, and Foreign Policy. (POLI 138) (3). Prerequisite, POLI 86 or permission of instructor. To what extent can, and should, moral concerns be integrated into national foreign policies? An examination of theoretical alternatives as well as selected substantive issues (e.g., human rights, just war, food policy, development assistance). Fall. Staff.

139 Alternative Approaches to Peace and Security (POLI 139) (3). This course will introduce students to alternative conceptions of security, including mutual security, cooperative security and collective security. Course presumes students will have background in history, security, or international relations. Spring. Staff.

141 Politics of Vietnam War (POLI 143) (3). The war on the battlefield and in the villages, as well as high level political and military decision-making. Emphasis on theories applicable to other conflicts. Fall. McKeown, Biddle, Crescenzi.

143 Conflict and Bargaining (SOCI 143) (3). Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations. Cramer.

144 American Foreign Policy: Formulation and Conduct (POLI 144) (3). Prerequisite, Political Science 86 or permission of the instructor. 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. Emphasis is placed on the impact of the bureaucratic process on content of foreign policy. Fall and spring. Staff.

146 Revolution and Nation-Making in America, 1763-1815 (HIST 146) (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. Spring. Higginbotham.

147 Contemporary Inter-American Relations (POLI 147) (3). Prerequisite, POLI 56 and/or POLI 87/PWAD 87. A comprehensive analysis of hemispheric international relations and foreign policies of individual Latin American nations. Spring. Scholtz.

148 Civil War and Reconstruction, 1848-1900 (HIST 148) (3). Focus is on the causes, nature, and consequences of the Civil War. Fall. Barney.

149 Defense Policy and National Security (POLI 149) (3). Prerequisite, POLI 86 or permission of instructor. 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. Fall. McKeown, Crescenzi.

150 Theory of War (POLI 150) (3). See POLI 150 description.

152 United States Foreign Relations in the Twentieth Century (HIST 152) (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. Spring. Hunt.

153 Political Geography (GEOG 153) (3). Explores the geography of politics at the global, the nation-state, and the local scale in separate course units, but emphasizes the interconnections between these geographical scales throughout. Fall or spring. Cravey. Kirsch.

154 Constitutional Policies and the Judicial Process (POLI 153) (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. Fall. Staff.

161 International Economics (ECON 161) (3). Prerequisite, Economics 100 or 101. An introduction to international trade, the balance of payments, and related issues of foreign economic policy. Fall and spring. Black, Conway, Field, Hagiwara.

162 War and Culture (COMM 174) (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. Fall. Dauber

165 Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (SLAV 165) (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. Spring. Levine.

167 Ethnic Conflicts in Former Yugoslavia (SLAV 167) (3). See SLAV 167 description.

175 Literature of Russian Terrorism: Arson, Bombs, Mayhem (RUSS 175) (3). Literary representations of Russian revolutionary and terrorists in the nineteenth and twentieth centuries. Readings by Dostoevsky, Chernyshevsky, Bely, Joseph Conrad, and by some of the terrorists themselves. Fall or spring. Levine.

186 Nonviolent Conflict Resolution (PSYC 186) (3). Prerequisite, Psychology 10 or permission of instructor. Theories of
conflict and conflict resolution are systematically applied in the contexts of personal, interpersonal, intergroup, and interethnic conflict, with a focus on empirical knowledge and acquisition of skills for non-violent dispute resolution. Fall. Staff.

190 Violence and Religion in Literature from Epic to Novel (ROML 104, CMPL 104) (3). Prerequisite, permission of instructor. A study of the sacred character of epic violence, and its historical decline through a process of religious desacralization associated with the emergence of the modern novel. Spring, alternate years. Bandera.

196 Images of World War Twentieth-Century Literature (ENGL 196) (3). A study of literary works written in English concerning World War I, the Spanish Civil War, World War II, and the Vietnam War. Fall. Armitage.

196A Images of World War I in Twentieth-Century Literature (ENGL 196A) (3). A study of the responses to World War I as reflected in novels, poems, memoirs, etc., by British, American, Canadian, Australian writers, and by European writers in translation. Fall. Armitage.


196C Literature of War II (ENGL 196C) (3). The course will focus on novels, poetry, drama, and memoirs by writers from the major combatant nations in the war, beginning with its preliminary, the Spanish Civil War. Spring. Armitage.

252 International Law (Law 252) (3). Practical problems of international law, including its nature, treaty making, interpretation, enforcement, and termination; recognition; territory; nationality; jurisdiction and immunities; state responsibility and international claims; and the law of war and neutrality. Permission of curriculum chair and instructor required. Fall or spring. Weisburd.

Research Assistant Professors

Adjunct Professors
Emanuel J. Diliberto Jr., James Putney.

Adjunct Associate Professors
Kenneth S. Korach, Howard A. Rockman.

Adjunct Assistant Professors
Eric Lai, Lian Li, John P. O'Bryant.

Professors Emeriti

*joint faculty members

The Department of Pharmacology offers courses to undergraduate students but does not offer a formal major leading to an undergraduate degree. Courses are available to premedical, predental, and pharmacy students as well as students pursuing science majors. The Department of Pharmacology places a high priority on the training of graduate students for productive careers in pharmacological sciences.

Unique among the basic sciences, pharmacology combines fundamental laboratory research with the development of drugs to prevent and treat human disease. The scope of investigation includes studies of the mechanism of action of drugs, hormones, and growth factors, the development of drugs for the treatment of cancer, infections, arthritis, psychoses, and other diseases, and the study of toxic chemicals in the environment.

Course Descriptions

55 General Pharmacology (2.5). Prerequisites, Pharmacy 68 or its equivalent. All preceding courses in chemistry, biology, bacteriology, and physiology in the Pharmacy School curriculum or their equivalent. A course for pharmacy students. Drug pharmacodynamics of major drug classes and organ systems will be stressed. Fall. Harper.

56 General Pharmacology (1.5). Prerequisites, Pharmacy 68 or its equivalent. All preceding courses in chemistry, biology, bacteriology, and physiology in the Pharmacy School curriculum or their equivalent. A course for pharmacy students. Drug pharmacodynamics of major drug classes and organ systems will be stressed. Spring. Juliano.

123 Behavioral Pharmacology (Neurobiology 123, Psychology 123). Prerequisites, Pharmacology 216, or Psychology 101 and 106, or their equivalent. Basic principles of pharmacology and of the experimental analysis of animal behavior will be considered in relation to drugs that affect the central nervous system. On demand. Staff.

189 Molecular Biology Techniques (Biology 189, Genetics 189, Microbiology 189, Pharmacology 189, Physiology 189) (4). Prerequisites, some molecular biology, permission of the instructor. These one- and two-week intensive courses are part of the Carolina Workshops series. Topics emphasized vary, but usually include techniques such as isolation of nucleic acids, blotting, cloning in viruses and plasmids, and DNA sequencing. Fall, spring, and summer courses available. Litaker and staff. Fee required. Eight laboratory hours.

Department of Pharmacology
www.med.unc.edu/pharm

GARY L. JOHNSON, Chair

Professors

Associate Professors

Assistant Professors
Francois Pooleau, David Siderovski, JoAnn Trejo.

Research Associate Professors
Philip L. Carl, Jozef Spychala.
Department of Philosophy
www.unc.edu/depts/phildept/phil.htm

GEOFFREY SAYRE MCCORD, Chair

Distinguished Professors

Professors

Associate Professors
Marc Lange, Jesse Prinz, Richard Zaffron.

Assistant Professors
Thomas Hofweber, Ram Neta, John T. Roberts.

Adjunct Professor
Rebecca Walker.

Lecturers
Jeanette M. Boxill, Warren A. Nord.

Professors Emeriti

The Department of Philosophy is part of the Humanities, Social Sciences, and Natural Sciences divisions of the College of Arts and Sciences. Philosophy may be taken as an elective, as a major, as a minor, or as a part of a double major by students in any of those divisions; it may also be taken to meet certain General College distribution requirements as well as the Philosophical Perspective.

For beginners, Philosophy 20 or Philosophy 24 is recommended as a first course for those interested in philosophical issues and their cultural significance; 21 for those interested in the nature of argument and training in clarity of thought and logical rigor; 22 for those seeking an understanding of moral thought and experience; 31 for those who wish to investigate the logic of inquiry in both the formal and the empirical sciences.

Courses in the 30-level are fairly specific, introductory courses in traditional philosophical areas. Courses in the 40s are oriented toward particular problems or topics. History of philosophy courses are numbered in the 50s and 60s. Courses between 70 and 100 are designed for advanced undergraduates and majors. Courses on the 100-level are for advanced undergraduates, graduates, and for students in the natural and social sciences, computer science, and literature, with an interest in philosophical problems connected with their special subject matter.

A major in philosophy requires eight philosophy courses, including 56, 58, one course from those numbered 30-55, and one course numbered 70-99. For a major with honors from the Philosophy Department, a student must take eight courses including 56, 58, one course from those numbered 30-55, two courses from those numbered 70-99, and 100 (A and B). A minor in philosophy requires five courses including 56, 58, one course from those numbered 30-55 and one course from those numbered 70-99. Substitutions for the required courses may be approved by the director of undergraduate studies. Philosophy 21 is recommended for all students who major or minor in philosophy. No courses used to meet General College Perspective or Skills requirements may be counted toward the major or minor. Students interested in pursuing a major or minor in philosophy should consult their advisers or the director of undergraduate studies in planning their program.

Course Descriptions

Logic

Note: These courses fulfill the Mathematical Skills, but not the Philosophical Perspective Requirement.

21 Introductory Symbolic Logic (3). Prerequisite, MATH 10. Introduction to the theory of deductive reasoning. Fall and spring. Lycan, Prinz, Resnik, Simmons, staff.

21H Introductory Symbolic Logic (3). Honors. Fall and spring. Resnik, Prinz, Simmons, staff.

71 Topics in Logic (3). Varying content but topics may include alternative logics, decision theory, probability, and induction. May be repeated for credit with the permission of the instructor. Fall or spring. Prinz, Resnik, Simmons.

General Introductory Courses

20 Introduction to Philosophy: Main Problems (3). An introduction to the study of philosophy through the examination of major philosophical problems. Specific content varies with section. Consult Department of Philosophy for details. Fall and spring. Bar-On, Garrett, Lycan, Prinz, Reeve, Rosenberg, staff.

20H Introduction to Philosophy: Main Problems (3). Honors. Fall and spring. Staff.

22 Introduction to Ethics (3). An introduction to the study of moral issues and philosophical questions concerning morality. Fall and spring. B. Boxill, Hill, MacLean, Sayre McCord, Wolf, staff.

22H Introduction to Ethics (3). Honors. Fall and spring. Staff.

24 Introduction to Philosophy: Great Works (3). An introduction to the study of philosophy through examination of major texts that have shaped the history of philosophical thought. Reeve. Fall and spring. Staff.

26 Making Sense of Ourselves (3). Human beings try to make sense of themselves and their lives by telling stories. This course will examine some of the most influential of them. Authors include: Plato, Aristotle, St. Matthew Nietzsche, Darwin, Marx, and Rand. Recitation is included and includes 0 credit hour. Reeve. Fall and spring.

Topical Introductory Courses

30 Applied Ethics (3). An introduction to applied ethics surveying a variety of moral issues. Topics may include: war, medical ethics, media ethics, sexual ethics, business ethics, racism, sexism, capital punishment, and the environment. Fall and spring. J. Boxill, MacLean, staff.

31 Philosophy of Science (3). What is the relationship between observation and theory? Are observations objective? Can theories ever be proven? Fall or spring. Resnik, Roberts.

32 Philosophy of Religion (Religion 32) (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. Fall and spring. Garrett, Nord.

33 Philosophical Problems about Art (3). A discussion of philosophical problems concerning art and art appreciation. Fall or spring.

34 Bioethics (3). The ethical basis of moral and legal problems generated or made acute by advances in biology and medicine, e.g., abortion, euthanasia, patient rights, experiments with human subjects, genetic manipulation. Fall and spring. Bar-On, Long, staff.
35 Language and Communication (Linguistics 35) (3). An introduction to some of the key concepts and problems in the study of the nature of a natural language: meaning, reference, denotation and connotation, synonymy, syntax and semantics, animal language, innateness. Fall or spring. Bar-On, Lycan, Prinz.

36 Philosophy of the Social Sciences (3). An examination of competing philosophical views on the nature of social science and its relation to natural science, with emphasis on the concepts of law and explanation of historical, sociological, and psychological contexts. Fall or spring. Prinz, Zaffron. Social Science perspective.

37 Social Ethics and Political Thought (3). Individual rights, social responsibility, legal authority, civil authority, civil disobedience, war and peace. Readings selected from classical and contemporary writings. Fall and spring. B. Boxill, J. Boxill, Hill, MacLean, Postema.

38 Experience and Reality (3). An introduction to metaphysics, exploring issues such as the nature of persons, our experience of things, the mind-body relation, appearance vs. reality, space and time, the character of the external world, a deity. Fall and spring. Bar-On, Garrett, Lycan, Prinz, Roberts, Rosenberg, Simmons, staff.

39 Morality and Business (3). This course will examine ethical issues that arise in business, by exploring the theories and concepts applicable to business ethics and the types of ethical dilemmas people may face in business practices. Fall or spring. J. Boxill. B.A.-level Philosophical perspective.

Supporting Courses.

41 Morality and Law (3). An examination of morality and law— their natures, interrelationship, and selected problems. Fall or spring. Postema, Hill.

42 The Ethics of Peace, War, and Defense (Political Science 68, Peace, War, and Defense 68) (3). Authority of the state and the ethics of its acts; pacifism and national defense; the ethics of revolution; the moral problems of war in the nuclear age; the moral conditions of peace. Fall or spring. B. Boxill, J. Boxill.

43 The Claims of Science and Religion (Religion 33) (3). The proposition that God exists 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. Roberts.

46 Philosophical Issues in Feminism (Women's Studies 46) (3). Moral issues of equal rights and justice; sex role stereotypes; equal opportunity and reverse discrimination; abortion; philosophers' theories of feminism. Fall and spring. J. Boxill, Wolf, staff.

47 Ethics of Sports (3). A conceptual and theoretical analysis of the moral significance of sport, concentrating on issues such as racism, sexism, gender equity, violence, and drug use. Fall or spring. J. Boxill.

48 Contemporary Issues and Philosophy (3). A study of one or more issues of contemporary concern from a philosophical perspective. Consult the Department of Philosophy for specific course content. Staff.

History of Philosophy.

52 Asian Philosophy (3). An examination of some of the philosophical traditions of Asia. Possible topics include Advaita Vedanta, Nyaya-Vaiisheshika, Madhyamaka Buddhism, Neo-Confucianism, Mohism, and philosophical Taoism. Staff.

55 Afro-American Political Philosophy (Afro-American 55) (3). A philosophical examination of the writings of African Americans on slavery, racism, and discrimination. Among the main figures studied are Martin Delany, Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Marcus Garvey, and Martin Luther King. Fall or spring. B. Boxill.

56 Ancient Philosophy (3). A philosophical examination of the writing of the pre-Socrates, Plato, Aristotle, Epicureanism, Stoicism, Neoplatonism, and Greek Skepticism. Fall or spring. Reeve.

57 Medieval Philosophy (Religion 63) (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. Staff.

58 Modern Philosophy: Descartes to Hume (3). Prerequisite, one course in Philosophy. Topics from major rationalist and empiricist philosophers such as Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. Fall or spring. Garrett.

59 American Philosophy (3). A survey of the major American philosophers and movements from Jonathan Edwards to the present. B. Boxill, Rosenberg.

60 History of Philosophy from Kant to Nietzsche (3). An introductory survey of major philosophers and movements in British and Continental philosophy in the century after Kant. Staff.

64 Existential Philosophy from Kierkegaard to Sartre (3). An examination of existentialism and the philosophy of being, as presented in the work of such authors as Kierkegaard, Nietzsche, Marcel, Heidegger, Jaspers, and Sartre. Staff.

65 Twentieth-Century Philosophy (3). An introductory survey of British and Continental philosophy in the twentieth century. Staff.

Advanced Courses.

Note: Prerequisite, one course other than Philosophy 21.

67 Ethics and Economics (3). Prerequisite, one course in ethics (Phil 22, 30, or 37) or one course in economics. This course examines issues at the intersection of ethics and economics, to stimulate thinking about ethical concepts that are central to political economy and to economic analysis. Fall or spring. D. MacLean. B.A.-level Philosophical perspective.

68 Environmental Ethics (ENST 68) (3). An analysis of how one ought to behave in relation to the environment. The course will examine current issues and explore alternative and comprehensive environmental philosophies. Fall or spring. MacLean. B.A.-level Philosophical perspective.

70 History of Ethics (3). A survey of major developments in the history of moral philosophy, examining in detail selections from philosophers from Plato to Nietzsche. Philosophy 22 recommended as prerequisite. Fall or spring. Hill, MacLean, Sayre McCord, Wolf.

72 Contemporary Ethical Theory (3). Intensive study of the most important writings in moral philosophy in the twentieth century. Philosophy 22 recommended as a prerequisite. Fall or spring. Hill, MacLean, Sayre McCord, Wolf.

73 Theory of Knowledge (3). Examination in detail of several theories of knowledge, evidence, truth, and perception. Special topics: knowledge of physical objects, minds, objects of scientific theo-
ries and of mathematics. Fall or spring. Garrett, Long, Lycan, Rosenberg, Simmons.

74 Reference and Meaning (3). Survey of major topics in contemporary philosophy of language including truth and meaning, speech acts, reference, descriptions, names, and demonstratives. Fall or spring. Bar-On, Lycan, Prinz, Rosenberg.

75 Metaphysical Systems (3). Study of recent attempts to frame a comprehensive world view. Particular attention will be given to the problem of revising traditional categories in response to developments in other branches of knowledge. Fall or spring. Roberts, Simmons.

76 Topics in the Philosophy of Mind (3). Survey of major issues in the philosophy of mind, including the mind-body problem, explanation of action, and nature of mental states. Readings from classical and contemporary sources. Fall or spring. Long, Lycan, Prinz, Rosenberg.

77 Philosophy of Cognitive Science (3). An interdisciplinary study of the mind, introducing key philosophical questions raised by linguistics, computer science, cognitive psychology, and neuroscience. Fall or spring. Prinz.

78 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. Fall or spring. J. Boxill, B. Boxill, MacLean, Postema.

80 Seminar in Selected Topics (3). Seminar setting for intensive exploration and classroom discussion of selected topics in philosophy. Fall or spring. Staff.

96 Colloquium for Philosophy Majors (3). Discussion of selected philosophical topics. Students will present papers in class and critique papers of other students. Recommended for Philosophy majors in their junior year. Spring. Staff.

99 Directed Readings (3). See the director of undergraduate studies of the department. Fall and spring. Staff.

100A, 100B Courses for Honors (3 each). See the director of undergraduate studies of the department. Fall and spring. Staff.

Courses for Undergraduates and Graduates

Note: Prerequisite for the following courses: junior or senior status, one course other than Philosophy 21 unless otherwise specified. Instructors may waive prerequisites.

101 Symbolic Logic (Linguistics 104) (3). Introduction for graduates and advanced undergraduates not taking the 21-71 sequence. Fall. Resnik, Simmons.

102 Selected Topics in the History of Moral Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 70 recommended) or permission of instructor. Study of major figures in the history of moral thought such as Plato, Aristotle, Butler, and Kant. The philosophers to be studied will vary from year to year. Fall. Hill, Sayre McCord, Wolf.

103 Philosophy of Art (3). Development of a comprehensive and systematic philosophy of art and criticism through examination of contrasting aesthetic theories and works of art. Spring. Staff.


105 Political Philosophy from Hobbes to Rousseau (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 37 or 78 recommended) or permission of instructor. Hobbes and the modern state; Locke on individual rights; Rousseau, democracy and its problems. B. Boxill, Postema.

106 Philosophy of Mathematics (3). Prerequisites, Philosophy 101 or permission of instructor. Philosophical problems concerning logic and the foundation of mathematics. Fall or spring. Resnik, Simmons.

107 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. Fall or spring. Prinz.

108 Philosophy of Natural Sciences (3). Concept formation, verifiability, law, explanation, the role of logic and mathematics in the sciences, and other topics. Fall or spring. Roberts.

109 Philosophical Problems in Psychology (3). The nature and validation of psychological concepts, laws and theories; the theories of the mind, with emphasis on the comparative study of such concepts as motivation, intention, emotion, and action. Prinz, Zaffron.

110 Philosophy of Language (Linguistics 110) (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 74 recommended) or permission of instructor. A study of important contemporary contributions in philosophy of language, meaning, reference, and truth. Bar-On, Lycan Prinz.

111 Advanced Symbolic Logic (3). Prerequisite, Philosophy 101 or permission of instructor. Presupposes propositional and quantification 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. Resnik, Simmons.

112 Contemporary Moral Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 72 recommended) or permission of instructor. An examination of issues that have arisen in moral philosophy in this century, e.g., fact and value, reason and morality, and the nature of morality. Hill, MacLean, Sayre McCord, Wolf.

113 Philosophy of Law (3). Study of classical and contemporary theories of law and legal reasoning; the role of morality in the formation, discovery, and application of law. Postema.

114 The Beginnings of Analytic Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 or permission of instructor. An introduction to the major figures and movements of contemporary analytic philosophy. Russell, Moore, early Wittgenstein, Ayer, Ryle, Logical Atomism, Logical Positivism, Philosophical Behaviorism. Lycan, Prinz, Rosenberg.

115 Foundations of Mathematics (3). Prerequisite, Philosophy 101 or permission of instructor. The study of formal foundations of mathematics. Basics results concerning consistency, completeness, and undecidability. Constructive consistency proofs for elementary number theory. Resnik, Simmons.
116 Current Issues in Analytic Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 or permission of instructor. Dealing with some of the most significant contributions made by philosophers in the last ten years or so in the areas of epistemology and metaphysics. Bar-On, Prinz, Rosenberg.

117 Philosophy of Mind (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 76 recommended) or permission of instructor. A critical survey of major theories of the mental such as dualism, behaviorism, the identity theory, and forms of functionalism. Problems of mental aboutness and of consciousness will be emphasized. Bar-On, Long, Lycan, Rosenberg.

120 Contemporary Moral and Social Problems (3). Prerequisite, two courses in philosophy other than Philosophy 21 or permission of instructor. 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. B. Boxill, Sayre McCord.

121 Space and Time in Physics and Philosophy (Physics 113) (3). Contingent and necessary properties of space and time. The direction and flow of time. Fatalism. Effects preceding their causes. Roberts.

130 Recent Developments in Political Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 78 recommended) or permission of instructor. A philosophical study of views by major contemporary contributors (e.g., Rawls, Arrow, Wolff, Walzer, Nozick) to such topics as justice, equality, democratic decision-making, legitimate authority, political obligation, natural rights. B. Boxill, Postema.

142 Philosophy in Literature (Comparative Literature 142) (3). Selected literary classics from ancient times to the present, emphasizing changing approaches to such perennial problems as human nature and destiny, evil, freedom, and tragedy. Reeve.

145 History of Aesthetics (Comparative Literature 145) (3). Ancient and modern positions in aesthetics with attention to their philosophical foundations and their significance for the study of literature, including Plato, Aristotle, Plotinus, Kant, and Hegel. Staff.

150 Plato (3). An examination of some representative works of Plato, with reference to common emphases and basic principles, together with an analysis of their philosophical content. Reeve.

151 Aristotle (3). An examination of some representative works of Aristotle, with reference to common emphases and basic principles, together with an analysis of their philosophical content. Reeve.

152 Topics in Medieval Philosophy (Religion 132) (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). Staff.

153 Continental Rationalism (3). A study of the philosophical systems of important seventeenth-century thinkers such as Descartes, Malebranche, Spinoza, and Leibniz. Fall or spring. Garrett.

154 British Empiricism (3). A study of the philosophical systems of important eighteenth-century thinkers such as Locke, Berkeley, and Hume. Fall or spring. Garrett.

155 Kant (3). A close study of Kant's critical philosophy. Hill, Rosenberg.


158 Existentialism and Phenomenology (3). A study of one or two major systematic works by Sartre, Heidegger, or Merleau-Ponty. Staff.

159 Topics in American Philosophy (3). A close study of selected works in American philosophy. B. Boxill.

165 Feminist Philosophy: Issues in Gender, Race, and Class (Women's Studies 165) (3). Prerequisite, Philosophy 46, Women's Studies 50, or permission of instructor. Examines in greater depth and complexity one or more of the issues addressed in Philosophy 46; investigating issues of gender, race and class within the dominant theories of philosophy. Fall or spring. J. Boxill.

168 Risk and Society (3). Prerequisites, Philosophy 21 and one other course or permission of instructor. 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. Spring. MacLean. A&S Philosophical perspective.

178 Health Care, Science, and Philosophy (Physical Therapy 178) (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. Staff.

190 Set Theory and Logic (3). Prerequisite, Philosophy 101 or permission of instructor. Natural and real numbers. Infinite cardinal and ordinal numbers. Alternative axiom systems and their consistency problems. Spring. Resnik, Simmons.

Physics and Astronomy
www.physics.unc.edu

BRUCE W. CARNEY, Chair
Professors

Associate Professors

Assistant Professors
J. Christopher Clemens, Dmitri V. Khvoshchenko, Paul Tiesinga.

Lecturers
Duane Deardorff, Elliot McGucken.

Research Professors
Daxing Han, William M. Hooke.

Research Associate Professors
Nalin R. Parikh, Chris Thompson.

Research Assistant Professors
Michael Falvo, Alfred Kleinhammas, Russel Taylor.

Adjunct Professors
Adjunct Associate Professors

Adjunct Assistant Professors

Professors Emeriti

While the faculty members listed after each course may not currently teach that course, they are knowledgeable about the course. Consult faculty or the department Web page (www.physics.unc.edu) for further information.

The department offers a B.S. in Physics and a B.A. in Physics. The requirements for the degrees are outlined in the following section. A minor in astronomy and a minor in physics also are offered. Details of the minors are listed at the end of this departmental section.

Astronomy Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

31 Descriptive Astronomy (3). No prerequisite. A study of the celestial sphere, time, earth, moon, artificial satellites, eclipses, sun, solar system, stars, the Milky Way, extragalactic systems, and cosmogony. Fall and spring. Clemens, Rose, staff.

31A Descriptive Astronomy (3). No prerequisite. An accelerated version of Astronomy 31 for Honors students. A study of the celestial sphere, time, earth, moon, artificial satellites, eclipses, sun, solar system, stars, the Milky Way, extragalactic systems, and cosmogony. Fall. Christiansen.

31L – 31P Descriptive Astronomy Laboratory (1). Corequisite, Astronomy 31. Laboratory exercises, elementary calculations to illustrate methods used in astronomy. Work is performed in the planetarium (31P) and observatory night labs (31L). Two laboratory hours a week. Fall and spring, Christiansen, staff.

91, 92 Research and Special Topics for Juniors and Seniors (2 or 3 each). Permission of instructor. To be taken by honors candidates and other qualified juniors and seniors. Fall and spring. Carney, Christiansen, Clemens, Rose.

117 Cosmic Evolution (3). Prerequisites, Mathematics 32 and Astronomy 31, or permission of instructor. A course in stellar and planetary astrophysics with emphasis on astronomical conditions for the development and sustenance of life. Fall or spring. Christiansen, staff.


137 Observational Astronomy (4). Prerequisite, Astronomy 31, or permission of instructor. 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. Fall or spring. Rose, Clemens, staff.

142 Astrophysics I (Stellar Astrophysics) (3). Prerequisites, Physics 28, Math 83 or permission of instructor. 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. Fall. Carney, Cecil, Christiansen, Rose.

143 Astrophysics II (Interstellar Matter and Galaxies) (3). Prerequisites, Physics 28, Math 83, or permission of instructor. 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. Spring. Carney, Cecil, Christiansen, Rose.

Physics

Students may work toward either a B.S. degree in physics or a B.A. degree with physics as the major. Students planning to do graduate work in physics or astronomy will find the B.S. degree advantageous (the requirements for the degree are listed under the first heading below). However, a suitably structured B.A. degree may also serve as preparation for graduate work.

Requirements for the Bachelor of Arts in Physics

Candidates for a B.A. degree with physics as the major must satisfy the requirements of the College of Arts and Sciences, and must complete the following specific departmental requirements:

- Mathematics 31, 32, 33, 83;
- Physics 26 and 27 (or Physics 24 and 25 with departmental permission), 28, 28L, 52 (or 103), 58 (or 107);
- One additional course selected from physics courses numbered 61 or higher.
- Five additional courses to satisfy one of the following options.

A. Standard Option:

Chemistry 11/11L, 21/21L; plus one from the additional physics courses listed above; plus two from the additional physics courses listed above, Astronomy 137, 142, and 143;

B. Astronomy Option:

Astronomy 31/31L, 117, 137, 142, 143;

C. Geophysical Option:

including Chemistry 11/11L, 21/21L; plus one from the additional physics courses listed above; plus two of Physics 122 “Physics of the Earth’s Interior,” GEOL 142 “Geophysics,” Physics 151 “Fluid Dynamics,” GEOL 151 “Geodynamics.”

As part of these course requirements, candidates for the B.A. degree must earn grades of C (not C-) or higher in at least eighteen credit hours of physics courses (PHYS) numbered 52 or higher (and/or astronomy courses (ASTR) numbered 91 or higher for students pursuing the astronomy concentration).

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 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 advisers not later than the preregistration period in the spring semester of their junior year.

Students majoring in physics who are considering Marine Sciences as a graduate specialty should consult the material under "Curriculum in Marine Sciences."

Requirements for the Bachelor of Science in Physics
(For freshman and sophomore years see "General College.")

Junior Year
Physics 101, 107, 108, 160, 163 and two courses from Mathematics 128 (or Physics 191), 129 (or Physics 192).
One free elective.

Senior Year
Physics 105, 142L, 143L.
Two physics electives and three free electives.

As part of these course requirements, candidates for the B.S. degree must earn degree grades of C (not C-) or higher in at least eighteen credit hours of physics courses numbered 61 or higher.

Course Descriptions
6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

16 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. Fall, spring. Superfine.

18 Energy, Sustainability and Physical Principles (3). 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. Fall. Cecil.

20 Basic Concepts of Physics (4). No prerequisite. Basic principles of physics with introduction to quantum physics, atoms, nuclei, and relativity. Not to be taken for credit after Physics 24-25, or 26-27. Three lecture and two laboratory hours a week. Fall and spring. Iliadis, Ludwig, staff.

24 General Physics (4). Corequisites, Mathematics 30 or equivalent. Only one of Physics 24, 26, and 26A may be taken for credit. Three lecture hours a week, and two laboratory hours a week. Fall and spring. Rowan, staff.

24L General Physics Laboratory (1). Prerequisite, permission of department. This section is only for students who have completed the lecture section through transfer credit, BE credit, etc. Two laboratory hours a week. Fall. Spring. Staff.

25 General Physics (4). Prerequisite, Physics 24. Only one of Physics 25, 27, and 27A may be taken for credit. Three lecture hours a week and two laboratory hours a week. Spring and fall. Rowan, staff.

25L General Physics Laboratory (1). Prerequisite, permission of department. This section is only for students who have completed the lecture section through transfer credit, BE credit, etc. Two laboratory hours a week. Fall, spring. Staff.

26 Mechanics (4). Prerequisite, Mathematics 31 or permission. Only one of Physics 24, 26, and 26A may be taken for credit. Mechanics of particles and rigid bodies. Newton's laws; conservation principles. Oscillatory and wave motion. Sound. Four hours lecture and recitation per week and two hours laboratory every second week. Fall and spring. Engel, staff.

26A Mechanics (4). Honors section of Physics 26. Admission by permission of the honors dean or the department. Only one of Physics 24, 26, and 26A may be taken for credit. Four hours lecture and recitation per week and laboratory every second week. Fall. Khveshchenko.

27 Electromagnetism and Optics (4). Prerequisite, Physics 26, Mathematics 32 or permission; corequisite, Mathematics 33. Only one of Physics 25, 27, and 27A may be taken for credit. Electricity and magnetism; Laws of Coulomb, Ampere, and Faraday. Electromagnetic oscillations and waves. Light; reflection, and interference. Four hours lecture and recitation per week and two hours laboratory every second week. Fall and spring. Clegg, staff.

27A Electromagnetism and Optics (4). Honors section of Physics 27. Prerequisite, Physics 26A. Only one of Physics 25, 27, and 27A may be taken for credit. Four hours lecture and recitation per week and laboratory every second week. Spring. Khveshchenko, staff.

28 Modern Physics (3). Prerequisite, Physics 27 (or Physics 25 by permission of instructor); corequisite, Physics 28L. 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. Fall and spring. Iliadis, Wu, staff.

28L Modern Physics Laboratory (1). Pre- or corequisite, Physics 28. Three laboratory hours a week. Fall and spring. Iliadis, Wu, staff.

37 Science and Society (3). No prerequisite. 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. Spring. Schroeder.

52 Basic Mechanics (3). Prerequisites, Physics 24 (or 26) and Mathematics 32, or permission of instructor. A one-semester course in statics, kinematics, simple harmonic motion, central forces, and applications from modern physics. Spring. Washburn, staff.

58 Intermediate Electromagnetism (3). Prerequisites, Physics 25 (or 27) and Mathematics 33. 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. Three lecture hours a week. Fall. Ng, staff.

61 Introduction to Numerical Techniques in Physics (4). Prerequisite, Physics 26 (or 25); corequisite, Mathematics 33. Applications of calculus, vector analysis, differential equations, complex numbers, and computer programming are made to realistic physical systems. Three lecture and two computational laboratory hours a week. Fall. Lu.

84 Science, Technology, and Military Affairs (Peace, War, and Defense 84) (3). No prerequisites. The effect of modern scientific technological developments on military strategy. Topics include nuclear weapons and their effects, arms control; nuclear and
chemical and biological weapons, conventional high-tech weapons proliferation, arms control, and disarmament. Spring. Schroeder.

91, 92 Research and Special Topics for Juniors and Seniors (2 or 3 each). To be taken by honors candidates and other qualified juniors and seniors. Fall and spring. Christiansen, staff.

93 Senior Seminar (2 or 3). To be taken by seniors with permission of department adviser. Upon demand. Christiansen, staff.

101 Electronics I (4). Prerequisites, introductory physics and Mathematics 31, or permission of the instructor. DC and AC circuit analysis, PN junctions and diodes, single-transistor circuits, transducers. Analog devices. Extensive circuit building with testing, troubleshooting, and debugging. Fall. Karwowski, Washburn.


104 Mechanics II (3). Prerequisite, Physics 103. Advanced topics in mechanics. Fall, alternate years. staff.

105 Heat and Thermodynamics (3). Prerequisites, Physics 27 (or 25 by permission) and Mathematics 33. Equilibrium statistical mechanics; the laws of thermodynamics, internal energy, enthalpy, entropy, thermodynamic potentials, Maxwell’s equations. Fall. Wu, staff.


107, 108 Electromagnetism I and II (3 each). Prerequisites, Physics 27 and Mathematics 83 (or permission). Brief treatment of DC and AC circuit theory. Electrostatics: dielectrics; the magnetic field; magnetic materials. Maxwell’s equations and their application to electromagnetic waves. Fall and spring. Hernandez, Ng.

113 Space and Time in Physics and Philosophy (Philosophy 121) (3). Contingent and necessary properties of space and time. The direction and flow of time. Fatalism. Effects preceding their causes. Spring. Van Dam.


140 Physics of Solid State Electronic Devices (3). Prerequisite, Physics 27. Corequisite or prerequisite, Physics 58 or 107. Properties of crystal lattices, electrons in energy bands, behavior of majority and minority charge carriers, p-n junctions related to the structure and function of semiconductor diodes, transistors, display devices. Spring. Washburn.

142L, 143L Advanced Laboratory I and II (2 each). Prerequisite, Physics 101 or 102 or permission. 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. Spring and fall. Tsui, Parikh.

144 Chemistry and Physics of Electronic Materials Processing (Chemistry 192) (3). Prerequisites, Chemistry 182 or Physics 27 and 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. Spring. Parikh, staff.

148L Materials Laboratory I (Applied Sciences 144L) (2). Prerequisite, Physics 102. Pre- or corequisite, Applied Science 141. Structure determination and measurement of the optical, electrical, and magnetic properties of solids. Fall. Tsui, Parikh.

149L Materials Laboratory II (Applied Sciences 145L) (2). Prerequisite, Physics 148L or Applied Sciences 144L. Continuation of Physics 148L 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. Spring. McNeil.

151 Fluid Dynamics (Marine Sciences 151, Geology 181) (3). Prerequisite, Physics 103 or permission. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrotational incompressible flow. Fall. Shay.


161 Nuclear Physics (3). Prerequisite, Physics 160 or equivalent. Structure of nucleons and nuclei, nuclear models, forces and interactions, nuclear reactions. Spring, alternate years. Champagne.

163 Applications of Quantum Mechanics (3). Prerequisite, Physics 160. 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. Spring, staff.


169 Introductory Solid State Physics (3). Prerequisite, Physics 160 or equivalent. 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. Fall, alternate years. Hernandez.

181L, 182L Independent Laboratory I and II (3 each). Prerequisites, Physics 103, 108, or permission. Six laboratory hours a week. Fall and spring. Tsui, Parikh.

190 Visualization in the Sciences (Computer Science 290, Materials Science 190) (3). Current computer visualization applied in the physical sciences. For both computer science and physical science students. Teaches available techniques and their characteristics, including using available software visualization toolkits. Fall. R. Taylor.

191 Mathematical Methods of Theoretical Physics I (3). Prerequisites, Physics 28 or equivalent, Mathematics 83. Vector fields, curvilinear coordinates, functions of complex variables, linear differential equations of second order, Fourier series, integral transforms, delta sequence. Fall. Staff.

192 Mathematical Methods of Theoretical Physics II (3). Prerequisite, Physics 191 or permission. Partial differential equations, special functions, Green functions, variational methods, traveling waves and scattering. Spring. Staff.

193 Scientific Programming (3). Prerequisites, Mathematics 128 or 129, or Physics 191 or 192; 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. Fall. Staff.

Minor in Physics and Minor in Astronomy
The minor in physics consists of five courses (Track 1 or Track 2):

**Track 1**
- PHYS 24
- PHYS 25
- PHYS 28

Two Physics courses numbered above 50 which have as prerequisites one or more of the three courses listed above.

**Track 2**
- PHYS 26
- PHYS 27
- PHYS 28 and 28L

Two Physics courses numbered above 50 which have as prerequisites one or more of the three courses listed above.

The minor in astronomy consists of five courses: Astronomy 31 and 31L, Physics 20, and three astronomy courses numbered above 100.

Note: Physics majors are **NOT** allowed to elect a minor in astronomy.

Menu of courses suggested for satisfying the physics minor requirements:
- PHYS 52
- PHYS 58
- PHYS 61
- PHYS 101
- PHYS 102
- PHYS 103*
- PHYS 105
- PHYS 107*
- PHYS 140
- PHYS 191*

*Open only to students who have completed Physics 26, 27, and 28.

Menu of courses suggested for satisfying the astronomy minor requirements:
- ASTR 117
- ASTR 137
- ASTR 142
- ASTR 143

1. Astronomy 117 is not to be taken for graduate credit by graduate students in Physics and Astronomy.
2. Most students will find it advantageous to defer some of the General College Perspectives requirements to the junior and/or senior year(s).
3. Various substitutions can be made, with the approval of the student’s advisor, for required physics courses in the sophomore, junior, and senior years. Physics 181 and/or 182 may be substituted for other laboratory courses (Physics 142L, 143L), and courses chosen from Physics 102, 106, 161, 165, 169, 191, 192 and Astronomy 117, 142, 143 may be substituted for Physics 61 or 163.
4. Physics 103-104 and 107-113 are not to be taken for graduate credit by graduate students in physics.

Department of Political Science
www.unc.edu/depts/polisci

**JONATHAN HARTLYN, Chair**

**Professors**

**Associate Professors**
- Susan Bickford, Liesbet Hooghe, Michele Hoyman, Stephen Leonard, Kevin McGuire, Timothy McKeown, Thomas Oatley, Jeffrey Obler, Marco Steenbergen, Terry Sullivan.

**Assistant Professors**
- Mark Crescenzi, Norman Hurley, Donna LeFebvre, Andrew Reynolds, Isaac Unah, Milada Vachudova.

**Adjunct Professor**
- John Hardin.

**Professors Emeriti**
- Thad Beyle, Raymond Dawson, Lewis Lipsitz, Duncan McRae, Richard Richardson, Robert Rupen, Andrew Scott, Glenn Snyder, Jurg Steiner, Deil Wright.

Political science is concerned with the description and explanation of political institutions and behavior, the rights and responsibilities of citizens, and the relations of people with their governments. The curriculum provides the student with a broad knowledge of both domestic and foreign political institutions, processes, and problems. The undergraduate major is designed to make feasible the attainment of several objectives: (1) a broad understanding of political institutions and issues as the central element of a general education; (2) a basic knowledge of governmental techniques for those considering a career in public service; (3) professional preparation training for students planning to enter a law school; and (4) a basic foundation in political science for those contemplating specialization at the graduate level.

To graduate with a major in political science, a student must pass at least eight courses offered by the department, with a grade of C or better in six courses. At least one course must be from the 100-level. A maximum of six hours can be taken from the grouping 96 and 99. The major must also pass an introductory economics (ECON 10) course.
Political Science 41 can be counted as part of the major and General College, while the remaining courses are counted in the upper college.

The courses offered by the department are divided into a number of requirements and electives. Each student must take the introductory course in American government (Political Science 41), in international relations (Political Science 80), one lower-level course in comparative politics (Political Science 51, 52, 53, 54, 55, 56, 57, 58, 59, 60), and one course in political theory (Political Science 61, 62, 63, 64, 65, 66, 67, 68, 161, 162, 163, 165, 166, 168). The remaining courses are left wholly to the discretion of the student and can be taken from any of the department's undergraduate offerings. It is suggested that, whenever possible, students take the introductory courses in any of the subfields (comparative, international, American, theory, etc.) before taking more advanced courses.

Honors Program

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 Political Science 91, 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 adviser in Political Science 92. 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.

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 in 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: Political Science 41, Economics 10, Psychology 10, Political Science 77, English 30, and Statistics.

Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.


41 Introduction to Government in the United States (3). An introductory course designed to explain the basic processes and issues of the American political system. Fall and spring. Rabinowitz, Sullivan.

42 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. Fall and spring. Gray.

43 Urban Politics (3). An examination of the nature and scope of urban problems in the United States, with emphasis on the impact of government and politics. Fall or spring. Staff.

44 Black Politics in America (3). Examines the political, economic, and social position of the Black community and how these variables have constrained the development of Black political power; relates the theory and structure of American political institutions to the efforts made by Blacks in recent times to organize for effective political action. Fall or spring. Staff.

45 An Introduction to the Nature and Function of Law (3). A nontechnical course for students of the arts and sciences with a social science approach to the examination of the nature, sources, and functions of law. Spring. Staff.

46 Southern Politics (3). Analyzes major trends in the politics of the modern South. Topics include the civil rights movement, the growth of a large urbanized middle class, and the rise of two-party, competitive politics. Fall. Staff.

47H 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. LeFebvre.

49 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 Spring. Staff.

50 Introduction to Comparative Politics (3). This course highlights the comparative method by seeking to understand differences among diverse states on five continents: UK, Northern Ireland, South Africa, Burma, and Fiji. GC Non-Western/Comparative perspective.

51 Society and Culture in Postwar Germany (GERM 90A, HIST 93, SOCI 90) (3). See German 90A for description.

52 Introduction to European Government (3). A treatment of the political institutions and processes of Western European democracies, with special attention to France, Germany, England, and Italy. Fall and spring. Marks, White, Stephens.

53 Politics in England (3). An introduction to contemporary English politics emphasizing the political battle between Socialist and Conservative ideologies. Fall. Searing.

54 Government and Politics of East Asia (ASIA 54) (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. Fall. White.

55 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. Staff.

56 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. Fall and spring. Schoultz, Hartlyn.
57 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. Fall, spring. Vachudova.

58 Crisis and Change in Russia and East Europe (RU 60, SOCI 60, PWAD 58) (3). See RU 60 description.

59 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. Fall. Staff.

60 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. Fall or spring. Reynolds.

61 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. Spring. Leonard, Obler.

62 American Political Thought (3). A survey course in American political ideas from the Seventeenth century to the present, with emphasis on the role of politics, society, and economy in American thought. Fall. Lienesch.

63 Classical Political Thought (3). Survey designed to introduce students to major political thinkers and ideas of the ancient world and of the medieval period. Fall. Lienesch, Bickford.

64 Modern Political Thought (3). Survey course designed to introduce students to major political thinkers and schools of thought dating roughly from the sixteenth century to the present. Spring. Leonard, Lienesch.

65 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. Fall, spring. Staff.

66 Political Psychology: An Introduction (3). Findings of the behavioral sciences are examined on: human nature, community, political socialization, alienation, mass movements, belief systems, and personality in politics. Spring. Searing, Steenberg.

67 Feminism and Political Theory (WMST 67) (3). Introduction to feminism 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. Fall, spring, summer, Bickford, Leonard.

68 The Ethics of Peace, War, and Defense (PHIL 42) (3). Authority of the state and the ethics of its acts; pacifism and national defense; the ethics of revolution; the moral problems of war in the nuclear age; the moral conditions of peace. Fall or spring. Staff.

69 Social and Economic Justice (SOCI 68) (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. GC-level Social Science perspective.

70 Public Opinion and Political Participation (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. Fall, spring. Macdonald.

71 The Politics of Organized Interests (3). This course examines how interests organize themselves, enter and then interact within interest communities, and seek to influence government policy through electoral activity and lobbying legislators, executives, and courts. Fall. McGuire.

72 Women and Politics (WMST 72) (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 ERA. Spring. Conover.

73 Politics of Sexuality (WMST 74) (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. B.A.-level Social Science perspective and the Cultural Diversity requirement. Fall. Conover.

74 Political Feasibility in Policy Analysis (3). Assessment of feasibility of chosen policies, including possibility of enactment and implementation; determining clearance points, predicting behavior of decision makers, building support, assessing rhetoric. Spring. Staff.

75 Political Parties and Elections (3). An analysis of the dynamics of party alignment, realignment, and of nomination and election to public office in American national government. Fall and spring. Conover.

76 Violence Against Women: The Legal Perspective (3). This course examines violence against women by examining theories, causes, and contributing factors surrounding violence against women. Fall or spring. LeFebvre.

77 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. Fall and spring. Lowery.

78M 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. Fall or spring. Lowery.

79 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. Fall. McGuire, Unah.

80 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. Fall and spring. Sullivan.

81 Problems in World Order (PWAD 81) (3). An examination of selected topics in international relations, such as security and defense, international integration, and North-South relations. Staff.

82 Evolution of the International System (PWAD 82) (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. Fall and spring. Staff.

83 International Environmental Politics (ENST 83) (3). See Environmental Sciences and Studies 83.

84 Global Issues in the Twentieth Century (INTS 77, ANTH 77, GEOG 77, HIST 51) (3). Survey of international social, political, and cultural patterns, in selected societies of Africa, Asia,
America, and Europe, stressing comparative analysis of twentieth-century conflicts and change in different historical contexts. Fall, spring, summer. Huber.

85 Asia and World Affairs (ASIA 85, PWAD 85) (3). A survey of relations between the United States and major Asian powers: China, the USSR, and Japan. Spring. Staff.

86 International Relations and World Politics (PWAD 86) (3). The analysis of politics among nations. Fall and spring. McKeown, Obler, Oatley.

87 Latin America and the United States in World Politics (PWAD 87) (3). A survey of the events, institutions, and issues that have dominated relations between Latin America and the United States. Shoulitz, Hartlyn.

88 International Organizations and Global Issues (PWAD 88) (3). Examines international organizations and their relationships with and impact upon international politics, international law, and selected global issues. Fall and spring. Staff.

89 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 International Studies 93. May not be taken in the same semester as International Studies 93. Spring. Staff.

90 Problems and Issues in Contemporary Latin America (Latin American Studies 90) (3). See Latin American Studies 90 for description.

91, 92 Honors Course (6). Permission of instructor required. Required of all students in the Honors Program Political Science. S. Macdonald, Lowery, Hartlyn.

94A Psychoanalysis and the Social Sciences (3). An interdisciplinary examination of the evolution of psychoanalytic theory and methods and their application to such questions as leadership, socialization, and group behavior. Spring. Staff.

94B Theory and Practice of Representative Government (3). Theories of representative government with special emphasis upon those derived from modern social choice theory. Fall or spring. Staff.

94C Politics and Literature (3). Prerequisite, one political science course other than Political Science 41 or any literature course. Models of politics available in literature, literature as political activity, sociopolitical aspects of literary criticism. Draws from English and other literature in translation. Fall and spring. Staff.

94E Religion and Politics (3). Considers the theoretical and philosophical content of the relationship between religion and politics. Special attention is given to the American experience, using historical and contemporary sources. Spring. Lienisch.

94F The Political Community (3). This course will address a series of questions about relationships between citizens and their political communities. Topics include human nature, obligation, liberty, participation leadership, and political utopias. Fall. Searing, Conover.

94G Introduction to Models in Political and Social Sciences (3). Students will use and construct models of human behavior, drawing on work in political science, economics, psychology, and sociology. No mathematics beyond high school algebra is required. Fall or spring. Staff.

95 Undergraduate Seminar (3). A detailed examination of selected topics in the field of political science. Staff.

96 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. Fall, spring. Byele.

99 Independent Study in Political Science (Var.). Permission of director of undergraduate studies. Readings and research under the supervision of a member of the department. Open to political science majors. Fall and spring. Staff.

102 Research in Urban Politics (3). Prerequisites, POLI 41 and either POLI 42 or POLI 43. Examines contemporary research programs on urban politics conducted by political scientists. These topics will be examined both in terms of substantive findings and research methodology. Fall, spring. Lowery.

113 Tolerance in Liberal States (3). Prerequisites, POLI 41, POLI 52. This course will examine the theory and practice of tolerance in the United States and Europe, with particular attention to Great Britain and France. Spring. Searing.

114 Comparative European Societies (SOCI 118) (3). Examination of commonalities and differences of European societies and of the tensions and difficulties attending the European integration process. Fall. Marks.


116 Politics of Mexico, Central America, and the Caribbean (3). Prerequisite, POLI 56 or permission of instructor. The analysis of politics in Mexico, Central America, and the Caribbean. Fall or spring. Hartlyn, Huber.

117 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. Fall. Stimson.

119 Central Africa: The Politics of Development (AFRI 123) (3). 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. Staff.

120 Politics of South America (3). Prerequisite, POLI 56 or permission of instructor. Analysis of politics in South America. Fall or spring. Hartlyn, Huber.

121 Democracy and International Institutions in an Undivided Europe (INTS 116) (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. Fall, spring. Vachudova.

122 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. Staff.
123 Government and Politics in Japan (ASIA 123) (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. Spring. White.


125 Contemporary China—Government and Politics (3). Examines the development of the political system of China with particular emphasis on its historical, social, and cultural dimensions. Fall. Staff.

126 Politics and Society in Africa (3). Prerequisite, POLI 59 or 60, or AFRI 40. Comparative analysis of state-society relations in selected post-colonial African countries. Spring.

127 Democracy and Development in Latin America (3). Prerequisite, POLI 56 or permission of instructor. The analysis of central issues of democracy and development in Latin America. Fall or spring. Hartlyn, Huber.

127S Democracy and Development in Latin America (Spanish) (3). Prerequisites, POLI 56 and SPAN 1-4 or equivalent intermediate-level language knowledge; or permission of instructor. The analysis of central issues of democracy and development in Latin America. Spring. Hartlyn.

128 European Politics (3). Prerequisite, POLI 52. Active participation of students in a research project on career motives and ethical principles in European Countries. Fall. Staff.

129 Germany in European Politics (3). Prerequisite, POLI 52 or permission of instructor. An examination of the role of post-war Germany in Europe; the German question and the special relationship between the two German states; comparison of the Federal Republic and the German Democratic Republic. Fall, spring. Staff.

130 Southern Africa in Conflict (3). Prerequisite, POLI 86 or 59 or permission of instructor. 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. Spring. Staff.


133 Politics of Macroeconomic Policy (3). Prerequisite, ECON 10. The effects of political considerations on macroeconomic policymaking, and the effects of economic variables on voting and popular support for incumbents. Fall or spring. Lowery.

134 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. Fall. Staff.

135 State Politics and Public Policy (3). The comparison of development and implementation of public policy in the states. Special emphasis is placed on the impact of the political process and intergovernmental relations. Spring. Staff.

136 South in National Politics (3). This course analyzes the important roles played by the South in national politics. Topics include the South in presidential elections and the roles played by southerners in the United States House and United States Senate. Fall. Staff.

138 Power, Morality, and Foreign Policy (PWAD 138) (3). Prerequisite, POLI 86 or permission of instructor. To what extent can, and should, moral concerns be integrated into national foreign policies? An examination of theoretical alternatives as well as selected substantive issues (e.g., human rights, just war, food policy, development assistance). Fall. Staff.

139 Alternative Approaches to Peace and Security (PWAD 139) (3). Prerequisites, POLI 86, HIST 18 or permission of instructor. Introduces students to alternative conceptions of security, including mutual security, cooperative security, and collective security. Course assumes students will have background in history, security, or international relations. Spring. Staff.

140 International Political Economy (3). Prerequisites, POLI 86 and ECON 10. Theories of international political economy; major trends in international economic relations; selected contemporary policy issues. Fall. McKeown, Oatley.

142 International Conflict Processes (3). Prerequisite, POLI 86 or permission of instructor. 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. Fall. Crescenzi. B.A.-level Social Science perspective.

143 Politics of Vietnam War (3). The war on the battlefield and in the villages, as well as high-level political and military decision-making. Emphasis on theories applicable to other conflicts. Fall. McKeown, Crescenzi.

144 American Foreign Policy: Formulation and Conduct (3). 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. Emphasis is placed on the impact of the bureaucratic process on the content of foreign policy. Fall and spring. Staff.

145 Contemporary International Relations of the United States (3). Prerequisite, POLI 86 or permission of instructor. 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. Spring. Staff.

146 International Communications and Comparative Journalism (JOMC 146) (3). Prerequisites, six semester hours of upper-division courses in international relations or recent European history. Fall. Staff.

147 Contemporary Inter-American Relations (PWAD 147) (3). Prerequisite, POLI 56 and/or POLI 87/PWAD 87. A comprehensive analysis of hemispheric international relations and foreign policies of individual Latin American nations. Spring. Schoultz.

148 The United States and Mexico (3). A comprehensive analysis of United States relations with Mexico, focusing upon the origin and evolution of contemporary issues such as legal and illegal immigration, the North American Free Trade Agreement, border ecology, and drug trafficking. Fall, spring. Schoultz.
149 Defense Policy and National Security (AERO 149, PWAD 149) (3). Prerequisite, POLI 86 or permission of instructor. 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. Crescenzi.

150 Theory of War (PWAD 150) (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. Biddle. B.A.-level Social Science perspective. Spring. Staff.

151 The Adversary System (3). Focuses upon the political, legal, and administrative problems encountered in the actual operation of the American system of criminal justice as affected by the adversarial nature of its processes. Fall and spring. LeFebvre.

152 Law Enforcement in a Democratic Society (3). Deals with the development and current functioning of law enforcement agencies in the United States, legal and practical issues involved in the exercise of police discretion, judicial supervision of law enforcement agencies, police-community relations, the impact of technological change and research on law enforcement, contemporary practices, and future possibilities respecting functional improvements on law enforcement. Fall. Staff.


154 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 theory and practice. Fall. MacKuen.

155 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. Fall and spring. McGuire.

156 Junior/Senior Seminar in Politics and Law (3). Permission of instructor is required. Advanced topics of varying focus, taught in seminar format for students who have completed appropriate background course work. Spring. McGuire.

157 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. Spring. McGuire, Unah.

158 The Problems of Change in Correctional Administration (3). An analysis of the political, legal, and administrative problems involved in effecting changes in correctional administration. Fall and spring. Staff.

159 Criminal Law (3). Analysis of problems in defining, invoking, and administering criminal law as a governmental process. Fall and spring. LeFebvre.

161 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. Spring. Obler, Hurley.

162 American Political Thought (3). A historical and analytic examination of the ideas underlying the political culture and institutions of the United States. Spring. Lienesch.

163 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. Fall. Staff.

164 Advanced Feminist Political Theory (WMST 164) (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. Fall and spring. Bickford.

165 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. Fall. Bickford, Lienesch.

166 Recent Contemporary Political Thought (3). Survey of the historical foundations, central tenets, and political consequences of prominent twentieth century political theories. Topics include: contemporary liberalism and Marxism, fascism, theories of development, populism, feminism. Fall or spring. Leonard.

167 Advanced Political Psychology (3). Examines in greater depth issues in the field of political psychology, including conflict, conflict resolution, socialization, and attitudes formation, mass movements, leader-follower relationships, and psychobiography. Spring. Hurley.

168 Recent Developments in Political Philosophy (3). A study of selected recent works of Continental or Anglo-American political philosophy by authors such as Rawls, Nozick, Walzer, Habermas, and Gadamer. Fall or spring. Leonard.

169 Business Government Relations (3). Explores the nonmarket environment of firms and policymakers. Topics include the media, lobbying, antitrust, regulation, product safety, international trade, globalization, and corporate ethics. Emphasis on class discussion and presentation. Spring. Staff.


171 Race, Poverty, and Politics (HUSA 171) (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. Fall. Staff.

172 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. Spring. Sullivan.

173 Government and the Environment (3). Examines political implications of environmental problems; environmental policymaking and implementation processes in the United States, and management problems in selected policy areas such as population, energy, pollution, the ocean, land, hazardous waste, wilderness areas. Fall. Staff.
174 Mass Media and American Politics (3). Prerequisites, junior-senior standing and POLI 41. Examination of the role, behavior, and influence on the mass media in American politics. MacKuen.

175 Quantitative Analysis for Public Policy (3). Prerequisites, MATH 22 or 31, STAT 31. Application of statistical techniques, including regression analysis, in public policy program evaluation; research design and data collection and management. Fall and spring. Heinrich, staff.

180 Formal Models of Political System (3). An introduction to the use of mathematical models for analyzing political behavior. Fall and spring. McKeown.

190 Domestic Policy Seminar (PICY 190) (3). See Public Policy 90 for description.

191 Introduction to Public Finance (ECON 140) (3). Principles and practices of the budgetary activities of American governments—federal, state, and local. Students may not receive credit for both ECON 140 and 141. Akin, Wertz, Wilde.

Department of Psychology
www.unc.edu/depts/psychweb/under.html

PETER A. ORNSTEIN, Chair

Professors

Associate Professors

Assistant Professors
Ute J. Bayen, Bruce Bartholow, Joseph Hopfinger, Andrea M. Hussong, Lorraine Taylor, Todd Thiele, Chanela Walker-Barnes.

Clinical Professors
Ann Louise Barrick, William Burlingame.

Clinical Associate Professors
Laura Clark, Stephen G. Flanagan, Patricia K. Kerig, Arlane Margolis.

Clinical Assistant Professors
Nicole Jones, Scott Schwartz, Jennifer A. Snyder.

Adjunct Professor
Gordon Pitz.

Adjunct Associate Professor
Richard A. Lucas.

Adjunct Assistant Professor
Robert W. Lawson.

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, 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 200 or above may be taken by undergraduate students except under special circumstances. As indicated, some courses in this listing will only be offered in alternate years; consult the current Directory of Classes for each semester’s offerings. Psychology 10 is prerequisite to all other courses offered in the Department of Psychology. Students and their advisers 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.

Students seeking the Bachelor of Arts or Bachelor of Science degree in psychology must complete the following departmental requirements in addition to those required by the College of Arts and Sciences.

Bachelor of Arts Degree Requirements

Psychology Courses: (minimum of nine courses)
- PSYC 10
- One of PSYC 20, 21, 22, or 23
- Two of PSYC 24, 28, 33, or 80
- PSYC 30
- PSYC 50
- Two psychology courses numbered 100 or above (may include PSYC 152 or 153 but not both)
- One additional psychology course

Out of Department Courses:
- BIOL 11 and 11L

One additional Natural Sciences perspective with or without lab

Bachelor of Science Degree Requirements

Students with a particular interest in mathematics and science may elect to work for the Bachelor of Science degree in Psychology. The following requirements are those specific to the B.S. in Psychology.

Psychology Courses: (minimum of ten courses)
- PSYC 10
- Two of PSYC 20, 21, 22 or 23
- Two of PSYC 24, 28, 33 or 80
- PSYC 30C (with department approval, PSYC 30 plus an advanced course in psychological measurement or research design may substitute for PSYC 30C)
- PSYC 50
- Three additional psychology courses numbered 100 or above

Out of Department Courses:
- BIOL 11 and 11L
- COMP 14 or COMP 16
- MATH 31 and 32
- Modern language through level 4
- Any Social Science Perspective course
- At least four additional Natural Sciences courses (one of which must be a physical science and at least one of which must have a lab)

Minor 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 major requirements cannot also satisfy requirements in the minor. The minor is open to all, including psychology majors, who are still limited to no more than forty credit hours in the department. Students interested in pursuing the minor should contact the program director for further information.

Overview Course
- **PSYC 123**

*Four other courses—distributed over at least two disciplinary areas:*
- **Behavioral:** BIOL 73, BIOL 150, BIOL 154, INLS 176, PSYC 20, PSYC 21, PSYC 22, PSYC 100, PSYC 101, PSYC 103, PSYC 120, PSYC 121, PSYC 122, PSYC 125, PSYC 127, PSYC 135, PSYC 146
- **Biological:** BIOL 73, BIOL 150, BIOL 151, BIOL 154, PSYC 21, PSYC 101, PSYC 120, PSYC 146
- **Computational:** COMP 171, COMP 181, INLS 115, INLS 162, INLS 170, INLS 172, MATH 83, MATH 147, MATH 166, OR 14, OR 85, OR 140, PSYC 103, PSYC 135
- **Linguistic:** INLS 170, INLS 176, LING 100, LING 60, LING 62, LING 83, LING 120, LING 123, LING 147, PHIL 35, PHIL 110, PSYC 125, SLAV 109
- **Philosophical:** INLS 176, PHIL 35, PHIL 73, PHIL 74, PHIL 76, PHIL 109, PHIL 110, PHIL 117

Other Degree Information
A student may submit a maximum of forty hours of credit in psychology courses (not including Psychology 10) toward the completion of the B.A. degree.

All majors must complete Psychology 10 and at least six psychology courses above Psychology 10 with a grade of C or higher. Students planning to enter graduate programs in psychology are urged to include Psychology 130 in their program and as many courses numbered 100 and above as possible. Details of the student’s program may be worked out in consultation with college and departmental advisors.

Psychology Honors Program
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 first semester of the junior year. Each candidate for honors participates in a three-semester course sequence (Psychology 99A, 99B, and 99C) that provides an opportunity to carry out independent work in an area of the student’s choice under the guidance of a departmental faculty member.

Course Descriptions
6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

10 General Psychology (3). No prerequisite. 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. Fall and spring. Staff.

Note: Psychology 10 is prerequisite to all psychology courses listed below.

20 Cognitive Psychology (3). Prerequisite, Psychology 10. Topics in attention; memory; visual, auditory, and other forms of information processing; decision making; and thinking. Fall and spring. Staff.

21 Sensation and Perception (3). Prerequisite, Psychology 10. Topics in vision, audition, and the lower senses. Receptor mechanisms, psychophysical methods, and selected perceptual phenomena will be discussed. Fall and spring. Staff.

22 Learning (3). Prerequisite, Psychology 10. Topics in conditioning, verbal learning, memory, and problem solving. Fall and spring. Staff.

23 Biopsychology (3). Prerequisite, Psychology 10. Study of the biological basis of behavior. Emphasis will be placed on human findings and applications. Fall and spring. Staff.

24 Child Development (3). Prerequisite, Psychology 10. Study of the development of social and intellectual behavior in normal children, and the processes which underlie this development. Emphasis is typically on theory and research. Fall and spring. Staff.

28 Personality (3). Prerequisite, Psychology 10. Basic principles of personality structure, dynamics, development, assessment, and theory are discussed. Consideration is given to both environmental and biological determinants of personality. Fall and spring. Staff.

30 Statistical Principles of Psychological Research (3). Prerequisite, Psychology 10. 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. Fall and spring. Staff.

30C Statistical Principles of Psychological Research (3). Prerequisites, Psychology 10, Math 31. Consideration of the methodological principles underlying psychological research, descriptive and inferential techniques. This section is for students in the B.S. Psychology program. Fall and spring. Staff.

33 Social Psychology (3). Prerequisite, Psychology 10. Introductory survey of experimental social psychology covering attitudes, interpersonal processes, and small groups. Fall and spring. Staff.

50 Laboratory Research in Psychology (4). Prerequisite, Psychology 30. 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. Fall and spring. Staff.

70 Drugs and Human Behavior (3). Prerequisite, Psychology 10. 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. Spring. Staff.

80 Abnormal Psychology (3). Prerequisite, Psychology 10. Major forms of behavior disorders in children and adults, with an emphasis on description, causation, and treatment. Fall and spring. Staff.

94A Evolution of Mind (3). Prerequisite, Psychology 10, Anthropology 41, or Sociology 11. Human biological evolution is reviewed. Man's basic nature—naked ape, killer ape, selfish ape, etc.—is explored. Mind and consciousness are considered in the light of the evolution of ideas and attitudes. Fall or spring. Staff. Capstone course in psychology.
98 Independent Research (1-3). Prerequisites, Psychology 10, two additional courses, a minimum of a 2.5 GPA, and permission of instructor and department chair. Supervised research resulting in a written report. Restricted to 6 hours of credit. Does not count toward the number of psychology courses needed for the B.A./B.S. majors. Fall and spring. Staff.

99A Honors in Psychology I (3). Prerequisites, application to the Psychology Honors Committee and enrollment in the Honors Program. To be taken as the first semester in the three-semester Honors sequence. Students conduct research under the direction of a faculty adviser and receive classroom instruction in research-related topics. Sequence to follow: 99B and 99C. Spring. Staff.

99B Honors in Psychology II (3). Prerequisite, PSYC 99A or application to the Psychology Honors Committee. To be taken as the second course in the three-semester Honors sequence. Students conduct research under the direction of a faculty adviser and receive classroom instruction in research-related topics. Sequence to follow: 99C. Fall. Staff.

99C Honors in Psychology III (3). Prerequisite, PSYC 99B. To be taken as the third course in the three-semester Honors sequence. Students will finish writing and will orally defend their theses, will meet as a group several times during the semester, and will present their research at end-of-year events. Spring. Staff. NOTE: Psychology 10 or the equivalent is prerequisite to all courses numbered above 100.

100 Topics in Cognition (3). Prerequisite, Psychology 20, 21, 22, or 23. Examines selected topics in cognitive psychology, examining issues related to thinking, memory, consciousness, language or higher-level perception. The selected topics can vary from semester to semester. As announced. P. Gordon.

101 Conditioning and Learning (Neurobiology 101C) (3). Prerequisite, Psychology 22. 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. Fall. Eckerman.

102 Biological Foundations of Behavior (Neurobiology 102B) (3). Prerequisite, Psychology 22 or Biology 11. Ethological, genetic, and physiological variables will be studied in relation to their behavioral effects. As announced. Garipgy, Lysle.

103 Introduction to Mathematical Psychology (3). Prerequisites, Psychology 30, Math 32, or permission of instructor. The use of mathematical models in psychology, with topics selected from measurement, scaling psychophysics, learning, decision, and choice theory. As announced. Staff.

104 Current Topics in Psychology (3). Prerequisites, Psychology 10 and permission of instructor. Various special areas of psychological study as needed. Course may be taken more than once. Fall and spring. Staff.

106 Physiological Psychology (Neurobiology 106B) (3). Prerequisite, Psychology 23 or permission of instructor. Elements of neurophysiology, neuroanatomy, and neurochemistry as they apply to the understanding of brain-behavior relationships. As announced. Carelli.

107 Physiological Psychology Laboratory (3). Prerequisite Psychology 23 or 106. "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. Spring. Carelli or staff.

109 Applied Behavioral Analysis (3). Prerequisites, Psychology 22 and 80 or permission of instructor. A survey of applications of learning theory in solving clinical, educational, and societal problems. Practicum experience included. Spring. Staff.

112 Historical Trends in Psychology (3). Prerequisite, Psychology 10. Limited to senior majors or to graduate students in psychology; others by permission of instructor. Overview of the origins of psychological concepts, movements, and fields of study. As announced. Staff.

120 Sensory Processes (3). Prerequisites, Psychology 20, 21 or 23. Each year the course will deal with a specific sensory topic, such as "color vision" or "the chemical senses." As announced. Hollins.

121 Advanced Perceptual Processes (3). Prerequisites, Psychology 20, 21, or 23. The perception of objects and events; the role of cognitive factors in perception. As announced. Hollins.

122 Human Memory (3). Prerequisite, Psychology 20 or 22. Theoretical and applied issues in human memory. Fall and spring. Bayen.

123 Introduction to Cognitive Science (3). Prerequisite, Psychology 30 or equivalent. An introduction to the interdisciplinary study of mind, intelligent behavior, information processing, and communication in living organisms and computers. Fall and spring as announced. Hartman.

124 Psychological Applications of Drugs (3). Prerequisites, Psychology 10. This course will investigate the pharmacological effects and the clinical efficacy of drugs used to treat behavior disorders. Fall. Picker.

125 Psychology of Language (3). Prerequisite, Psychology 20 or Linguistics 30 or Linguistics 100. 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. Fall and spring. Gordon.

126 Human Infancy (3). Prerequisite, Psychology 24. The primary focus of this course is the psychological development of human infants but other perspectives are considered: philosophy, parenting, health and public policy, the law. As announced. Reznick.


129 Development of Social Behavior and Personality (3). Prerequisites, Psychology 24, 28, and 30. Developmental processes during early childhood as these relate to social behavior and personality. Fall and spring. Garipgy, Taylor, or staff.

131 Perspectives on Nonparental Child Care (3). Prerequisite, PSYC 24. Explores the history, politics, and practice of nonparental child care through readings, lectures, and a semester-long internship in a child care center. Fall. Reznick, staff.

132 The Brain and Cognition (3). Prerequisites, Psychology 30; Psychology 20, 21, 22, or 23 or Biology 121 or 154. 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. Fall. Gordon, Hartman, Hopfinger.

135 Behavioral Decision Theory (3). Prerequisite, Psychology 10. 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. Spring. Staff.

140 Advanced Personality (3). Prerequisite, Psychology 28 or graduate standing. An in-depth analysis of major theoretical issues in personality study. Fall and spring. Gray-Little, Lowman.

141 Psychology of Adulthood and Aging (3). Prerequisite, Psychology 24. 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. As announced. Barrick or staff.

142 Psychology of Black Americans (3). Prerequisite, Psychology 28. This course will focus upon the personal characteristics of Black Americans as these have been studied by psychologists and other behavioral scientists. Various methodological approaches will be considered. As announced. Gray-Little.

144 Psychological Disorders of Childhood and Adolescence (3). Prerequisites, Psychology 24 and 80 or graduate standing. A survey of theories bearing on atypical development and disordered behavior, and an examination of major child and adolescent behavior problems and clinical syndromes. Fall and spring. Hussong, Kupersmidt, Margolis.

145 Health Psychology (3). Prerequisite, Psychology 80 or graduate standing. An in-depth coverage of the theoretical issues and clinical manifestations of psychological responses characteristic of individuals with chronic physical disorders. Fall and spring. Gil, staff.

146 Behavior and the Brain: Introduction to Neuropsychology (3). Prerequisites, Psychology 20 or 23. Introduction to brain-behavior relationships through the study of the effects of brain damage. Focus on cognitive and emotional processes in humans as they are affected by disease and trauma to the brain. Fall. Hartman.

147 Introduction to Clinical Psychology (3). Prerequisite, Psychology 30 and 80. 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. Spring. Staff.

148 Tests and Measurement (3). Prerequisite, Psychology 30. 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. Fall. Staff.


150 Stress and Coping in Children and Adolescents (3). Prerequisite, Psychology 24. Examines issues related to the role of risk and protective factors in the development of psychopathology in children and adolescents. The course includes practicum experience with youth. Fall, spring. Kupersmidt.

152 Atypical Personalities and Groups I (3). Prerequisite, Psychology 80. Addresses methods to assess, treat, and rehabilitate adults or elderly with serious mental disorders. Includes volunteering in a mental health agency serving people with schizophrenia, psychosis, or dementia. Fall: Barrick, Flanagan. Spring: Barrick.

153 Atypical Personalities and Groups II (3). Prerequisite, Psychology 152. This course studies persons and groups labeled as different, outsiders, deviant, stigmatized, or occupying disvalued roles. Focus is placed on how these individuals present themselves in person and in writing. Spring. Staff.


165 Poverty and Development (3). Prerequisite, Psychology 10. 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. Taylor.

170 Research in Developmental Psychology (3). Prerequisites, Psychology 24 and 30. Introduction to the issues, methods, and outcomes of research in developmental psychology. Demonstrational projects designed and completed. One lecture hour and four laboratory hours per week. As announced. Staff.

171 The Development of Black Children (3). Prerequisite, Psychology 24. 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. Psychology 30 recommended. As announced. McLoyd or staff.

172 Family as a Context for Development (3). Prerequisites, Psychology 24 and 30 or permission of instructor. 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. As announced. Kurtz-Costes, Cox, or staff.

180 Psychology and Law (3). Prerequisite, Psychology 10 and 50. 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. Fall, spring, summer. Mulligan, Schaff, Snyder.

184 Self and Society (3). Prerequisites, Psychology 10, 30, and 33. 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. Psychology 50 desirable, but not required. As announced. Staff.

185 Social Cognition (3). Prerequisites, Psychology 30 and 33. 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, and social motives. Fall, spring. Staff.

186 Nonviolent Conflict Resolution (PWAD 186) (3). Prerequisite, Psychology 10. Theories of conflict and conflict resolution are systematically applied in the contexts of personal, interpersonal, intergroup, and interethnic conflict, with a focus on empirical knowledge and acquisition of skills for nonviolent dispute resolution. Fall, spring or as announced. Staff.

187 Applied Social Psychology (3). Prerequisite, Psychology 30 and 33. Applications of social psychological theory/research to practical social problems and issues, e.g., organizational behavior, job satisfaction, effects of advertising and media on behavior, and discrimination-affirmative action. As announced. Staff.

188 Small Groups (3). Prerequisites, Psychology 30 and 33 or permission of instructor. Intensive survey of research and theory on behavior in small groups combined with appropriate experience in studying various structured groups. As announced. Thompson or staff.

189 Interpersonal Processes (3). Prerequisites, Psychology 30 and 33 or permission of instructor. Intensive coverage of normal interpersonal processes, focusing on the dyad. Fall or spring. Rushbult or staff.

190 Stereotyping, Prejudice, and Discrimination (3). Prerequisite, Psychology 10, 30, and 33. Examines the determinants, functions, processes, and consequences of stereotyping, prejudice, and discrimination. Prospects for change are considered. Class presentations and participation required. Psychology 50 desirable, but not required. As announced. Staff.

191 Attitude Change (3). Prerequisites, Psychology 30 and 33 or permission of instructor. A detailed consideration of the theoretical issues in attitude and belief change. As announced. Thompson or staff.

604 Aging and Health (SOWO 604, DENT 604, HPHR 604, NURS 604, HMSC 604, FMME 480, MEDI 480) (3). Introduction to normal aging, diseases of aging, mental health issues, and use of health services by older adults. This course will not fulfill a 100-level course requirement for a B.A. or B.S. degree in Psychology. Fall, Itkin-Zimmerman, Callahan, Sloane.

Donald Hornstein, F. Reed Johnson, James H. Johnson, Jonathan Howes, John Kasarda, Michael Munger, Dennis Ortner, Dennis Rondinelli, Peter VanDoren, Gordon P. Whitaker.

The Department of Public Policy (PLCY) offers instruction leading to a Bachelor of Arts degree. It stresses the analysis of alternative public policies, using concepts and techniques from several disciplines, in areas of application as diverse as health, the environment, international affairs, urban and rural development, and social welfare. It is concerned, as well, with policy choices by citizens, who decide among courses of action in terms of their own value system, rather than those of an employer. In that respect, the department provides an education in the liberal arts. The combination of this general liberal arts training, the development of analytic abilities, and the acquisition of substantive knowledge, in a particular policy area, forms a useful basis for further education for the professions or public service, as well as for policy-related graduate work in individual disciplines.

Bachelor of Arts with a Major in Public Policy

General College

Students should complete all requirements for the General College as well as MATH 22 or 31, STAT 31, and ECON 10, which are required prerequisites for the Public Policy major. MATH 22 or 31 and STAT 31 are specific prerequisites for taking PLCY 175; ECON 10 is a specific prerequisite for taking ECON 100/101.

Several General College courses which satisfy PLCY prerequisites also satisfy General College perspectives, including STAT 31 and ECON 10; and some of the required PLCY core courses satisfy perspective courses at either the General College or Arts and Sciences level, including PLCY 67, POLI 47H, PLCY 71, PLCY 74, and PLCY 94. Only one course from the major can be used to satisfy General College or Arts and Sciences perspective requirements.

Third and Fourth Years

Specific course requirements to be met in accordance with the following distribution.

Core Requirements

One course in each of the following six core areas is required (eighteen total hours) unless substitution of more advanced courses is authorized by the designated adviser:

A. Introduction to Public Policy: PLCY 71 or 71H
B. Ethics and Policy Analysis: PLCY 67; or PHIL 37, 41, 42; PHIL/ENST 68; POLI 47H
C. Economic Analysis: ECON 100 or ECON 101
D. The Politics of Public Policy: PLCY 74
E. Quantitative Analysis in Policy Analysis: PLCY 175
F. Advanced Individual Projects: PLCY 94; or PLCY 91-92 (Honors)

Specialization Courses

Each student must take at least fifteen hours in an area of specialization, chosen in consultation with a faculty adviser. This may be either a substantive area or an aspect of analysis. Recommended areas of concentration are listed below. A listing of courses that satisfy each of the areas is available in the department office and on the department's homepage (www.unc.edu/depts/pubpol).

- Business and Government Policy
- Economic Development
- Environmental/Natural Resource Policy
- Health Policy

Department of Public Policy

www.unc.edu/depts/pubpol

MICHAEL A. STEGMAN, Chair

Professors


Assistant Professors

Daniel P. Gitterman, Carolyn J. Heinrich, Krista M. Perreira, Shanti Gamper Rabindran, Mort Webster.

Professor Emeritus

Duncan MacRae Jr.

Adjunct Faculty

Deborah Amaral, Peter Blair, Jennifer Bremer, Rick Carlisle, Walter C. Farrell, James Gallagher, Harvey A. Goldstein.
† International Public Policy
† Policy Making and Implementation
† Science and Technology Policy
† Social Policy

Within each category, there are subcategories and students can choose from a wide variety of the subcategory courses within each major category. In addition, students may create their own policy specialization with the approval of a faculty adviser.

Note: Only twelve hours total can be taken outside Arts and Sciences toward your degree. This total includes courses in the PLCY major as well as elective courses and is relevant to all professional schools.

Honors

Students who wish to apply for honors in Public Policy should consult the director of undergraduate studies early in their junior year. A substantial project in policy analysis is required.

The Washington Policy Experience

Each fall the department sponsors a seminar in Washington, D.C., as part of the University's Burch Field Research Program. Up to fifteen students are placed in policy research positions in the capital, and enrolled in a special seminar on the role of research in the policy-making process. Other activities arranged for students take advantage of the considerable resources in Washington. The Burch Program is administered by the UNC-Chapel Hill Honors Office, and targeted to honors students. Others may apply. The Washington Policy Experience is open to students from many majors, but is ideal for public policy students.

Minor in Public Policy

The undergraduate minor in Public Policy consists of five courses:
† PLCY 71 Introduction to Public Policy Analysis or 71H
† PLCY 74 The Politics of Public Policy
† ECON 100 Microeconomics: Theory and Applications, or ECON 101 Intermediate Theory: Price and Distribution (prerequisite, ECON 10)
† PLCY 175 Quantitative Analysis in Policy Analysis (prerequisites, MATH 22 or 31 and STAT 31)
† One applied policy course, in consultation with a Public Policy adviser, from the department's approved list of specialization courses (see above).

The regulations governing a minor in an interdisciplinary department, as set forth in the Undergraduate Bulletin, apply to a minor in Public Policy.

PLCY Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings. Fall and spring.

48 Making American Public Policy (PWAD 48) (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, trade and labor standards, regulation, and law and public policy. Spring. Gitterman.

49 New Immigration and the South: Immigration Policy in the Twenty-First Century (INST 83) (3). The objective of this course is to enhance students' understanding of the causes and consequences of U.S. immigration within a social, historical, political, and economic context. Spring. Perreira.


71 Introduction to Public Policy Analysis (PWAD 71) (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. Fall and spring. Staff.

73 Planning, Politics, and Urban Policy (PLAN 73) (3). A selection of public policy topics on the current urban agenda, with a focus on the political context. Particular stress on policy alternatives, feasibility, implementation, and the division of responsibility and coordination among levels of government and the public and private sectors. Fall or spring. Staff.

74 The Politics of Public Policy (3). Examines theoretical approaches to and substantive questions of American political institutions and public policy, drawing on the new institutionalism perspective to analyze public policy and examine why government responds to problems in particular ways. Fall and spring. Gitterman, Perreira.

78 Computer Applications in Public Policy and Planning (3). This course provides hands-on experience in the use of computers and introduces students to the use of popular PC-based software programs as tools in the practice of policy analysis and planning. Students will be exposed to spreadsheet and database applications, word processing, SAS, the Internet, and the Web. Spring. Staff.

89 Global Environment: Policy Analysis and Solutions (INTS 089, ENST 089) (3). This course discusses global environmental problems and reviews several international environmental treaties. It reviews the U.S. position on these issues, in comparison to other nations. The course suggests ways for students to voice their support for international environmental protection to the U.S. government through voting, activism, and conscientious purchases. Fall. Rabindran.

90 Internship (Var.). Supervised internship, with reports required. With permission of the designated adviser. Fall and spring. Staff.

9OP Internship in Public Policy Analysis (Var.). Approved internship experience with reports and other material required. With permission of instructor. Fall and spring. Dill.

91, 92 Honors in Public Policy Analysis (3). Directed research, on an independent basis, for majors who are preparing an honors thesis and for the oral examination on the thesis. Fall and spring. Staff.

94 Practicum in Policy Analysis (3). For senior Public Policy (PLCY) majors and other senior level students having a strong background and/or interest in the rationale, justification and techniques of, and difficulties encountered in choosing appropriate public policies for defined public problems. The course involves an in-depth analysis of a public policy problem by each member of the class. Spring. Fall and spring. Luger/staff.
98 Independent Study in Public Policy (Var.). Supervised study for students interested in public policy. Fall and spring. Staff.

100 Microeconomics: Theory and Applications (ECON 100, MNGT 100) (3). See ECON 100 for description.

111 Environmental Economics and Politics (3). Explores the microeconomic foundations of environmental problems and their solutions, including property rights, externalities, public goods, justice and equity, and future generations and discounting. NOT an introduction to the major modern environmental regulations. Fall or spring. Staff.

120 Environmental Decision Making (ENST 120) (3). Introduces factors shaping environmental decision making by individuals, businesses, governments, advocacy groups, and international institutions, and explores public policy incentives and action strategies for influencing them. Spring. Andrews.

160 Race, Poverty, Public Policy in the United States (3). Definitions of poverty and their policy implications; the composition and causation of poverty; an assessment of the success and/or failures of public policies directed at the alleviation, reduction, and elimination of poverty. Fall or spring. Schwartz.

161 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 United States. Fall or spring. Schwartz.

175 Quantitative Analysis for Public Policy (3). Prerequisites, MATH 22 or 31; STAT 31. Application of statistical techniques, including regression analysis, in public policy program evaluation; research design and data collection and management. Fall and spring. Heinrich, staff.

179 Science and Policy (3). The problems of using expert knowledge in democratic policy the use of scientific information and personnel in decision making. Fall or spring. Staff.

183 Policy Analysis of Global Climate Change (ENST 183) (3). Provides a real-world and relevant case study in which to apply material from multiple other courses, including public policy, economics, environmental science, and international studies. Teaches techniques for building policy models not covered elsewhere. Fall or spring. Webster.

184 Environment and Development (INTS 184, ENST 184) (3). Reviews environmental problems in developing countries. Analyzes proposed solutions, such as legal remedies, market instruments, corporate voluntary approaches, international agreements and development policies. Discusses the link between trade and environment, environmental cases from the World Trade Organization, and sustainable development. Fall. Rabindran.

185 American Environmental Policy (ENVR 185, PLAN 185) (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. Fall. Andrews.

190 Seminar in Domestic Policy (POLI 190) (3). Taught as part of the UNC 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. Fall. Stegman.

198 Selected Topics in Public Policy Analysis (3). Selected topics in public policy analysis. Fall or spring.

Department of Recreation and Leisure Studies
www.unc.edu/depts/recreate

KARLA A. HENDERSON, Chair and Undergraduate Coordinator
Professors
M. Deborah Bialeschki, Karla A. Henderson.
Assistant Professors
Beth D. Kivel, Diane G. Groff.

Recreation and leisure are inextricably tied to personal and community quality of life. To prepare students for a profession in the field of human services, the Department of Recreation and Leisure Studies pursues excellence in trans-disciplinary teaching, scholarship, and service to address evolving recreation and leisure rights, needs, and interests and to promote inclusion and social justice in state, national, and international communities.

The Department of Recreation and Leisure Studies is committed to educating individuals who 1) can function effectively as professionals in the field of recreation and leisure services and 2) understand and advocate for the value and the importance of leisure in their lives and the lives of others in the community.

The Department of Recreation and Leisure Studies offers courses as a part of the general elective process of the University, as well as courses designed primarily for majors and minors. The department's program of study is accredited by the National Recreation and Park Association/American Association of Leisure and Recreation's Council on Accreditation.

Students interested in Recreation and Leisure Studies should declare their major during the sophomore year. This enables them to take some of the courses suggested by the department while enrolled in the General College.

Required and Elective Courses

The required core courses are RECR 70, 120, 130, 150, 160, 180, and 181. One elective is required for a total of twenty-four hours, not including RECR 10, which is required and prerequisite to most RECR 100-level courses. RECR majors must earn a C or better in RECR 10. They must also take one course in statistics (STAT 11 or STAT 31), a basic course in Sociology and Psychology and, in accordance with the regulations of the College of Arts and Sciences, they must earn eighteen hours of C or better in their major course work.

In addition to the required major courses, students are expected to take classes in art, business administration, dramatic art, economics, education, English, music, physical education, political science, psychology, sociology and speech. A specific listing of suggested courses is in the RECR Undergraduate Handbook.

Minor in RECR

The minor consists of five courses. Three courses are required:

- RECR 10: Introduction to Leisure Services
- RECR 70: Recreation Services across the Lifespan
- RECR 120: Program Planning for Recreation Services
• The two remaining courses may come from other RECR courses (below the 200 level) but may not include:
  • RECR 160: Administration of Recreation Services
  • RECR 176: Clinical Skills in Therapeutic Recreation
  • RECR 177: Disability Conditions and the Practice of Therapeutic Recreation
  • RECR 180: Internship
  • RECR 181: Internship

Course Descriptions

10 Introduction to Leisure Services (3). An introduction to the field of leisure services and its various elements, developed from an historical perspective. The course surveys the park and recreation movement, the leisure service delivery system, and the theoretical and conceptual basis of that system. Fall, spring.

40 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. Spring. Bialeschki. A&S Social Science perspective.

70 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. Spring. Groff.

96 Independent Studies in RECR (Var.) 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 student interests and enrollment. Fall, spring. Bialeschki, Groff, Henderson, Kivel.

98 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. Fall, spring. Henderson.

99 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 2-credit honors sequence. Fall, spring. Henderson.


111 Play in America (3). A study of play as a personal and cultural phenomenon. Consideration is given to the impact that religion, philosophy, social structure, economics, technology and education have had on the valuing of play in America. Fall. A&S Social Science perspective.

112 Leisure in a Diverse Society (3). An analysis of diverse populations and the meaning and impact of leisure on the lives of these individuals. Race, class, gender, culture, age, disability, employment, and sexual orientation will be addressed related to implications for leisure. Fall. A&S Social Science and Cultural Diversity perspective. Kivel.

120 Program Planning for Recreation Services (3). A study of the principles of planning recreation programs and the factors that affect its implementation and functioning. Fall. Bialeschki.

130 Introduction to Group Dynamics and Community Leadership (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. Spring. Kivel.

140 Recreation Spaces: Their Design and Use (3). Principles of planning recreation areas and facilities and the relationship of human needs to environmental resources. Spring. (Alternate years.)


160 Administration of Recreation Services (3). Analysis of recreation systems from the standpoint of organization, administration, finances, training, legislation, public relations, and coordination of community resources. Fall.

175 Introduction to Therapeutic Recreation Services (3). History and philosophy of therapeutic recreation. A survey of basic counseling/interactional styles, clinical and administrative skills, and interdisciplinary approaches in a variety of clinical settings. Fall. Groff.

176 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. Fall. Groff.

177 Disabling Conditions and the Practice of Therapeutic Recreation (3). Instruction in the relationship between various disabling conditions and the practice of therapeutic recreation. Prerequisites are RECR 175 and RECR 176. A 24-hour practicum is required. Spring. Groff.

180/181 Internship in Recreation (3, 3). Prerequisite: three or more courses in recreation. Students will have an opportunity to receive practical on-the-job experience in one of many agency types. Generally offered in the summer. Staff.

199 Selected Issues Seminar (Var.). Current issues, techniques, and research of a topical short-term nature are the focus of these seminars. Staff.

Department of Religious Studies

BART D. EHRMAN, Chair

Professors

Associate Professors
Yaakov S. Ariel, Armin Lange, Laurie F. Maffly-Kipp, James H. Sanford.

Assistant Professors

Adjunct Professors
Judith B. Farquhar, Philip Gura, Paul W. Meyer, Albert Rabil.
Adjunct Associate Professors
Jonathan M. Hess, Tony K. Stewart (NCSU), Margaret J. Wiener.

Adjunct Assistant Professors
Charles Kurzman, Barry Saunders.

Professors Emeriti
John W. Dixon Jr., David J. Halperin, William J. Peck, Jack Sasson,
John H. Schütz, John Van Seters.

The Department of Religious Studies is dedicated to the study of the world’s religions as historical and cultural phenomena. We examine singly or comparatively various religious traditions, including their history, sacred texts, beliefs, rituals, and institutions. Inherently interdisciplinary in its approach, religious studies explores these traditions and other related phenomena in light of other cognate disciplines such as anthropology, history, philosophy, and sociology.

The department offers a wide variety of courses ranging from large introductory classes to advanced seminars, as well as independent studies and an honors thesis program for qualified students.

Introductory courses provide general vocabulary and concepts useful for the entire field of religious studies or for major areas within that general field and representative examples of issues, problems, and data in the study of religion. Courses numbered below 50 are introductory courses.

Intermediate courses provide intensification and refinement of knowledge in the study of religion by focusing on more specific data and by employing methods more precisely. Intermediate courses are numbered between 50 and 100.

Advanced courses provide for the study of specific topics and problems in which a student should integrate primary and secondary data and methods in "research essays." Admittance to this level is governed by prerequisites and by general preparation. Advanced courses are numbered above 100.

Major
There are two options in the major. In deciding on courses and an area of concentration, students may work within the subfields of American Religious History, Ancient Mediterranean Religion, History of Religions, Medieval and Early Modern Religions, and Religion and Culture. Minimum requirements for each option are as follows:

Intensive Option:
A total of nine courses must be taken: the departmental undergraduate seminar and eight additional courses. Four of the eight courses are to be numbered above 50. Two of these four must be numbered above 100. A student is to take courses in three of the subfields listed below. A student must choose one of the subfields as his or her area of concentration. At least four courses are to be taken within this concentration, including one of those numbered above 100.

Extensive Option:
A total of nine courses must be taken: the departmental undergraduate seminar and eight additional courses. Four of the eight courses are to be numbered above 50. Two of these four must be numbered above 100. A student is to take courses in four of the subfields listed below. Additional information about the major is available from the departmental office, 101 Saunders Hall.

The Undergraduate Seminar in Religious Studies:
All majors in the Department of Religious Studies are required to take the departmental seminar, which is offered once each year and will introduce students to a variety of themes and methodologies in the field of religious studies.

Minor in Religious Studies
The undergraduate minor in Religious Studies consists of five religion courses. Three of the five courses must be above the 50 level and one course must be above the 100 level.

Minor in Jewish Studies
Requirements
The minor will consist of five courses, which must be taken in at least two different departments and at least one of which must be at an advanced level (noted below with *). There is a required set of two core courses: RELI 24 and RELI 34. Additional courses must be taken from a list of courses approved by the Faculty Planning Board of the Center for Jewish Studies. Only courses in Modern Hebrew at the fifth semester level or higher can count as courses toward the minor.

Courses Required
- RELI 24, RELI 34. Additional (three courses from at least two different departments and at least one at an advanced level—noted by *): ENGL #TBA, Jewish Literature (new course to be offered next year); GERM 006*§; GERM 61/RELI 85; HIST 50; RELI 21; RELI 28; RELI 44; RELI 55; RELI 57; RELI 73; RELI 78; RELI 92*; RELI #TBA, Ancient Synagogues (taught as RELI 199 in fall 2002); RELI 157*; RELI 122*; RELI 126*; PLSH 112*; SLAV 164*; SLAV 165*; SLAV 169*.

§ German 006 may be taken either for minor credit or for general education credit, but not for both.

Additional Information
A. Honors Program:
Students majoring in Religious Studies (including double majors) with a grade point average of 3.3 or above in department courses and 3.2 GPA overall may choose to do an honors thesis. Candidates for graduation with Honors in Religious Studies are to be enrolled in RELI 97 in the fall and RELI 98 in the spring semester of their senior year. Consult the department’s director of undergraduate studies for details.

B. Languages:
Those wishing to proceed to graduate study in religion should give special consideration to the inclusion in the undergraduate program of 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, Hebrew, Hindi-Urdu, Latin, Arabic, Sanskrit, Persian, Bengali and Tamil.

C. Other undergraduate courses:
 Majors should consult with their advisers concerning other undergraduate courses, which have a particular relevance to the study of religion.

D. Other programs:
The Department of Religious Studies also offers an M.A. and a Ph.D. in Religious Studies. M.A. and Ph.D. students in other departments may minor in religion.

Course Descriptions
6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that
enroll twenty students or fewer. See the directory of classes for specific offerings.

10 Religion in Global Perspective (3). A selective and comparative approach to religions in a variety of locations and cultures, with emphasis on the contemporary and global context. Spring. Curtis, Ernst.

20 Culture of the Ancient Near East (HIST 92A) (3). A consideration of the cultural and religious milieu of the second millennium BC as it sheds light on Biblical origins. Fall.

21 Introduction to the Hebrew Bible/Old Testament Literature (3). Fall.


23 Religions of the Graeco-Roman World (3). An introduction to the religious life of the ancient world (1000 BCE-CE 300) in various cultural settings: Greek cities, cosmopolitan Hellenistic kingdoms in Egypt and Syria, and the Roman Empire. Fall or spring. Pleše. GC Pre-1700 Western History perspective.

24 Introduction to Early Judaism (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 B.C.E. to the Muslim conquest of Palestine (640 C.E.). Magness.

25 Introduction to Islamic Civilization (HIST 36) (3). A broad, comprehensive, and interdisciplinary introduction to the traditional civilization of the Muslim world. Fall. Ernst, Shields.

26 Later Islamic Civilization and the Modern Muslim World (HIST 37) (3). A broad interdisciplinary survey of the later Islamic empires since the fifteenth century and their successor societies in the modern Muslim world. Spring. Ernst, Shields.


28 The Archaeology of Palestine in the New Testament Period (CLAR 028) (3). This course surveys the archaeology of Palestine (Modern Israel and Jordan) from the Persian period (CA. 586 B.C.E.) to the Muslim conquest (640 A.D.). Magness. GC Non-Western/Comparative perspective.

29 Religion in America (HIST 92B) (3). An introduction to the history, themes, and issues in American religion from the precolonial period to the present. Fall, spring, summer. Ariel, Maffly-Kipp, Tweed.


31 Introduction to Religion and Culture (3). This course gives beginning students a sense of what it means to study religion as an academic subject. Some of the most significant instances of the emergence, development, and transmission of religious traditions are examined in cross-cultural context. Saunders, Styers, Tyson, Tweed.

32 Philosophy of Religion (PHIL 32) (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. Fall and spring. Adams, Rosenberg, Nord.

33 The Claims of Science and Religion (PHIL 43) (3). The proposition that God exists 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. Spring. Schlesinger.

34 Introduction to Modern Judaism (3). The course offers a comprehensive understanding of the development of Judaism from the late middle ages to contemporary times. A&S Western Historical perspective. Ariel.

35 Introduction to Philosophical Approaches to Religion (3). An introduction to philosophical approaches to the study of religion, including such topics as religious language and experience, the problem of evil, the relation between religious belief and practice, and issues of religious diversity. Fall or spring. Tyson, Styers.

36 Introduction to the Psychology of Religion (3). A philosophical perspective on religious experiences in various cultures and religious systems as defined by such authors as William James, Sigmund Freud, and Mircea Eliade. Fall or spring. Peck.

37 Technology, the Self, and Ethical Problems (3). Problems in the study of ethics in the New Worlds of Information, Technology and Global Economy. Fall or spring. Tyson.

39 Asian Religions (ASIA 39) (3). An introduction to major religions of South Asia and East Asia, such as Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Fall. Sanford.

40 Mysticism (3). Comparative study of mysticism in several religious traditions, Eastern and Western. Spring. Staff.

43 Ideals, Cultures, and Rituals of the University (3). Prerequisite, 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. Spring. Kaufman.

44 Introduction to American Judaism (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. Spring. Ariel.


46 Catholicism in America (3). An introduction to Roman Catholicism in the United States. Fall or spring. Tweed.

53 Place, Space, and Religious Representation (3). A consideration of the attitudes toward place and space as they combine in worship. Fall, spring. Lazar, Tweed.

54 The Religion of Israel (3). A study of basic aspects of Israelite religion, including expression of theological themes (e.g., creation, salvation, monotheism), religious institutions (e.g., priesthood and prophets), and religious practices (e.g., prayer and sacrifice). Spring.

55 Legends of Genesis (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. Spring. Lange.
56 History and Culture of Ancient Israel (HIST 92C) (3). An examination extending from Hebrew origins to the Babylonian exile and including political history as well as social and religious institutions. Spring.

57 Prophecy in Ancient Israel (3). An examination of the origins, psychology, and conventional forms of prophecy as well as the writings of major prophets of the Old Testament. Fall. Van Steiers.

58 Jesus in Myth, Tradition, and History 30 - 200 A.D. (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. Fall or summer. Ehrman.

59 The Birth of Christianity (3). An analysis of the origin of the Christian Church and the earliest stages of its expansion with particular emphasis on the problems evident in the shift from a Jewish to a Gentile framework. Paul's role and contribution in defining and resolving the issues will be considered in detail and evaluated in the light of subsequent events. Spring. Ehrman.

60 Islamic Civilization (3). Survey of scriptural, legal, mystical, and speculative texts illustrating the Muslim intellectual tradition, including Sunni legal schools, Shi'ism, Sufism, and dialectical theology. Fall. Curtis, Ernst.

61 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. Fall. Ehrman.

62 Islamic Civilization in the Modern World (3). Religion, politics, and culture in Islamic countries from 1500 to the present, with emphasis on the last great empires (Mughul, Ottoman, and Safavid), European imperialism, and problems confronting Muslims today. Spring. Curtis, Ernst.

63 Medieval Philosophy (PHIL 57) (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. Spring. Galligan.

64 Hindu Sacred Texts (ASIA 64) (3). The most widely known and used religious texts of India studied in their ancient and modern context with consideration of their past and present importance to the Western world. Staff.

65 Hindu Rites, Rituals, Feasts, and Festivals (ASIA 65) (3). An introduction to the importance of ritual in Hinduism. Close study of contemporary temple and domestic rites as well as public festivals. Special attention to methods and problems of interpretation. Staff.

66 The Buddhist Tradition: India and Tibet (3). Historical inquiry into the development of Buddhism from its origins through its periods of greatest glory in India, China, and Japan. On demand. Sanford.

67 The Buddhist Tradition: East Asia (3). Prerequisite, RELI 10, 39 or permission. An examination of the transformations and developments affecting Buddhism after its importation to East Asia. Special attention will be given to Ch'An/Zen, the Pure Land schools, and the esoteric traditions. Fall, spring. Sanford.

68 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. Maffly-Kipp.


71 Liberal Tradition in American Religion (3). An examination of the growth of liberal theological expressions, such as rationalism, romanticism, and modernism, from the early eighteenth century to the present. Spring. Tweed.

72 Evangelical Tradition in America (3). An attempt to define the historical, sociological, and Constitutional dimensions of Protestant evangelicalism in Britain and America. Fall or spring. Ariel.

73 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? Fall. Ariel.

74 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. Fall or spring. Tweed. GC Social Science perspective.

75 The Archaeology of Cult: The Material Culture of Greek Religion (CLAR 75) (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 panning sanctuaries, and methods of approaching ancient religion and analyzing cult practices. Spring. Haggis.


77 Chinese Religious and Philosophical Texts: II (ASIA 77) (3). Prerequisite, RELI 76 and permission of instructor. An in-depth reading in a single text or tradition of texts. On demand. Sanford.

78 Judaism in Our Time (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. Spring.

79 Religion in Modern Israel (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. Spring. Ariel.

80 Social Theory and Cultural Diversity (3). Introduction to basic paradigms of thinking about cultural difference (race, gender, nationality, religion, etc.). The course encourages students to examine the ways the paradigms shape how we act, think, and imagine as members of diverse cultures. Fall or spring. Staff.

81 Gender and Sexuality in the Western Christian Tradition (WMST 83) (3). An examination of the development of teachings on issues of gender and sexuality through the history Western Christianity, with particular focus on contemporary controversies. Spring. Styers.
84 Psychology of Religion (3). Prerequisite, RELI 36 or permission of instructor. Critical studies of texts (e.g., James, Freud, Jung, Kierkegaard) dealing with the dynamics of religious experience. Psychological, philosophical, and literary approaches to personality change, mystical states, myths, dreams, and symbols. Fall or spring. Peck.

85 German Culture and the Jewish Question (GERM 61) (3). See GERM 61 description.

86 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. Curtis. A&S Non-Western/Comparative perspective, Cultural Diversity requirement.

87 Religious Things (3). An introduction to religion and visual culture draws especially on artifacts from the Americas, including art, ritual objects, and architecture. Tweed. A&S Aesthetic perspective.

88 Technology, the Self, and Ethical Problems (3). Ethical problems created by the new environment of information technology and global economy, with particular attention to questions of religious identity and social contexts. Fall, spring. Tyson.

90 African-American Religious Experience (AFAM 90, ANTH 90) (3). Prerequisite, students must have taken at least one course in AFAM, ANTH, or RELI. 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. Curtis, Hinson, Maffly-Kipp. Cultural Diversity requirement.


92 From Many to One: A History of Monotheism in Ancient Israel (3). Prerequisite, RELI 21 or RELI 22. In this class students will learn how the idea of monotheism developed in ancient Israel, with special recognition to its environment. Lange.

97, 98 Courses for Honors (3 each semester). Prerequisite, permission of instructor and the director of undergraduate studies. Required of all students reading for honors in Religious Studies. Fall and spring. Staff.

99 Topics in the Study of Religion (3). Prerequisite, permission of instructor. Subject matter will vary with instructor and topic, but will always be focused on a particular problem or issue. Fall and spring. Staff.

100 Discourse of World Religions (3). Critical study of the history and the ideology of "world religions" as a concept and as a strategy for coming to terms with the multiplicity of cultural traditions. Fall or spring. B.A.-level Social Science perspective.

101 The Undergraduate Seminar in Religious Studies (3). Concentrating on a different theme each year, this departmental seminar introduces the different areas and approaches in religious studies. Fall or spring. Staff.


107 Topics in Philosophical Problems in Religion (3). Prerequisite, senior or graduate standing, or permission of instructor. Topic varies. Fall or spring. Tyson, Styer.


111 Ancient Synagogues (CLAR 110) (3). Prerequisite, Religious Studies 28 or consent of instructor. This is a course on ancient synagogues in Palestine and the Diaspora from the Second Temple period to the seventh century A.D. Magness.

112 Biblical Coptic and Early Egyptian Monasticism (3). Prerequisite, permission of instructor. Coptic, the last stage of Egyptian, a living language in the Roman and Byzantine Period. Thorough grounding in grammar of the Sahidic dialect as a basis for reading biblical monastic and Gnostic texts. Fall. Spring. Plese.

113 Biblical Hebrew (3). Introduction to the grammar and exegesis of Biblical Hebrew. Fall. Staff.

114 Biblical Hebrew (3). Prerequisite, RELI 113 or permission of instructor. Continuation of Religion 113. Spring. Staff.

115 Intermediate Classical Hebrew (3). Reading in Biblical, Mishnaic, and medieval poetry and prose. Fall.


119 Greek New Testament (GREK 158) (3). Prerequisite, GREK 22 or equivalent. On demand. Staff.


121 Myths and Epics of the Ancient Near East (FOLK 141) (3). Prerequisite, permission of instructor. An examination of Babylonian, Canaanite, Egyptian, Hitite, and Sumerian texts from the pre-Biblical era, focusing on representative myths, epics, sagas, songs, proverbs, prophecies, and hymns. Spring. Alternate years. Staff.

122 Exploring the Dead Sea Scrolls (3). A comprehensive introduction to the Dead Sea Scrolls and the different Jewish groups connected with them. Fall. Lange. A&S Pre-1700 Western History perspective.


124 History-Writing in Ancient Israel (3). Prerequisite, RELI 21. A study of historical tradition in the Old Testament as reflected in the books from Joshua to 2 Kings. On demand.

125 Moses, the Man and the Tradition (3). Prerequisite, RELI 21. A study of the formation of the biblical traditions about Moses in Egypt, the exodus, and the giving of the law at Sinai. On demand.

126 What are the Holy Scriptures? The Formation of the Hebrew Canon (3). The course traces the canonical process,
which led to the Hebrew Bible and the Greek Old Testament. Spring. Lange. A&S Pre-1700 Western History perspective.

127 Problems in Early Christian Literature and History (3). Prerequisite, one of the following: RELI 22, 58, 59, or permission of instructor. Fall. Staff.


130 Religion, Nature, and Environment (ANTH 138) (3). A seminar on concepts of nature within religions and a variety of worldwide spiritual traditions. Emphasis on sacred space, place, and pilgrimage as a vital intersection of religion and nature. Fall. Johnson.

132 Topics in Medieval Philosophy (PHIL 152) (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). Spring. Galligan.


136 Studies in Christian Theologies and Theologians (3). Prerequisite, permission of 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. Fall or spring. Kaufman, Lazar.

137 The Art of Devotion in Medieval and Early Modern Europe (3). Prerequisites, RELI 27, RELI 30, or permission of instructor. 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. Fall. Lazar.

138 Modern Western Religious Thought (3). Prerequisite, one of the following: RELI 27, 29, 30, 32, 35, PHIL 32 or 60. Representative themes and approaches in the work of modern Western religious thinkers. Fall or spring. Kaufman, Styers.

140 Studies in American Religion (3). Prerequisite, permission of instructor. A consideration of varying topics from intellectual, literary, social, and cultural dimensions of American religion. Fall or spring. Ariel, Maffly-Kipp, Tweed.

142 Religion and Anthropology (ANTH 142, FOLK 142) (3). Prerequisite, junior/senior or graduate standing. Religion, studied anthropologically, as a cultural, social, psychological phenomenon in the works of classical and contemporary social thought. Fall or spring. Tyson and Peacock.

144 Medieval Slavic Culture (SLAV 144) (3). See Slavic 144 for description.

146 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 nineteenth century. Fall or spring. Saunders, Styers.

148 History of Religion in America to 1865 (3). An examination of primary sources in the history of American religion from the pre-colonial era to the Civil War. Fall or spring. Ariel, Maffly-Kipp, Tweed.

149 History of Religion in America Since 1865 (3). An examination of primary sources in the history of American religion since the Civil War. Fall or spring. Ariel, Maffly-Kipp, Tweed.

152 Mormonism and the American Experience (3). Prerequisite, RELI 29 or permission. Exploration of the history, beliefs and practices of Mormons. Will include visits to LDS services, guest speakers, and discussion of race and gender in the contemporary church. Fall or spring. Maffly-Kipp.

153 Evangelicalism in Contemporary America (3). Prerequisite, junior or senior standing. Examination of Evangelicalism and its role in American society, politics, and culture. Exploration of its various subdivisions and relations to such movements as Fundamentalism, Pentecostalism, Revivalism and Premillennialism. Spring. Ariel.

154 Gender and Sexuality in Contemporary Judaism (3). The seminar examines the developments in gender roles and in sexuality in contemporary Judaism. Ariel.

155 Asian Religions in America (ASIA 155) (3). A study of intercultural interaction and interreligious encounter focusing on Asian religions in America, 1784 to the present. Fall or spring. Tweed. GC Non-Western/Comparative perspective.

156 Ethnicity, Race, and Religion in America (3). Prerequisite, RELI 29 or permission. A methodological inquiry into ethnicity, race, and religion as constituents of personal and communal identity. Emphasis on the implications of these categories for a religiously pluralistic society. Maffly-Kipp.

158 The Reshaping of American Religion Since 1960 (3). Course examines developments in American religion since the 1960s. It explores new modes of religious life in America as well as the reshaping of the general religious scene. Fall. Ariel.

159 Public Religion in U.S. History (HIST 159) (3). Prerequisite, introductory history or religious studies course. A study of public religion in U.S. history including the relations of religion and government, the idea of American exceptionalism and destiny, the role of religious movements. Fall. Mathews.

160 Topics in Comparative Religion (3). Cross-cultural investigation of specific problems or issues in the general history of religions (e.g., pilgrimage, religious biography, "new" religions). Sanford.

161 Selected Topics in the Study of Asian Religions (3). Prerequisite, permission of instructor. A close examination of a selected topic in Asian religions. On demand. Sanford.

162 Taoism (ASIA 162) (3). A study of the major writings and cultural forms of Taoism. Some attention will also be given to related unorthodox, popular movements. Fall, spring, or summer. Sanford.

163 Japanese Religion Since 1868 (ASIA 163) (3). Prerequisite, RELI 69 or permission of instructor. Japanese religion in the modern period. Consideration of the invention of State Shinto, the suppression and modernization of Buddhism, the emergence of the "new" and "new new" religions, etc. Fall. Sanford.
169 Medieval Religious Texts (3). Prerequisites, permission of instructor and 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. Fall. Kaufman.

171 Sufism (ASIA 171) (3). Prerequisite, permission of instructor. A survey of Islamic mysticism, its sources in the Qur'an and the Prophet Muhammad, and its literary, cultural, and social development in Arab, Persian, Indic, and Turkish regions. Fall. Ernst.

172 Islam and Islamic Art in South Asia (ASIA 172) (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. Fall. Ernst.

173 Religion and Culture in Iran, 1500-Present (ASIA 173) (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. Ernst. A&S Non-Western/Comparative perspective.

174 Chinese World Views (ANTH 174, ASIA 174) (3). An approach to Chinese history, literature, science, and society through an exploration of a few pervasive cultural themes. Chinese sources in translation and western anthropological and philosophical sources are used. Fall or spring. Farquhar.

175 Religion and Culture in Modern South Asia (ASIA 175) (3). Study of Buddhism, Islam, and Hinduism in the development of contemporary Sri Lanka, Pakistan, and India respectively. Focus on the roots of change in the late nineteenth century and the problems of modernization. Fall.

176 Religious Conflict and Narrative in India (HNUR 134) (3). See HIND 134 description.

179 Readings in Islamicate Literatures (ASIA 179) (3). Prerequisite, permission of instructor. Study of selected religious, literary, and historical texts in Arabic, Persian, or Urdu. On demand. Ernst.

180 Topics in Religion and Culture (3). Permission of instructor required. Advanced undergraduate seminar in religion and culture. Topics vary. Staff.

182 Genders and Theories in the Study of Religion (WMST 182) (3). An examination of contemporary gender theory, with particular focus on its application to the study of religion. Styers. A&S Philosophical perspective.

184 Studies in the Psychology of Religion (3). Prerequisite, Religion 36, 84, or permission of instructor. The interpretation of myth, dreams, and rituals, using the resources of depth psychology and the tools of cultural criticism. Fall or spring. Peck.

186 Nineteenth-Century Critiques of Religion (3). Prerequisite, permission of instructor. An exploration of influential nineteenth century critiques of religion, including texts by such thinkers as Feuerbach, Marx, Kierkegaard, Nietzsche, Stanton, Douglass, and Freud. Fall or spring. Styers.

187 Rituals and Rhetorics of Religion (3). Prerequisite, permission of instructor. An examination of ritual, allegory, and symbols as modes of religious expression in cultic and literary contexts. Fall or spring. Tyson.

188 Religion in American Law (3). Prerequisite, junior, senior, or graduate standing. An exploration of the position of religion in American legal and social theory, with particular focus on jurisprudence under the First Amendment. Fall or spring. Styers.

190 Religion and Society (SOCI 121) (3). Prerequisite, Sociology 10 or permission of instructor. Sociological analysis of group beliefs and practices, traditionally religious and secular, through which fundamental life experiences are given coherence and meaning. Fall or spring. Reed.

191 Religious Ethics and Issues in Contemporary Medicine (3). Prerequisite, senior or graduate standing. 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. Fall or spring. Staff.

193 Special Topics in Mysticism (3). Prerequisite, permission of instructor. Historical and typological study of specific aspects of mystical and non-normative religious forms. Fall or spring. Staff.

194 Women Mystics (WMST 194) (3). An investigation of the forms, characteristics, and variety of the mystical experiences of women. Lazar. A&S Western History perspective.

199 Independent Study (3). Prerequisites, advanced undergraduate or graduate standing and permission of instructor. Subject matter should be arranged with specific instructor. Fall and spring. Staff.

Department of Romance Languages
www.unc.edu/depts/roml

FRANK A. DOMINGUEZ, Chair
Professors
Pablo Gil Casado, Dino Cervigni, Fred M. Clark, Marsha S. Collins, Frank A. Dominguez, I. R. Stirling Haig, Audrey Heining-Boynton, Antonio Illiano, Larry D. King, Catherine A. Maley, James S. Noblit, Monica P. Rector, Maria A. Salgado, Carol Lynn Sherman, Frederick Wright Vogler.

Associate Professors
Martine Antle, Lucia Binotti, Yves de la Quérière, Dominique Fisher, Edward D. Montgomery, Rosa Perelmuter, José Manuel Polo de Bernabé, Ennio Rao, Alicia Rivero.

Assistant Professor
Stuart A. Day.

Lecturers

Adjunct Associate Professor
Robert N. Anderson.

Professors Emeriti
Césáreo Bandera, Angel L. Clivet, Julio Cortés, Alva V. Ebersole, Anthony G. Lo Ré, G. Mallory Masters.

Minor in French, Italian, Portuguese, or Spanish

The Department of Romance Languages offers a minor area of study in four languages—French, Italian, Portuguese, or Spanish. The minor in any of these languages consists of a minimum of five courses in one language selected from among those numbered between 50 and 199 applicable to the major, excluding 83, 84, 94B, and 97 (and excluding Spanish 51). One of the five courses must be the
composition and grammar review course offered in each of the four languages, i.e., French 50, Italian 50, Portuguese 51, and Spanish 50.

**Honors in French, Italian, Portuguese, or Spanish**

The departmental Honors Program is open to any qualified major in French, Italian, Portuguese, or Spanish with at least a 3.2 average. The student pursuing a degree with honors in one of the above must take the 95 and 97 courses in their area (French 95, French 97; Italian 95, Italian 97; Portuguese 95, Portuguese 97; Spanish 95, Spanish 97). The student, in consultation with the director of honors for French, Italian, Portuguese, or Spanish, will formulate a topic and select an appropriate faculty member to supervise the thesis. In the 95 course the mechanics of researching and writing the senior thesis will be discussed, and a start made on the thesis itself. In the 97 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.

Applicants for the Honors Program should contact the director of honors for French, Italian, Portuguese, or Spanish.

**Catalan**

**Course Description**


**French**

Students interested in a major in French should consult the undergraduate adviser for French in 238 Dey Hall. Students who plan to teach in public high schools should see School of Education.

The upper-college requirement for a major in French is eight courses. French 50, 60, 61, and 62 are required. One literature course above the level of French 50 can be substituted for one survey course with the permission of the undergraduate adviser for French.

Of the remaining four, two should be chosen from 51, 52, 53, 76, 79, 95 (nonliterature), 126, 145, and 146; and two others chosen from that group or from 77, 78 (literature), 80, 81, 82, 95 (literature), and 96.

Those who read for honors will take 97 as a ninth major course. (French 51 does not count toward the major for students who have spent an academic year in France before taking French 51.)

**UNC Year-at-Montpellier**

The University sponsors an academic year, semester or summer of study in Montpellier, France, in cooperation with the Université de Montpellier. Students from UNC-Chapel Hill and from other institutions may earn up to thirty semester hours of undergraduate credit under the supervision of the resident director, a member of the faculty of the University of North Carolina at Chapel Hill. The program is open to qualified undergraduates regardless of academic major and is not restricted to third-year students. Inquiries should be addressed to UNC Year-at-Montpellier, CB# 3170, 238 Dey Hall, UNC-Chapel Hill, Chapel Hill, N.C. 27599.

**Course Descriptions**

1. 2 *Elementary French* (4 each). The sequence 1, 2 introduces the essential elements of French structure and vocabulary and aspects of French culture. Aural comprehension, reading, speaking, and writing are stressed in that order. Four hours a week plus laboratory. Staff.

2. 3, 4 *Intermediate French* (3 each). French 3, 4 is a two-semester sequence designed to increase reading and writing skills. An introduction to representative literary works is included. Aural comprehension and speaking skills are also stressed. Staff.

3-4 *Intermediate French* (6). Prerequisite, French 1-2. The 3-4 course is a continuation of the 1-2 sequence. Six hours a week, plus one hour of unsupervised laboratory. Spring. Staff.

4. 15 *Beginning French for Advanced Students* (3 each). A beginning sequence for students with at least four semesters of another foreign language. Emphasis in the first semester is on grammar; in the second, on reading, writing, and speaking. Use of the language laboratory is required. Completion of sequence should enable one to understand lectures in literature classes. Fall and spring. Staff.

5. 20 *Language through Culture and Literature* (3). Prerequisite, French 4 or equivalent. A fifth-semester course with emphasis on further development and refinement of speaking, listening, reading, and writing skills, including a review of grammar through the study of literary and cultural texts. Fall, spring. Staff.

6. 21 *Introduction to French Literature* (3). Prerequisite, French 4 or equivalent. Selections from the major genres of French literature from the Renaissance to the present. Lectures and discussions in French. Any semester. Staff.


8. 23 *Introduction to French Conversation* (3). Prerequisite, French 4 or equivalent. An introductory conversation course, generally taught by native speakers, with the goal of building oral proficiency while increasing awareness of French culture. Emphasizes building vocabulary and addressing problematic grammatical structures. Fall, spring. Staff.


10. 40 *French Theatre in Translation* (3). See "Courses in English Translation."

11. 41 *French Novel in Translation* (3). See "Courses in English Translation."

12. 43 *French Women Writers in English Translation (WMST 43)* (3). See "Courses in English Translation."

13. 50 *French Composition and Grammar Review* (3). Prerequisite, French 21 or 23 or equivalent. Third-year grammar review and composition course designed to improve accuracy and develop writing skills in different types of texts through ongoing exercises and weekly compositions. Fall, spring. Staff.

14. 51 *Intermediate French Conversation* (3). Prerequisite, French 23 or equivalent. Conversation course designed to expand speaking skills through vocabulary building, discussion of selected readings and activities that produce conversation. Ongoing development of writing skills is also emphasized. Fall, spring. Staff.
52 French Civilization I (3). Prerequisite, French 21 or equivalent. A study of important aspects of French civilization from its beginning to the French Revolution. Fall. Vogler.

53 French Civilization II (3). Continuation of French 52, from the Revolution to the present. Spring. Vogler.

55 Business French (3). Prerequisite, French 3-4, 4, 15, or equivalent. Fifth-semester course for acquiring and practicing vocabulary and discourse strategies pertinent to business-related activity in French. Readings and discussions emphasize cultural awareness for successful interaction in cross-cultural settings. Spring. Furry.

60 Survey of French Literature I (3). Prerequisite, French 21 or equivalent and French 50 (may be corequisite). A survey of major authors and the genres they represent in French literature of the Middle Ages and Renaissance. Fall or spring. Staff.

61 Survey of French Literature II (3). Prerequisite, French 21 or equivalent and French 50 (may be corequisite). A survey of major authors and the genres they represent in French literature of the seventeenth and eighteenth centuries. Fall or spring. Staff.

62 Survey of French Literature III (3). Prerequisite, French 21 or equivalent and French 50 (may be corequisite). A survey of major authors and the genres they represent in French literature of the nineteenth and twentieth centuries. Fall or spring. Staff.

76 Advanced Oral and Written French (3). Prerequisite, French 50. Oral communication and composition on contemporary topics in French and Francophone cultures. Weekly oral and written assignments. Corrective phonetics training. Fall, spring. Staff.

77 Francophone Studies (3). Prerequisite, French 21 and French 50. Readings in Francophone literatures from literary and cultural perspectives. Fall and Spring. Areas of study may vary (African, Canadian, European, etc.). Antie, de la Quérière, Fisher, staff.

78 The Evolution of “Frenchness” since WWII (3). Prerequisite, French 50. How wars, wars movements, immigration, and globalization have influenced the notion of Frenchness. Fall, alternate years. Antie, Fisher, staff.

79 The Role of France in Europe Today (3). Prerequisite, French 50 or equivalent. Interdisciplinary studies of France’s role in the construction of European identity. Spring, alternate years. Antie, Fisher, staff.

80 French and Francophone Drama (3). Prerequisite, French 21 and French 50. French-language theater. Specific topics to be announced in advance by instructor. Antie, staff.

81 French and Francophone Poetry (3). Prerequisite, French 21 and French 50. Specific topics to be announced in advance by instructor. Fall, spring. de la Quérière, Masters, staff.

82 French and Francophone Prose (3). Prerequisite, French 21 and French 50. Specific selections announced in advance by instructor. Fall, spring. de la Quérière, Haig, staff.


84 Directed Teaching of K-12 French (EDUC 84F) (12). Prerequisite, French 83. Heining-Boynton.

92 FLAC Recitation (1). Prerequisite, French 4 or permission of the instructor; corequisite: a specified FLAC course. A recitation section for selected courses that promote the use of foreign language proficiency across the curriculum (FLAC). May not count toward the major or minor in French. Fall, spring, summer.

94A Courtship and Courtliness from King Arthur to Queen Victoria (WMST 94A) (3). 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. Spring. Burns. Does not count toward major.

94B Grounding of Ethics (3). An investigation of the relationship between philosophy and literature, focusing on the distinctions between common morality and ethics, and on what foundation values might be established in a world of changing beliefs. Spring. De la Quérière. Capstone course. Does not count toward major.

95 Research for Advanced French Students (3). Prerequisites, French 50 plus two major-level courses or permission of the instructor. Research training for advanced students in French on a topic agreed upon by the student and a member of the faculty. Includes bibliographic work and various research approaches. Fall, spring, summer. Staff.

96 Undergraduate Seminar in French Literature (3). Prerequisites, French 50 and two major-level courses. Topic to be announced at registration (consult with French undergraduate adviser). Fall. Staff.

97 Honors Thesis in French (3). Required of all 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 adviser. Any semester. Staff.


126 History of the French Language (LING 164) (3). Prerequisite, French 50 or permission of instructor. Beginning with the Latin foundation, the phonology, morphology, and syntax of French are traced from the ninth century to the present through lectures, readings, discussions, and textual analysis. Spring, alternate years. Maley.

145 French Phonetics and Phonology (LING 165) (3). Prerequisite, French 50 or equivalent, or permission of instructor. The study of sounds as system in modern standard French. Lecture, discussion, laboratory practice in practical phonetics according to individual needs. Spring. Maley.

146 Structure of Modern French (LING 166) (3). Prerequisite, French 50 or equivalent, or permission of instructor. Introduction to phonology, morphology, and syntax of modern standard French and to theories of modern grammar. Attention also given to the application of linguistic theory to the teaching of French. Fall. Maley.

199 Gay-Lesbian-Bi-Sexual-Transsexual Readings prior to 1900 (3). Readings in French or in English translation of selected texts of Gay-Lesbian-Bi-Sexual-Transsexual literature. The course covers the classical and medieval background, before focusing on the literature of the Ancien Regime and the nineteenth and twentieth centuries. Fall. Masters. B.A.-level Aesthetic/Literature perspective.

Italian

Students interested in a major in Italian should consult the undergraduate adviser for Italian. (Inquire in 238 Dey Hall.)
The upper-college requirement for the B.A. degree with a major in Italian is eight courses including Italian 50, and seven courses chosen from 51, 52, 55, 60, 61, 82, 95, 96, 111, 112, 126, 134, 135, 141, 151, 171, 181, 194, 195, 196.

**Course Descriptions.**

1, 2 Elementary Italian (3 each). The sequence of 1, 2 introduces the essential elements of the Italian language and aspects of Italian culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Staff.

3, 4 Intermediate Italian (3 each). Designed to develop basic skills with emphasis on speaking and writing, this sequence will also complete a systematic review of grammar. Italian 4 will introduce readings in literature. Staff.

14, 15 Accelerated Italian (3 each). A two-semester sequence for students with special aptitude and interest in developing language skills. Recommended for those planning work in Italian literature. Does not fulfill General Education requirement. Staff.

21 Advanced Italian (3). Based on the reading of selected works of modern prose and drama, this course is designed to continue the study of grammar and syntax and to motivate the student for more advanced work in literature. Fall. Staff.

23 Introduction to Italian Conversation (3). Prerequisite, Italian 4 or permission of instructor. Emphasis on practical, everyday use of the language. Any semester. Staff.

40 Dante in English Translation (3). See “Courses in English Translation.” Fall. Cervigni.

41 Italian Renaissance Literature in Translation (3). See “Courses in English Translation.”

42 Modern Italian Literature in Translation (3). See “Courses in English Translation.”

50 Italian Composition and Grammar Review (3). Prerequisite, Italian 4, 15, or equivalent. Fall. Staff.

51 Italian Conversation (3). Prerequisite, Italian 4, 15, or equivalent, or permission of instructor. Spring. Staff.

52 Italian Civilization (3). Prerequisite, Italian 4, 15, or permission of instructor. A study of the importance of Italian civilization from its beginning to the present. Fall. Staff.

55 Italian Film and Culture (3). Italian culture through the analysis of films from World War II to the present. Lectures in English. Films in Italian with English subtitles. Class discussion in English; readings in the original language for Italian majors and in translation for nonmajors. B.A.-level Aesthetic perspective. Cervigni.

60 Survey of Italian Literature I (3). Prerequisites, Italian 15, 21, or permission of instructor. A survey of Italian literature from its origins through the sixteenth century. Spring. Staff.

61 Survey of Italian Literature II (3). Prerequisites, Italian 15, 21, or permission of instructor. A survey of Italian literature from the seventeenth century to the present. Fall. Staff.

82 The Modern Italian Novel (3). Prerequisites, Italian 15, 21, or permission of instructor. A representative sampling of the genre from Verga to the present. Spring. Staff.

95 Special Topics of 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. Any semester. Staff.

96 Undergraduate Seminar in Italian Literature (3). A seminar on a previously announced subject. Any semester. Staff.

97 Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topics to be approved by thesis director in consultation with honors adviser. Any semester. Staff.

103 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. Fall, alternate years. Cervigni, Illiano, Rao.

111 Survey of Italian Literature I (to 1600) (3). Prerequisite, permission of instructor for undergraduate; none for graduate. The survey will be conducted as comprehensively as is feasible on the basis of available anthologies in the original language, with particular attention to authors and texts included in the current departmental reading lists. Fall, alternate years. Rao.

112 Survey of Italian Literature II (1600 to present) (3). Prerequisite, permission of instructor for undergraduate; none for graduate. See description under ITAL 111. Spring, alternate years. Illiano.

126 History of the Italian Language (3). Prerequisites, Italian 15, or 21, and permission of instructor. The evolution of the Italian language as documented in literary texts from the origins to the present. Spring, alternate years. Rao.

134 Petrarch and the Lyric Tradition (3). A reading of Petrarch’s Canzoniere within the context of previous lyric tradition and Petrarchism in Europe. Class discussion in English; readings in Italian for majors and in translation for non-majors. Every third year. Cervigni.

135 Boccaccio and European Narrative (3). Boccaccio’s Decamerone within the context of previous narrative traditions and subsequent development of narrative in Europe. Class discussion in English; readings in Italian for majors and in translation for nonmajors. Every third year. Cervigni.

141 Italian Literature of the Renaissance I: the Quattrocento (3). Prerequisites, Italian 15 or 21, or equivalent. A study of the major figures of Italian Humanism, Latin and vernacular, from Salutati to Poliziano. Fall. Any semester. Rao.

151 Italian Literature of the Renaissance II: The Cinquecento (3). Prerequisite, Italian 15 or 21 or equivalent. After a brief description of the literary situation in the Cinquecento the following three authors will be studied in detail, with close reading of the three works indicated: Machiavelli, Il Principe; Castiglione, IL Cortegiano; and Ariosto, Orlando Furioso. Spring 1996 and every third year. Rao.

171 The Seventeenth and Eighteenth Centuries (3). Prerequisite, Italian 15 or 21. The age of Baroque, Campanella, the new genres, Tassoni. The literature of Arcadia, the Enlightenment, Goldoni, Parini, and Alfieri. Fall. (Alternate years.) Illiano.

181 Italian Romanticism (3). Prerequisite, Italian 15 or 21. Preromanticism; Alfieri; the lyrics and novels of Foscolo, Leopardi, Manzoni; the Romantic drama from Pindemonte to Niccolini. Fall. Illiano. Any semester. Illiano.

182 Italian Literature in the Second Half of the Nineteenth Century (3). Prerequisite, Italian 15, 21, or equivalent. The major
literary forms in the second half of the century with particular regard to Verismo, Verga, Carducci, Pascoli, Scapigliatura, and Decadentismo. Spring. Any semester. Illiano.

194 Modern Italian Poetry (3). Prerequisite, Italian 15 or 21. The major poets and trends of the nineteenth and twentieth centuries: Decadenti, Crepuscolari, Futuristi, and Ermetici. Fall. Any semester. Illiano.

195 Modern Italian Fiction (3). Prerequisite, Italian 15 or 21. D’Annunzio, Svevo, Moravia, Pavese, Vittorini, Calvino, etc. Fall. Any semester. Illiano.

196 Modern Italian Drama (3). Prerequisite, Italian 15 or 21. Grotteschi, Pirandello, Italian drama after World War II, Eduardo de Filippo, etc. Spring. Any semester. Illiano.

Portuguese

Students interested in a major in Portuguese should consult the Portuguese language adviser in 238 Dey Hall. The upper-college requirement for the BA degree with a major in Portuguese is eight courses to be chosen from:

- Portuguese 51 Composition and Conversation
- Portuguese 53 Luso-Brazilian Civilization
- Portuguese 126 History of the Portuguese Language
- Portuguese 101, 102 Survey of Portuguese Literature
- Portuguese 103, 104 Survey of Brazilian Literature
- Portuguese 135 Brazilian Drama
- Portuguese 95 Special Topics or Readings in Portuguese
- Portuguese 96 Seminar in Brazilian or Portuguese Literature

Course Descriptions

1, 2 Elementary Portuguese (3 each). Three hours a week, plus laboratory. Fall and spring. Clark, staff. Attention is called to Portuguese 14, 15, designed for advanced students who have fulfilled the requirements in another foreign language.

1-2 Intensive Elementary Portuguese (6). This 1-2 course covers the material of the 1-2 sequence in a single semester. Six hours a week, including one hour of laboratory. Students who place into Portuguese 1 or 2 on the basis of two or more years of high school Portuguese may NOT enroll in the course. Fall. Staff.

3 Intermediate Portuguese (3). Three hours a week, plus laboratory. Fall. Clark, staff.

4 Intermediate Portuguese (3). Three hours a week, plus laboratory. Spring. Clark, staff.

3-4 Intensive Intermediate Portuguese (6). Prerequisite, Portuguese 2 or 1-2. The 3-4 course is a continuation of the 1-2 sequence. Six hours a week, including one hour of laboratory. Portuguese 3-4 will be open only to those students who place into Portuguese 3 or have already taken Portuguese 1-2 or Portuguese 2.

14, 15 Beginning Course for Advanced Students (3 each). A course in Brazilian Portuguese for students who have already fulfilled their requirement in another foreign language. Introduction to spoken language, followed by readings from representative modern Brazilian authors. Three hours a week. Fall and spring. Clark, staff.

35 Modern Brazilian Literature in English Translation (3). See “Courses in English Translation.”

40 Portuguese and Brazilian Fiction in Translation (3). See “Courses in English Translation.”

51 Composition and Conversation (3). Prerequisite, Portuguese 4 or 15, or equivalent. Designed to provide basic conversation and fundamentals of composition in Portuguese. Fall. Clark, Rector, staff.

53 Luso-Brazilian Civilization (3). Prerequisite, Portuguese 4 or 15, or equivalent. A general introduction to the history and culture of Luso-Brazilian civilization, with basic readings in Portuguese, lectures, slides, etc. Spring. Clark, Rector, staff.

95 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. Any semester. Staff.

96 Undergraduate Seminar in Portuguese Literature (3). A seminar on a previously announced subject. Any semester. Staff.

97 Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topic to be approved by the thesis director in consultation with honors adviser. Any semester. Staff.

101 Survey of Portuguese Literature I (3). Prerequisite, Portuguese 4, 15, or equivalent. An introduction to Portuguese literature from its origins through the eighteenth century. Fall, alternate years. Rector.

102 Survey of Portuguese Literature II (3). Prerequisite, Portuguese 4, 15, or equivalent. A survey of Portuguese literature of the nineteenth and twentieth centuries. Spring, alternate years. Rector.

103 Survey of Brazilian Literature I (3). Prerequisite, Portuguese 4, 15, or equivalent. A survey of Brazilian literature of the colonial period and nineteenth century. Fall, alternate years. Clark.

104 Survey of Brazilian Literature II (3). Prerequisite, Portuguese 4, 15 or equivalent. Study of major writers of twentieth-century Brazilian literature. Spring, alternate years. Clark.

126 History of the Portuguese Language (3). Prerequisite, Portuguese 15 or equivalent or permission of instructor. Survey of the history of Portuguese with special stress on the characteristics of Brazilian Portuguese and the factors underlying them. On demand. Rector.

135 Brazilian Drama (3). Prerequisites, Portuguese 15 or equivalent, or permission of instructor. A study of representative Brazilian plays of the twentieth century with a review of the development of the theatre in Brazil. Fall, alternate years. Clark.

Rumanian

Course Descriptions


Spanish

Students interested in a major in Spanish should consult the Spanish language adviser in 238 Dey Hall. Students who plan to teach in public schools should see School of Education.

The upper college requirement for a major in Spanish is eight Spanish courses to include: Spanish 50 and at least one of Spanish 52, 53, 54A, 54B; at least two of Spanish 71, 72, 73; at least one of Spanish 61, 76, 77, 78, 103.
The remaining courses (at least one of which must be in Literature and preferably, but not necessarily, in the area not covered by the two survey courses) may be selected from the three lists above or from Spanish 80, 81, 82, 85, 86, 87, 88, 95A, 94B, 94C, 96A, 96B, 96C, 110, 113, 114, 117, 120, 135, 150.

**Spanish American Studies**

Students may choose a program leading to a BA in Spanish with emphasis on Spanish American civilization and culture. The requirements for this degree are as follows:

A. General College: twenty full semester courses. Portuguese required as a second modern language.

B. Upper College: a minimum of twenty full semester courses must be selected with the following distribution:
   1. Eight courses in Spanish, four of which must be chosen from Spanish 53, 54, 61, 73, 81, 87, 113, 114, 120.
   2. Five to seven courses in the social sciences to be drawn from the following areas: Anthropology, Economics, Geography, Political Science, and History. Political Science 56 (Contemporary Latin American Politics) and History 24-25 (Latin American History) are required.
   3. Five to seven courses in allied electives, including two courses in Portuguese above the level of Portuguese 4 or 15.

**UNC Year-at-Seville**

The University sponsors an academic year, semester, or summer of study in Seville, Spain, in cooperation with the Universidad de Sevilla and other host institutions. Students from UNC-Chapel Hill and other institutions may earn up to thirty semester hours of undergraduate credit under the supervision of the Department of Romance Languages. The program is open to qualified undergraduates regardless of academic major and is not restricted to third-year students. Address inquiries to the UNC Year-at-Seville, CB 3170, 142 Dey Hall, UNC-Chapel Hill, Chapel Hill, N.C. 27599.

**Course Descriptions**

1. 2 Elementary Spanish (4 each). The 1-2 sequence introduces the essential elements of Spanish structure and vocabulary and aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Four hours a week, plus laboratory for two semesters. Staff.

1C, 2C Elementary Spanish (4 each). Prerequisite for 1C, limited to students whose high school language was Spanish and who place into level 1. Prerequisite for 2C, Spanish 1C. The 1C-2C sequence offers the essentials of elementary Spanish through information technology. Computer activities focus on aural comprehension, reading, writing, grammar, and culture. One class meeting required per week for testing and conversation practice. Staff.

1-2 Intensive Elementary Spanish (6). The 1-2 course covers the material of the 1-2 sequence in a single semester. Six hours a week, including one hour of supervised laboratory. Students who place into Spanish 1 or 2 on the basis of two or more years of high school Spanish may NOT enroll in the course. Fall. Staff.

3-4 Intensive Intermediate Spanish (6). Prerequisite, Spanish 1-2. The 3-4 course is a continuation of the 1-2 sequence. Six hours a week, including one hour of supervised laboratory. Spanish 3-4 will be open only to those students who place into Spanish 3 or have already taken Spanish 1-2 or Spanish 2X. Spring. Staff.

3, 4 Intermediate Spanish (3 each). The two-semester sequence of Spanish 3, 4 is designed to increase reading and writing skills. An introduction to representative literary works and study of the finer points of Spanish structure are included. Aural comprehension and speaking skills are also stressed. Staff.

14, 15 Beginning Spanish for Advanced Students (3 each). A beginning sequence for students with at least four semesters of another foreign language. Emphasis in the first semester is on grammar; in the second on reading, writing, and speaking. Use of the language laboratory required. Completion of the sequence should enable one to understand lectures in literature classes. Fall and spring. Staff.

20 Language through Culture and Literature (3). Prerequisite, Spanish 4 or equivalent. A fifth-semester course with emphasis on further development and refinement of speaking, listening, reading, and writing skills, including a review of grammar through the study of literary and cultural texts. Fall, spring. Staff.

21 Introduction to Spanish and Spanish American Literature (3). Prerequisite, Spanish 4 or equivalent. Any semester. Native speakers need permission of instructor. Staff.

23 Conversation I (3). Prerequisite, Spanish 4 or equivalent. Fall and spring. Development of oral proficiency while increasing awareness of Hispanic culture. Emphasis is placed on building vocabulary and addressing problematic grammatical structures. Not open to native speakers. Fall, spring. Staff.

25 Spanish for Business (3). Prerequisite, Spanish 4 or equivalent. A fifth-semester course in which students will acquire and practice grammar, vocabulary, and discourse strategies of the business world. Students will develop their geographic literacy and their cross-cultural awareness. Fall, spring. Staff.

35 Contemporary Spanish American Prose Fiction in Translation (3). See "Courses in English Translation."

40 Masterpieces of Spanish Literature in Translation (3). See "Courses in English Translation."

46 Cervantes in English Translation (3). See "Courses in English Translation."

50 Advanced Grammar and Composition (3). Prerequisite, Spanish 21 or 23 or equivalent. Designed to improve writing accuracy with common points of Spanish grammar. The skill is further developed through exercises and compositions involving process and task-oriented approaches to writing. Fall, spring. Staff.

51 Conversation II (3). Prerequisite, Spanish 21 or 23 or equivalent. Designed to expand speaking skills through conversational activities, discussion of authentic readings, and associated vocabulary building. Emphasis also on continued development of writing skills. Not open to native students. Fall, spring. Staff.

52 Cultural History of the Hispanic World (3). Prerequisite, Spanish 21, 22, 23, or equivalent. Study of the elements that shaped the multicultural traditions of the Hispanic world: Pre-Roman and Roman cultures; the coexistence of Moslems, Jews, and Christians in pre-modern Spain; the interaction and conflict between indigenous, African, and European traditions during the colonial period; wars of independence, revolutions, dictatorships, and the formation of modern societies. Spring. Ferrán, staff.

53 Cultures of Contemporary Spain (3). Prerequisite, Spanish 21, 22, 23, or equivalent. Recent trends in thought, art, film, music,
and social practices. Highlights of the linguistic and cultural diversity of regions such as Galicia, the Basque country, Catalonia and Andalusia. Topics include nationalism and identity, ethnicity, gender, migration, and popular culture. Fall, alternate years. Ferrán, staff.

54A Contemporary Latin America: Mexico, Central America, and the Andean Region (3). Prerequisite, Spanish 21, 22, 23, or equivalent. Recent trends in thought, art, film, music, social practices, etc. Topics may include colonialism, race, ethnicity, modernization, ecology, religion, gender, and popular culture. Fall, spring, Staff.

54B Contemporary Latin America: The Caribbean and the Southern Cone (3). Prerequisite, Spanish 21, 22, 23, or equivalent. Recent trends in thought, art, film, music, social practices, etc. Topics include colonialism, race, ethnicity, modernization, ecology, religion, gender, and popular culture. Fall or spring. Perelmutter, Rivero, Salgado.

61 Advanced Conversation and Composition (3). Prerequisite, Spanish 50 or equivalent. Designed to refine students’ speaking skills through discussion of contemporary topics of Spain and Spanish America based on current periodicals, literature, etc. Includes significant writing component and some review of grammar. Fall, spring. Staff.

71 Survey of Spanish Literature to 1700 (3). Prerequisites, Spanish 21 and 50 or equivalent. Fall or spring. Binotti, Domínguez.

72 Survey of Spanish Literature Since 1700 (3). Prerequisites, Spanish 21 and 50 or equivalent. Fall or spring. Casado, Collins, Ferrán, Polo de Bernabé.

73 Survey of Spanish American Literature (3). Prerequisites, Spanish 21 and 50 or equivalent. Fall or spring. Day, Perelmutter, Rivero, Salgado.

76 The Spanish Language Today (3). Prerequisite, Spanish 50 or equivalent. An introduction to the languages of Spain and Latin America focusing on the study of sound, phonetics, and the standard pronunciation of the four major dialect regions of the Spanish-speaking world. Includes discussion of phonetic variation as it relates to sociolinguistic and dialectal differences, and links such variation to divergent morphological developments characteristic of each area. Binotti.

77 Grammar of Contemporary Spanish (LING 77) (3). Prerequisite, Spanish 50 or equivalent. Introduction to theories of grammar followed by a detailed analysis of the grammar of contemporary Spanish. Includes basic issues in syntactic analysis, the study of meaning and grammatical form, and language diversity as reflected in dialectal and sociolinguistic variation. Fall. King.

78 Cultural and Linguistic History of the Spanish Language (LING 78) (3). Prerequisite, Spanish 50. A chronological study that traces the formation of the Spanish language and its cultures from its Latin origins. The course begins with the birth of Castilian and other peninsular dialects, including a discussion of Visigothic and Arabic cultural influence. Special attention will be given to the establishment and expansion of the Spanish Americas, the configuration of different dialect regions, and the situation of Spanish today. Binotti.

80 Masterpieces of Spanish Drama (3). Prerequisite, Spanish 71, 72, 73, or equivalent. Fall, alternate years. Polo de Bernabé.

81 Masterpieces of Spanish and Spanish American Poetry (3). Prerequisite, Spanish 71, 72, 73, or equivalent. Fall 1996 and alternate years. Salgado, Polo de Bernabé, staff.

82 Masterpieces of Spanish Prose (3). Prerequisite, Spanish 71, 72, 73, or equivalent. Spring, alternate years. Binotti, Casado, Collins, staff.

83 Materials and Methods in High School Spanish (EDUC 835) (3). Prerequisite, senior status. Fall. Heining-Boynton.

84 Directed Teaching in High School Spanish (EDUC 845) (3). Prerequisite, Spanish 83. Spring. Heining-Boynton.

85 Medieval Spanish Literature (3). Prerequisite, Spanish 71 or equivalent. A survey of lyric poetry, drama, prose, and genres peculiar to the literature before 1500. Fall, alternate years. Binotti, Domínguez.

86 Spanish Literature of the Renaissance (3). Prerequisite, Spanish 71 or equivalent. A survey of poetry, drama, and prose of the sixteenth century. Spring, alternate years. Collins, staff.

87 Contemporary Spanish American Prose Fiction (3). Prerequisite, Spanish 71, 72, 73, or equivalent. Spring. (Alternate years). Perelmutter, Rivero, Salgado.

88 Hispanic Film and Culture (3). Prerequisite, Spanish 50 or equivalent, or permission of instructor. Study of contemporary Hispanic cultural and aesthetic issues through fictional films, documentaries, soap operas, other media, and literature. Spring. Polo de Bernabé.

90 Seminar in Latin American Studies (HIST 90) (3). Offered in English. Registration for the course must be preceded by a conference with the instructor. Any semester. Staff.

92 FLAC Recitation (1). Prerequisite, Spanish 4 or permission of the instructor; corequisite, a specified FLAC course. A recitation section for selected courses that promote the use of foreign language proficiency across the curriculum (FLAC). May not count toward the major or minor in Spanish. Fall, spring, summer.

93 Spanish Service Learning (1). Prerequisite, permission of the instructor. Service learning component for students enrolled in Spanish language courses. May not count toward the major or minor in Spanish. Staff.

95A Special Topics in Literature (3). A tutorial for advanced students in Spanish on a topic agreed upon by the student and a member of the faculty. Any semester. Staff.

95B Special Topics in Culture (3). A tutorial for advanced students in Spanish on a topic agreed upon by the student and a member of the faculty. Any semester. Staff.

95C Special Topics in Linguistics (3). A tutorial for advanced students in Spanish on a topic agreed upon by the student and a member of the faculty. Any semester. Staff.

96A Undergraduate Seminar in Literature (3). Prerequisite, Spanish 21 or equivalent. A seminar in a previously announced subject. On demand. Staff.

96B Undergraduate Seminar in Culture (3). Prerequisite, Spanish 21 or equivalent. A seminar in a previously announced subject. On demand. Staff.

96C Undergraduate Seminar in Linguistics (3). Prerequisite, Spanish 21 or equivalent. A seminar in a previously announced subject. On demand. Staff.

97 Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a member of the fac-
ulty. Topic to be approved by thesis director in consultation with honors adviser. Any semester. Staff.

103 Advanced Composition (3). Prerequisite, Spanish 50. Review of advanced grammar. Compositions on a variety of topics designed to enhance writing proficiency in Spanish. Training in the use of stylistic devices. Staff.

110 The Generation of 1898 (3). Prerequisites, Spanish 71, 72, or 73. A study of the innovative literary forms and techniques of the Generation of 1898 as seen through representative authors such as Azorín, Baroja, Machado, and Valle-Inclán. Spring. Casado, Ferrán, Polo de Bernabé.

113 Colonial and Nineteenth Century Spanish American Literature (3). Prerequisites, Spanish 71, 72, or 73. Fall. Day, Perelmutter, Salgado.

114 Modernist and Contemporary Spanish American Literature (3). Prerequisites, Spanish 71, 72, or 73. Spring. Day, Perelmutter, Rivera, Salgado.

117 Cervantes (3). Prerequisite, Spanish 71, 72 or 73. The works of Cervantes, stressing the Quijote and novelas ejemplares, with consideration of background of Renaissance prose (the romance of chivalry; pastoral, sentimental novel). Spring, alternate years. Staff.

120 Women in Hispanic Literature (WMST 120) (3). The image of woman in sixteenth- and seventeenth-century Hispanic literature. A study of the inscription of femininity in texts by Spanish and Spanish-American authors. Readings will be available in Spanish or in English translation. Lectures will be conducted in English. Spring. Perelmutter.

135 Modern Spanish Drama (3). Prerequisites, Spanish 71, 72, or 73. A study of plays by principal Spanish dramatists of the twentieth century. Fall, alternate years. Polo de Bernabé.

150 The Spanish Comedia of the Golden Age (3). A comprehensive study of the Golden Age Spanish theater from its Renaissance beginnings through the seventeenth century. Spring. Staff.

Romance Languages

Course Descriptions

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

29 Literature in the Romance Languages (3). An introduction to literature in the Romance languages. All readings in English translation. Focus and readings will vary. Fall, spring. Staff.

80 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. Fall, spring. Fisher, staff, B.A.-level Social Science perspective and Cultural Diversity requirement.

94A Interdisciplinary Seminar in Renaissance Studies (HIST 94D, CMPL 94A) (3). See History 94D for description.

96 Seminar in Romance Languages (3). Fall or spring. Staff. Capstone course.

104 Violence and Religion in Literature from Epic to Novel (CMPL 104, PWAD 190) (3). Prerequisite, permission of instruc-

tor. A study of the sacred character of epic violence and its historical decline through a process of religious desacralization associated with the emergence of the modern novel. Spring, alternate years.

170 Romance Sociolinguistics (3). Study of language in its social context; language variation, multilingualism, social dialects, the role of culture, language, and sex. Includes individual work on a specific language. Spring. King.

Courses in English Translation

The courses listed below may not be taken for credit toward the foreign language requirement or for credit in the French, Italian, Portuguese, or Spanish major programs.

French

40 French Theatre in Translation (3). Representative dramatic masterpieces from the seventeenth to the twentieth century. Fall. Vogler.


43 French Women Writers in English Translation (WMST 43) (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. Fall. Burns, staff.

Italian


41 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. Fall. Staff.

42 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. Spring. Staff.

Portuguese

35 Modern Brazilian Literature in English Translation (3). This course is devoted to the study of Brazilian culture through representative works of nineteenth- and twentieth-century literature. Fall and spring. Clark.

40 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. Fall and spring. Clark, Rector, staff.

Spanish

35 Contemporary Spanish American Prose Fiction in Translation (3). Narrative works of Borges, Cortazar, García Márquez, and other contemporary Spanish American writers. Fall and spring. Day, Perelmutter, Rivera, Salgado.

40 Masterpieces of Spanish Literature in Translation (3). Representative Spanish authors from the Middle Ages to the present. Fall and spring. Domínguez, Binotti, staff.
46 Cervantes in English Translation (3). Study and discussion of Don Quixote with consideration of the Exemplary Novels and the background of Renaissance prose. Fall and spring. Staff.

Curriculum in Russian and East European Area Studies
www.unc.edu/depts/Slavic

ROBERT M. JENKINS, Director

Professors

Associate Professors
E. Willis Brooks, Lawrence Feinberg, Robert Greenberg, Irv Hertz-Piccitello, Christopher Putney.

Assistant Professors
Chad Bryant, Carolyn Connor, Charles Kurzman, Milada Vachudova, Lucila Vargas, Ivana Vuletic.

Adjunct Professors
Robert Jenkins, Eric Mlyn.

Lecturers
Eleonora Magomedova.

Professors Emeriti
Josef Anderle, Samuel Baron, Paul Debreczeny, Vasa Mihailovich.

The Curriculum in Russian and East European Studies offers the student an opportunity to become familiar with a language and the history, culture, and institutions of the Russian and East European area. The program draws on faculty and courses of six different departments and, through an interdisciplinary approach, seeks to provide both a range of perspectives and a unified understanding of the region and its peoples. It also offers a variety of related extracurricular activities (lectures, films, exhibitions).

The curriculum is administered by the Center for Slavic, Eurasian, and East European Studies which, along with its counterpart at Duke University, is a federally supported National Resource Center established by the United States Department of Education under a Title VI grant.

The program is coordinated by a director and is intended to prepare undergraduate students for careers in the foreign service or other branches of the federal government, in international nongovernmental organizations, journalism, Library Science, high school teaching, etc., as well as for graduate work in the various disciplines.

Travel to Russia and Eastern Europe is a desirable part of student training. For travel opportunities see the section on Study Abroad, under the Department of Slavic Languages and Literatures.

Bachelor of Arts with a Major in Russian and East European Area Studies

General College

First and Second Years
All General College requirements must be met.

Four semester courses in Russian or another East European language, and History 30 and 31 are required. Students entering the program who have not met the requirements will be expected to make them up in their junior and senior years.

Third and Fourth Years
The major in Russian and East European Studies consists of an interdisciplinary core of seven courses.

Core Requirements
Twenty-one hours
A. Slavic 30, an introductory survey course, and Russian and East European Studies 60, an interdisciplinary seminar
B. From one to three courses from each of the following groups:
   Slavic languages and literatures
   Russian and East European history
   Art 112, Classical Archaeology 51, Classics 118, Economics 67, 168, Political Science 55, 57, 121.

Honors
Majors whose overall GPA is at least 3.2 and whose GPA in the major field is at least 3.5 are eligible to become candidates for graduation with honors. Candidates will enroll in Russian and East European Studies 97-98 (Honors Reading) and defend an honors thesis.

Course Descriptions
60 Crisis and Change in Russia and Eastern Europe (PWAD 58, POLI 58, SOCI 60) (3). Draws on historical, political, economic, and sociological perspectives to analyze social, cultural, and institutional change. Required for majors in the curriculum in Russian and East European Studies, but open to all students. Fall. Jenkins.

97 Honors in Russian and East European Studies (3). Independent research and writing of an honors thesis for students majoring in Russian and East European Studies. Fall. Jenkins.


99 Independent Study in Russian and East European Studies (Var. 1-3). Supervised study for students interested in Russian and East European Studies. Fall, spring. Jenkins.

199 Selected Topics in Russian and East European Studies (3). Selected topics in Russian and East European Studies. Varies by semester. Fall, spring, summer. Staff.

Department of Slavic Languages and Literatures
www.unc.edu/depts/slavdept

BETH HOLMGREN, Chair

Professors
Beth Holmgren, Laura Janda, Madeline G. Levine.

Associate Professors
Lawrence Feinberg, Robert Greenberg, Christopher Putney.

Assistant Professor
Ivana Vuletic.

Lecturer
Eleonora Magomedova.

Professors Emeriti
Paul Debreczeny, Vasa Mihailovich.
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. in Slavic Languages and Literatures are made up of a series of courses in languages, literature, and linguistics that give the student a knowledge of spoken and written Russian and of Slavic and Russian literature or Slavic and East European linguistics. Courses in Polish, Serbo-Croatian, Czech, Slovak, Bulgarian, Macedonian, and related Balkan languages are offered within the department.

The department offers two undergraduate tracks leading to the B.A. in Slavic Languages and Literatures: a concentration in Russian Language and Literature and a concentration in Slavic and East European Linguistics. Both tracks provide preparatory training that will be useful in government employment, internationally oriented business, journalism, and teaching, among others, as well as for graduate study in a range of humanistic and social science disciplines.

**Majors and Minors in Slavic Languages and Literatures**

The Department of Slavic Languages and Literatures offers instruction in many of the languages and literatures of Eastern Europe and the former Soviet Union (a vast multicultural region of enormous linguistic and cultural richness and complexity). For historical reasons, Russian remains the most important linguistic key to understanding, in its totality, the cultural and linguistic heritage of many of the peoples of the former USSR and Eastern Europe. Russian is also the language of one of the world’s great literatures and provides an essential gateway for the study of the many other languages, literatures, and cultures of the Slavic world.

Because Russian is so important to the study of this region, five semesters of Russian (Russian 1, 2, 3, 4, 21) are prerequisite for all majors. Please note that courses for a major may not be taken pass/fail.

**The Major Track in Russian Language and Literature**

The five-course core gives students basic proficiency in Russian plus an introductory course in Russian literature (RUSS 50):

- RUSS 22
- RUSS 105
- RUSS 106
- RUSS 111, or RUSS 112
- RUSS 50

Three Russian literature and advanced Russian language courses are required. At least two of these courses should be literature, rather than advanced language, courses and only one of these courses may be below the 100-level.

Students who participate in the Study Abroad program in Russia can earn some of the credit for the major during their Russian stay.

**The Major Track in Slavic and East European Linguistics**

The four-course core gives students basic proficiency in Russian, plus an introductory-level linguistics course on the structure of Russian (RUSS 101):

- RUSS 22
- RUSS 105
- RUSS 106
- RUSS 101

Two semesters of a second language of East Central Europe, the Balkans, or a territory of the former USSR are required in order to provide the foundation for making linguistic comparisons among languages of the region. Languages regularly offered include Bulgarian, Czech, Macedonian, Polish, Serbo-Croatian.

Two more courses at the 100-level should be selected from among the courses offered by the department. At least one of these courses should be in Slavic linguistics. Majors in Slavic and East European Linguistics are encouraged to fulfill their Social Science Perspective requirement with LING 30 in order to gain a basic understanding of the field of linguistics as a whole.

**Minor in Russian Language**

Five courses have been selected for this minor program to enable students to attain the highest language proficiency possible at the undergraduate level:

- RUSS 21
- RUSS 22
- RUSS 105
- RUSS 106
- RUSS 111 or RUSS 112

Students who participate in the Study Abroad program in Russia can earn some of the credit for this minor during their Russian stay.

**Minor in Russian and East European Literature in Translation**

Five courses in literature may be selected from among those offered by the department. At least three of these courses should be at the 100-level.

**More Information for Majors and Minors**

Concentrators are encouraged to go beyond the required minimum of courses in order to achieve the strongest possible background in the discipline. Students should consult early and often with the undergraduate adviser, Professor Christopher Putney (Dey Hall, Room 312, 962-7548, email address: crputney@email.unc.edu), and with other faculty who can assist in tailoring course choices to interests and career plans.

**Special Academic Opportunities**

**Honors**

All majors with the appropriate grade point average are eligible to graduate with honors, and should ask the undergraduate adviser to enroll them in Russian 97-98 and provide information about writing an honors thesis.

**Study Abroad**

We strongly recommend that students learning a Slavic language pursue a study abroad program, particularly once they have acquired sufficient language skills to benefit most from this immersion experience.

UNC-Chapel Hill has approved ACTR/ACCLES (American Councils for International Education) semester, academic-year, and summer programs in Moscow, St. Petersburg, or Vladimir, Russia, as well as the SIT (School for International Training) Program in Ethnic and Cultural Studies in St. Petersburg and Irkutsk.

UNC-Chapel Hill has also approved study abroad programs in the Czech Republic and in Poland: the Honors in Prague Program and the SIT Program in Arts and Social Change located in Prague, and semester and summer programs at the Jagiellonian University in Krakow.
For more information about all these programs, contact the director of undergraduate studies and UNC-Chapel Hill Study Abroad.

Study abroad is an enriching educational experience that is highly recommended, although not required, for the B.A. degree.

**Preparation for Graduate Study**

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.

**Career Opportunities**

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 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.

**Course Descriptions**

**Bulgarian**

101, 102 Elementary Bulgarian (3 each). Pronunciation, structure of language, and reading in modern Bulgarian. Fall and spring. Staff.

103, 104 Intermediate Bulgarian (3 each). Prerequisite, Bulgarian 102. Continuation of the proficiency-based instruction begun in Elementary Bulgarian. Fall and spring. Staff.

105, 106 Advanced Bulgarian (3 each). Prerequisite, Bulgarian 104 or permission of instructor. Advanced readings and discussion in Bulgarian humanities and social science topics. Staff.

111 Bulgarian Literature (3). Introduction to Bulgarian literature in English translation. Some readings in Bulgarian for students who can read the language. Staff.

**Czech**


103, 104 Intermediate Czech (3 each). Prerequisite, Czech 102 or permission of instructor. Continuation of proficiency-based instruction begun in Elementary Czech. Fall and spring. Janda.

105, 106 Advanced Czech (3). Prerequisite, Czech 104 or permission of instructor. Advanced readings and discussion in Czech humanities and social science topics. Fall and spring. Janda.

111 Czech Literature (3). Introduction to Czech literature in English translation. Some readings in Czech for students who can read the language. Staff.

**Hungarian**

101, 102 Elementary Hungarian (3 each). Pronunciation, structure of language and reading in modern Hungarian. Fall and spring. Staff. GC Foreign Language perspective.

103 Intermediate Hungarian Language (3). Prerequisite, Hungarian 102 or permission of instructor. Continuation of the proficiency-based instruction in Elementary Hungarian. Fall. Staff. GC Foreign Language perspective.

104 Intermediate Hungarian (3). Prerequisite, Hungarian 103 or permission of instructor. Continuation of the proficiency-based instruction in Elementary Hungarian. GC Foreign Language perspective.

125 Topics in Hungarian Literature and Culture (3). Study of topics in Hungarian literature and culture not currently covered in any course. The specific topic will be announced in advance. A&S Aesthetic/Literature perspective.

**Macedonian**

101, 102 Elementary Macedonian (3 each). Pronunciation, structure of language, and reading in modern Macedonian. Fall and spring. Staff.

103, 104 Intermediate Macedonian (3 each). Prerequisite, Macedonian 102. Continuation of the proficiency-based instruction begun in Elementary Macedonian. Fall and spring. Staff.

105, 106 Advanced Macedonian (3 each). Prerequisite, Macedonian 104 or permission of instructor. Advanced readings and discussion in Macedonian in humanities and social science topics. Staff.

111 Macedonian Literature (3). Introduction to Macedonian literature in English translation. Some readings in Macedonian for students who can read the language. Staff.

**Polish**


103, 104 Intermediate Polish (3 each). Prerequisites, Polish 101-102 or permission of instructor. Continuation of the proficiency-based instruction in Elementary Polish. Fall and spring. Holmgren, Levine.

105, 106 Advanced Polish (3 each). Prerequisite, Polish 104 or permission of instructor. Advanced readings and discussion in Polish in humanities and social science topics. Staff.


112 Twentieth-Century Polish Literature and Culture (3). A survey of the major works of twentieth-century Polish literature and culture in English translation. Some readings in Polish for students who can use the language. Holmgren, Levine. A&S Aesthetic/Literature perspective.

**Russian Language Courses**

1, 2 Elementary Russian (4). Introductory courses designed to lay the foundation of grammar and to convey basic reading and pronunciation skills. Four hours a week. Fall and spring. Magomedova, staff.

3, 4 Intermediate Russian (3). Prerequisite, Russian 1-2 or equivalent. Grammar-translation work with increasing proportions of free reading and oral work. Three hours a week through two semesters. Fall and spring. Staff.

11 Intermediate Russian Conversation (2). Prerequisite, Russian 2 or its equivalent and concurrent registration in Russian 3.
Supplements the grammar presentations in intermediate Russian (Russian 3.4). Basic conversational practice on topics relevant to Russia today. Fall, spring. Staff.

12 Intermediate Russian Conversation (2). Prerequisite, Russian 3 and 11 or their equivalents and concurrent registration in Russian 4. Continuation of Russian 11. Staff.

21, 22 Russian Conversation (3). Prerequisite, Russian 4 or equivalent. Designed to develop conversational skills in a variety of situations and subjects. Russian used, except for a minimum of linguistic explanations or comment. Fall and spring. Staff.

105, 106 Advanced Russian Grammar (3). Prerequisite, Russian 4. A comprehensive review of Russian grammar on an advanced level, emphasizing reading and writing skills. Fall and spring. Staff.

Literature Courses in Russian

44 Selected Readings in Russian (Var.). Readings in Russian literature or linguistics on topics not usually covered in course work. Fall and spring. Staff.

50 Introduction to Russian Literature (3). Prerequisite, Russian 4 or equivalent. Reading, discussion of selected authors in Russian aimed at improving reading skill and preparing the student for higher level work in Russian literature. Spring, Staff. GC Aesthetic/Literature perspective, B.A.-level Aesthetic perspective.

97, 98 Honors Reading Course (3 each). Researching and writing of a thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisers. Fall and spring.

Literature Courses in English

70 Russian Literature of the Nineteenth Century (3). Introduction to Russian prose fiction of the nineteenth century with particular consideration of selected writings of Pushkin, Gogol, Turgenev, Dostoevsky, and Tolstoy. Lectures and readings in English. Fall. Levine, Putney. GC Aesthetic/Literature perspective.

72 Russian Literature from Chekhov to the Revolution (3). Literary situations and authors of 1880-1917, with emphasis on Chekhov and the Symbolists. Lectures and readings in English; some readings in Russian for majors. Spring. Holmgren.

73 Russian Culture and Society: 1890-1917 (3). Examines the extraordinary diversity of turn-of-the-century Russian culture (1890s -1917); the proliferation of visual and performance arts; the rise of popular culture; new artistic explorations of gender and sexuality. Fall. Holmgren. B.A.-level Aesthetic perspective.

74 Russian Literature after 1917 (3). Russian writers and literary problems from the Revolution to the present. Lectures and readings in English; selected readings in Russian for majors. Spring. Holmgren. GC Aesthetic/Literature perspective.

Capstone Course

75 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. Fall. Holmgren. B.A.-level Aesthetic/Literature perspective.

94A 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. Spring. Staff.

Advanced Courses for Undergraduates and Graduate Students

Courses Open to Non-Russian Majors (Russian not required)

125 Topics in Russian Literature (3). Material not currently covered in any course. The specific topic will be announced in advance. Staff.


135 Literature and Music in Russia (3). Exploring 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 art form. Spring. Feinberg.


160 Russian Sentimentalism and Romanticism (3). Prerequisite, Russian 106 or permission of the instructor. Survey of Russian sentimentalism and romanticism, with special attention to the intellectual currents of the period (c.1770 to 1850). Consideration of Western precursors (Rousseau, Sterne, Byron, et al.). Readings in Russian. A&S Aesthetic/Literature perspective. Putney.

164 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. Fall. Holmgren, Levine, Putney. B.A.-level Aesthetic perspective.

165 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. Spring. Holmgren, Putney. B.A.-level Aesthetic perspective.

171 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. Spring. Putney. B.A.-level Aesthetic perspective.

175 Literature of Russian Terrorism: Arson, Bombs, Mayhem (PWAD 175) (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. Fall. Levine. A&S Aesthetic perspective.
179 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. Fall. Levine, Putney, Vuletic. B.A.-level Aesthetic perspective.

186 Contemporary Russian Women’s Writing (WMST 186) (3). A study of Russian women’s writing after World War II, including both fictional and publicistic works analyzed in their socio-political context. Serves as an introduction to Russian women’s studies. Holmgren. B.A.-level Aesthetic perspective.

190 Teaching Methods and Materials (1). For prospective teachers of Russian. Required of all teaching assistants. Fall. Magomedova.

193 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 seventeenth century to the present. Spring. Putney. B.A.-level Aesthetic perspective.

Courses Requiring Reading Knowledge of Russian

100 The Evolution of Russian (3). This course traces the development of Russian from Old Russian to contemporary Russian. Consideration is given to linguistic developments as well as cultural, social, and historical circumstances shaping contemporary Russian. Fall, spring. Feinberg, Janda. B.A.-level Social Science perspective.

101 The Structure of Modern Russian (3). Prerequisite, Russian 105 or equivalent. Synchronic analysis of contemporary standard Russian phonology, morphology, and morphophonemics. Spring. Feinberg, Janda.

111, 112 Advanced Russian Conversation and Composition (3). Prerequisite, Russian 22 or 106 or permission of instructor. Designed to develop conversational and writing skills in a variety of situations and subjects. Russian used, except for a minimum of linguistic explanations or comments. Fall, spring. Magomedova.

162 Russian Poetry of the Nineteenth Century (3). Readings and lecture on nineteenth-century Russian poetry. Fall. Staff.

Serbian and Croatian


103, 104 Intermediate Serbian and Croatian Language (3 each). Continuation of the proficiency-based instruction begun in Elementary Serbian and Croatian Language. Fall and spring. Vuletic.

105, 106 Advanced Serbian and Croatian Language (3 each). Prerequisite, Serbian and Croatian 104 or permission of instructor. Advanced readings and discussion in Serbian and Croatian language on humanities and social science topics. Fall and spring. Vuletic.

111 Introduction to Serbian and Croatian Literature (3). Introduction to Serbian and Croatian literature with an emphasis on nineteenth- and twentieth-century prose. Vuletic.

Slavic

6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

29H Literature in Eastern Europe (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. Fall and spring. Holmgren, Levine, Putney, Vuletic. GC Aesthetic/Literature perspective.

30 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. GC Non-Western/Comparative perspective. Fall. Putney.

32H 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. Fall, spring. Staff. GC Non-Western/Comparative perspective and Cultural Diversity requirement.

44 Directed Readings in a Slavic Language (Var.). Prerequisite, 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. Fall and spring. Staff.

48 Childhood and Adolescence in Slavic Literature (3). Childhood and adolescence as portrayed in both fictional and autobiographical form by nineteenth- and twentieth-century Russian, Polish, Czech, and other East European writers, including Tolstoy, Dostoevsky, Nabokov, I. B. Singer, Schulz, Milosz. Spring. Levine, Holmgren. GC Aesthetic/Literature perspective.

60 Topics in Slavic Civilization (HIST 60) (3). A core course for those majoring in the Curriculum in Russian and East European Studies, but open to all students. Staff.

65 Body Language (LING 65) (3). This course explores the bodily experience and its influence on various phenomena of language, including metaphor, analogy, perception and conception, gesture, and gender. Janda. B.A.-level Philosophical perspective.


94A Ideology and Aesthetics: Marxism and Literature (GERM 94A) (3). See German 94A for description.

97, 98 Honors Reading Course (3 each). Research and writing of an honors thesis. For students majoring in Russian and East European studies. Fall and spring. Staff.

105 Introduction to Slavic Linguistics (3). The phonological history of Slavic languages from the late Indo-European to the split of the common Slavic linguistic unity. Feinberg, Janda.

107 Advanced Structure of a South Slavic Language (LING 107) (3). A further elaboration on the topics discussed in SLAV 107. Choice of language based on student interest: Slovenian, Serbo-Croatian, Macedonian, Bulgarian. Fall and spring. Janda.


109 Cognitive Linguistics (LING 109) (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. Fall, spring. Janda.

112 South Slavic Literature (3). Introduction to literatures of the South Slavic peoples (chiefly Serbian, Croatian, and Bulgarian) with some consideration of their relations to West European literatures. Vuletic.

125 Topics in Slavic Literature (3). Comparative study of topics in non-Russian Slavic literatures and culture not presently covered in any course. Specific topics will vary and will be announced in advance. Staff.

144 Medieval Slavic Culture (RELI 144) (3). Survey of medieval Slavic culture, beginning with Christianization in the ninth and tenth 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. Putney. B.A.-level Non-Western/Comparative perspective.

160 Reading Other Cultures: Issues in Literary Translation (CMPL 160) (3). 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. Spring. Levine. B.A.-level Aesthetic perspective.

164 Imagined Jews: Jewish Themes in Polish and Russian Literature (3). Explores the fictional representation of Jewish life in Russia and Poland by Russian, Polish, and Jewish authors from the nineteenth century to the present. Holmgren, Levine. A&S Aesthetic/Literature perspective and Cultural Diversity requirement.


167 Ethnic Conflicts in Former Yugoslavia (PWAD 167) (3). This course explores the role of linguistic controversies in the polarization of ethnic conflicts in former Yugoslavia. Topics: the Yugoslav idea; language and nationalism; ethnic tension; the unleashing of ethnic conflicts. Fall, spring. Staff. B.A.-level Non-Western/Comparative perspective.

169 Coming to America: The Slavic Immigrant Experience in Literature (3). Fictional and autobiographical expressions of the Slavic and East European immigrant experience in the twentieth century. Readings include Russian, Polish, Jewish, and Czech authors from early 1900s to present. Spring. Holmgren, Levine. B.A.-level Aesthetic perspective and Cultural Diversity requirement.

170 Twentieth-Century Russian and Polish Theater (3). A comparative survey of the major trends in twentieth-century Russian and Polish dramaturgy and theatrical production, with attention to aesthetic, professional, and political connections between the two. Holmgren. A&S Aesthetic/Literature perspective.


Department of Sociology
www.unc.edu/depts/soc

ARNE KALLEBERG, Chair

Professors

Associate Professor
Michael J. Shanahan.

Assistant Professors

Fixed-term Faculty:
Professors

Adjunct Professors

Adjunct Associate Professor
Catherine Zimmer.

Adjunct Assistant Professor
Allan M. Parnell.

Adjunct Instructors
Paul Biemer, Anne S. Hastings, Norman Peart.

Professors Emeriti

Sociology is the study of human social relationships and institutions. Its subject matter is diverse, ranging from the family to the state, from crime to religion, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is the purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures. Sociology is an exciting and illuminating field of study that analyzes and explains important matters in our personal lives, our communities, and the world. At the personal level, sociology investigates the social causes and consequences of such things as romantic love, racial and gender identity, family conflict, deviant behavior, aging, and religious faith. At the societal level, sociology examines and explains matters like crime and law, poverty and wealth, prejudice and discrimination, schools and education, business firms, urban community, and social movements. At the global level, sociology studies such phenomena as population growth and migration, war and peace, and economic development.

Sociologists emphasize the careful gathering and analysis of evidence about social life to develop and enrich our understanding of key social processes. The research methods sociologists use are varied. Sociologists observe the everyday life of groups, conduct large-scale surveys, interpret historical documents, analyze census data, study videotaped interactions, interview participants of groups, and conduct laboratory experiments. The research methods and theories of sociology yield powerful insights into the social processes shap-
ing human lives and social problems and prospects in the contemporary world. By better understanding those social processes, we also come to understand more clearly the forces shaping the personal experiences and outcomes of our own lives. The ability to see and understand this connection between broad social forces and personal experiences is extremely valuable academic preparation for living effective and rewarding personal and professional lives in a changing and complex society.

Undergraduate Major in Sociology

The Department of Sociology at UNC-Chapel Hill is one of the best and most highly ranked in the country. Founded in 1920 by Howard W. Odum, this department has played a prominent role in the development of sociology in the United States. Through its long and distinguished history, the department has counted among its members and alumni many eminent scholars, public servants, and business and community leaders. Its faculty and graduates over the years have done innovative work and influenced the formation of significant movements and policies for social change.

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 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 history, African American studies, anthropology, political science, religious studies, and business. The Sociology Department is the primary home for UNC-Chapel Hill’s minor in Social and Economic Justice.

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 also structured to provide students with opportunities to put sociological ideas into practice through research by means of independent studies, honors theses, and community 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.

Careers in Sociology

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, the criminal justice system, and work in politics and government, community and social justice organizing, and private business.

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, non-profit 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 either high schools, two-year colleges, four-year colleges, or research universities. Students interested in pursuing graduate studies in sociology after college may, with instructor’s permission, enroll in graduate-level courses at UNC-Chapel Hill.

Course Concentrations

The Department of Sociology does not offer concentrations in specific fields (other than the minor in Social and Economic Justice). However, the department does offer the following classes especially relevant to these career areas:

- International Affairs and Development: SOCI 80, 113, 118, 120, 150, 153
- Education: SOCI 10, 80, 123, 140
- Law: SOCI 22, 23, 33, 68, 120, 124, 141, 143
- Public Policy: SOCI 33, 68, 114, 115, 120, 122, 124, 129, 168
- Community Service: SOCI 31, 68, 111, 112, 121, 127, 141, 143, 145, 168
- Medicine and Public Health: SOCI 51, 52, 122, 131, 168, 169
- Religious Ministry, Community Organizing and Advocacy: SOCI 10, 68, 111, 121, 125, 141, 143, 145

Degree Requirements

 Majors are required to take Sociology 10 as the introductory course. If possible, it should be taken by the end of the sophomore year. This course can be used to satisfy a General College perspective requirement.

 The major itself will consist of eight additional sociology courses, which will normally consist of the following:

- three specific required courses, Sociology 50 and 51-52 (a two-course sequence); these should be taken, if possible, during the junior year.
- three 100-level courses, and
- two other sociology courses

 With special permission, one 90-level course may be accepted as a substitute for one of the 100-level courses.

 Any sociology course taken to satisfy a General College requirement may not be used as one of the eight courses in the major itself (e.g., if Sociology 11 is used for the General College Non-Western/Comparative perspective, another sociology course must be taken to complete the eight-course major). Students must earn grades of C or better in at least eighteen hours in the major, as well as in the introductory course.

 Students pursuing a degree in the School of Education may use Sociology 10 to fulfill the social science requirement, and consult with the School of Education.

Major and University Advising

Office hours for departmental advisers are listed on the bulletin board outside Hamilton 135. During pre-registration, sociology advisers keep extended hours, and a sign-up sheet is provided on the bulletin board to make appointments with advisers. Students should feel free to talk with advisers at any time during the semester, not just during registration periods; and to talk about anything on their minds, from course selection to career aspirations.
Special Opportunities

Independent Study and Reading

Sociology 92 may be taken for 1-3 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:
1. do reading and research in an area in which no course is offered;
2. take advanced or more specialized course work in a specific area of sociology;
3. 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 must present a written outline of the study plan to 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 this course.

Honors Program

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 adviser or the department’s honors adviser no later than the preregistration period during the second semester of their junior year.

To be graduate with “honors” in sociology, a major must meet the following requirements:
1. at least a 3.2 cumulative grade point average in major courses and all courses taken at the University;
2. 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 adviser;
3. participation in a 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 98 and 99) depending on the extent of their thesis work.

For more information on Honors, contact:
Dr. François Nielsen, Professor, CB# 3210, 155 Hamilton Hall, 962-1007.
Email address: francois.nielsen@unc.edu
Web site: www.unc.edu/depts/soc

Minor 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. The connections between the study of justice and personal responsibility are explicit in the minor, and students will be involved in at least one service placement, involving, for example, migrant workers, affordable housing, services for displaced youth, low-income groups or neighborhoods, bilingual programs, or rural health programs.

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, the student may take a course that includes a service-learning (APPLES) component. Second, the student may take a three-credit (summer or academic term) Independent Studies 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.) The third option is the one-credit spring-break course, Special Studies 91P, offered through the APPLES office. It meets the service-learning requirement but not a 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: Sociology 68 (Social and Economic Justice), and two additional courses, each from a different area listed below. The fourth course can be selected from any of the three areas. Thus, the minor is fulfilled with twelve to thirteen credits, depending on whether the service learning requirement is part of a three-credit course or is fulfilled in another way (as Special Studies 91P or as a component of a course not listed below).

A student may major in Sociology and minor in Social and Economic Justice. However, a student cannot have more than forty hours in one department. All college requirements about minors apply. In addition, courses that a student is using to meet a General College Perspective cannot also be used to meet a minor requirement.

Understanding Justice

AFAM 128 Bioethics in Afro-American Studies
ANTH 148 Anthropology and Public Interest
ANTH 186 Schooling and Diversity
ECON 67 Comparative Economic Systems*
ECON 91 Women and Economics
PHIL 37 Social Ethics and Political Thought
PHIL 41 Morality and Law
PHIL 46 Philosophical Issues in Feminism (WMST 46)
PHIL 113 Philosophy of Law
PHIL 130 Recent Developments in Political Philosophy*
POLI 47/47H Ethics, Morality, Individual Liberty and the Law
POLI 61/61H Major Issues in Political Theory
POLI 67 Feminism and Political Theory (WMST 67)
POLI 165 Problems of Modern Democratic Theory
SOCI 22 Race and Ethnic Relations
SOCI 129 Race, Class, and Gender (WMST 129)
SOCI 169 Medicine and Society
Justice in Action
AFRI 130  Culture, Gender, and Participatory Development (WMST 130)*
ANTH 42  Local Cultures/Global Forces
ART 81  Special Topics **
ECOL 190  Conservation and Sustainable Development*
ECON 163  Economic Development*
ENGL 941  Expressive Culture of Protest and Resistance
GEOG 125  Space, Place and Difference (WMST 125)
GEOG 158  Urban Latin America *
HIST 65  The Worker and American Life
INST 77  Global Issues in the Twentieth Century (HIST 51)
JOMC 141  Professional Problems and Ethics
JOMC 144  Censorship
JOMC 160  Freedom of Expression
JOMC 164  Introduction to Mass Communication, Law and Ethics
POLI 151  The Adversary System
PLCY 90  Internship and Public Policy Analysis
PLCY 160  Race, Poverty, and Politics (POLI 171, HUSA 171)
PLCY 161  Health, Politics, and Policy (POLI 132)
SOWO 150  Public Service and Social Change
WMST 93  Gender and Imperialism*
WMST 95  Gender and Global Change (INTS 92)
Independent studies or special topics course (three credits) with an appropriate faculty member and coordinated with APPLES (summer or academic semester)

The Context of Justice
ANTH 50  Anthropology of Globalization
ANTH 80  War and Society (PWAD 80)
ANTH 157  Ethnicity in Latin America
AMST 63  Appalachia and America: Special Topics
ECON 161  International Economics* (PWAD 161)
ECON 180  Economics of the Family*
ECON 194  Labor Economics*
ENGL 90C  Literature and Theories of Race and Ethnicity
GEOG 23  Social Geography
HIST 10  Cultures and History of Native North America (AMST 10)
HIST 62  Women in American History (WMST 62)
HIST 100  Special Topics—Ecological History in Africa
HIST 165  History of Afro-Americans to 1865
HIST 166  History of Afro-Americans to 1865
JOMC 111  Women and Mass Communication
JOMC 115  Minorities and Communication
POLI 72  Women and Politics
POLI 73  Politics of Sexuality
RECR 112  Leisure in Diverse Societies
SLAV 75  Language and Nationalism (LING 75)
SOCI 24  Sex and Gender in Society (WMST 24)
SOCI 112  Social Stratification
Special Studies 91P meets the service-learning requirement, but as a one-credit course, is not included in the four-course requirement.
* NOTE: These courses have departmental requirements that may or may not be waived. Students should consult course descriptions and discuss requirements with the instructor.
** Only certain sections count for the minor. Students need to consult with the instructor.

For more information about the minor, contact:
Judith Blau, 270 Hamilton Hall, Department of Sociology, CB# 3210, (919) 962-5603 or email: jrlblau@email.unc.edu.

Course Descriptions
6 First Year Seminars (3). The seminars are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.
10 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. Fall, spring, summer. Smith. [GC/SS]
11 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. Bollen, J. Blau, Guo, Nielsen, staff. [GC/NW/CI]
12 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. Kleinman, staff. [GC/SS]
14 Sociology of Morality (3). Examines the nature, social sources, and influence of morality in human social life. Explores key philosophical and political issues around moral belief and commitment in a morally pluralistic society. Smith. [GC/SS]
15 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. staff. [GC/SS]
21 Population Problems (3). Social and economic causes of population structure and change. Illustrations drawn from developing countries and less developed regions and sections of the United States. Entwisle, Rindfuss, Uhlenberg, staff. [GC/SS]
22 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. Perl, Tyson, staff. [GC/SS]
23 Crime and Delinquency (3). The nature and extent of crime and delinquency; emphasis upon contemporary theories of their causation; examination of correctional programs. Staff. [GC/SS]
24 Sex and Gender in Society (WMST 24) (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. Kleinman, Udry, staff.
30 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 Sociology 125. Entwisle, Harris, Rindfuss, Udry, Uhlenberg, staff. [GC/SS]
31 Social Relations in the Workplace (MNGT 31) (3). Meaning and content of work in modern industrial society. Preparation for work; autonomy and control; inequality; consequences for health, safety, and family life. Aldrich, Simpson, staff. [GC/SS]
33 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. Staff. [GC/SS]
50 Sociological Theory (3). Prerequisite, Sociology 10. A study of theoretical perspectives in sociology, their relation to contemporary social issues, and their roots in classical social thought. Required of sociology majors. Blau, Kurzman. [GC/P]

51 Measurement and Data Collection (3). 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. Required of sociology majors. Bollen, Cramer, Harris, Kalleberg, Mouw, Perrin.

52 Data Analysis in Sociological Research (3). Prerequisite, Sociology 51. 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. Required of sociology majors. Bollen, Cramer, Harris, Kalleberg, Mouw, Perrin.

60 Crisis and Change in Russia and East Europe (RUES 60) (3). See RUES 60 description.

65 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. Spring.

68 Social and Economic Justice (POLI 69) (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. Fall. Blau, Kleinman, Kurzman. [GC/SS]

80 Social Theory and Cultural Diversity (INTS 80, COMM 80) (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. Tyson, staff. [GC and BA/SS]

90 Society and Culture in Postwar Germany (GERM 90A, HIST 93, POLI 51) (3). The interdisciplinary, team-taught seminar will explore cultural, historical, and political problems of contemporary Germany and analyze German developments from the postwar period to the present. Taught in English. Spring. Staff. B.A.-level Western Historical perspective.

92 Independent Study and Reading (Var. 1-3). Permission of instructor and director of undergraduate studies. Special reading and research in a selected field under the direction of a member of the department. Staff.

95 Special Topics in Sociology (3). Periodic offering of courses on developing topics in the field.

98, 99 Senior Honors Research and Seminar (3 each). Individual student research (under supervision of an adviser). Periodic seminars to discuss work on honors thesis, as well as special topics in sociology. (Sociology 98 is required of senior honors candidates.) Kalleberg.

Courses for Graduates and Advanced Undergraduates

110 Formal Organizations and Bureaucracy (MNGT 110) (3). Varieties of organizational forms, their structures and processes; creation, persistence, transformation, and demise; role of organizations in contemporary society. Aldrich, J. Blau, Nielsen.

111 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. Nielsen, Oberschall, Smith. [BA/SS]

112 Social Stratification (MNGT 112) (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, the working class and to comparative topics. Aldrich, Mouw. [BA/SS]

113 Social Inequality Across Cultures. Prerequisite, Sociology 10 or 11. This course focuses on social inequality in human societies in different historical periods and geographical locations. Various forms of inequality, diversity, and hierarchy are considered. Guo.

114 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. J. Blau. [BA/SS]

115 Economy and Society (MNGT 115) (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 U.S., with selected comparisons with Western Europe and Japan. Mouw. [BA/SS]

118 Comparative European Societies (Political Science 118) (3). Examination of commonalities and differences of European societies and of the tensions and difficulties attending the European integration process. Nielsen. [BA/SS]

119 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. Kurzman.

120 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. Perrin. Staff.

121 Religion and Society (RELI 190) (3). Sociological analysis of group beliefs and practices, both traditionally religious and secular, through which fundamental life experiences are given coherence and meaning. Cramer, Smith, staff.

122 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. Henderson, staff.

123 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. Fall, spring. Tyson. [BA/SS]

124 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. Staff. [BA/SS]
125 Family and Society, Junior/Senior Section (3). A special version of Sociology 30 for juniors, seniors, and beginning graduate students. Students may not receive credit for both this course and Sociology 30. Elder, Entwistle, Harris, Rindfuss, Udry, Uhlenberg. [BA/SS]

127 The Labor Force (MNGT 127) (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. J. Blau, Entwistle, Kalleberg, Mouw.

128 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. Fall, spring. J. Blau [BA/AES]

129 Race, Class, and Gender (WMST 129) (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. Kleinman. [BA/SS]

131 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. Marshall, Uhlenberg. [BA/SS]

143 Conflict and Bargaining (PWAD 143) (3). Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations. Cramer.

145 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. Kleinman. [BA/SS]

150 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. Bollen, Oberschall. [BA/NW/C]

153 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. Smith. [BA/NC/C]

160 Contemporary Social Theory (3). Prerequisite, Sociology 50. 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. Bollen, Oberschall.

168 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. Harris.

169 Medicine and Society (3). The primary objective of the course is to explain why particular social arrangements affect the types and distribution of diseases and how the medical care system is organized and responds. The course will focus on three topics: social factors in disease and illness; health care practitioners and their patients; and the changing face of the health care system. BA-level Social Science perspective. Henderson.

199 Sociological Analysis: Special Topics (3). Examines selected topics from a sociological perspective. Course description for a particular semester is available in the department office. Staff.

281 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. Oberschall, Barnett.

604 Aging and Health (Epidemiology 604, Psychology 604) (3). Sponsored by UNC-Chapel Hill’s campus-wide Institute on Aging. The course provides students in all disciplines with a general background in aging and the problems of older persons. Staff.

Department of Statistics
www.stat.unc.edu

EDWARD CARLSTEIN, Interim Chair

Professors

Associate Professors
Amarjit Budhiraja, Chuanshu Ji, Andrew Nobel.

Assistant Professors
Vladas Pipiras, Zhengyuan Zhu.

Adjunct Professors

Professors Emeriti

Undergraduate Major
Statistics as a discipline is in great and increasing demand. More jobs exist for statisticians, at all levels, than there are statisticians to fill them, and this is projected to continue for several years. The undergraduate program in statistics is intended for students who have a serious interest in statistics and who want training in the important tasks for which well-trained statisticians with Bachelor of Science degrees are needed in today's world.

The undergraduate program in statistics leads to the degree of Bachelor of Science in the Mathematical Decision Sciences. Prospective majors should see the listing of course requirements under the heading of Mathematical Decision Sciences. The Mathematical Decision Sciences Program is jointly administered by the departments of Statistics and Operations Research, and it offers studies concentrating in statistics, probability, operations research, and actuarial science.

Courses for Students from Other Departments
The Department of Statistics offers a variety of courses of potential value to students majoring in other disciplines, beginning with the introductory courses Statistics 11 and 31. Substantial coverage of applied statistical analysis is provided in Statistics 101 and 102. An introduction to probability theory is provided by Statistics 126. The basic theory of statistical inference is given by Statistics 127.
Introductory Undergraduate Courses

11 Basic Concepts of Statistics and Data Analysis I (3).
Prerequisite, MATH 10 (or exemption). Elementary introduction to statistical reasoning, including sampling, elementary probability, statistical inference, and data analysis. STAT 11 may not be taken for credit by students who have credit for ECON 70 or PSYC 30. Fall, spring, summer. Staff.

31 Introduction to Statistics (3). Prerequisite, Math 10 (or exemption). 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. Fall, spring, summer. Staff. GC/B.A.-level Mathematical Sciences perspective.

90 Undergraduate Reading and Research in Statistics (Var. 1-3).
Prerequisite, permission of director of undergraduate studies. This course is intended primarily for students working on honors projects. No student may receive more than three credit hours for this course. Fall, spring, summer.

Advanced Undergraduate Courses

101 Statistical Methods I (3). Prerequisite, STAT 31. Review of basic inference; 2-sample comparisons; correlation; introduction to matrices; simple and multiple regression (including significance tests, diagnostics, variable selection); analysis of variance; use of statistical software. Fall. Marron, Nobel, Sen, Smith, Zhu.

102 Statistical Methods II (3). Prerequisite, STAT 101. Topics selected from: design of experiments; sample surveys; nonparametrics; time-series; multivariate analysis; contingency tables; logistic regression; simulation. Use of statistical software packages. Spring. Marron, Nobel, Smith.

126 Introduction to Probability (MATH 126) (3). Prerequisite, MATH 33. Introduction to 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. Fall and spring. Budhiraja, Ji, Kelly, Nobel.

127 Mathematical Statistics (3). Prerequisite, STAT 126 or equivalent. Functions of random samples and their probability distributions; introductory theory of point and interval estimation and hypothesis testing; elementary decision theory. Spring. Carlstein, Kelly, Simons.

Courses in Other Departments Cross-Listed in Statistics

104 Sample Survey Methodology (BIOS 164) (3). Prerequisite, STAT 102 or equivalent. Principles and methods associated with survey sampling, including simple random sampling, stratified sampling and cluster sampling. Questionnaire design, problems of nonresponse, sources of nonsampling errors. Design, execution, and analysis of an actual survey. Spring. Kalsbeek.

106 Long Term Actuarial Models (OR 161, MATH 161) (3).
See Operations Research 161 course description.

107 Short Term Actuarial Models (OR 162, MATH 162) (3).
See Operations Research 162 course description.

Curriculum in Women’s Studies

www.unc.edu/depts/wmst

BARBARA J. HARRIS, Chair
Professors
E. Jane Burns, Barbara J. Harris, Sylvia D. Hoffert.
Assistant Professors
Michele Berger, Karen M. Booth, Silvia Tomaskova.

Women’s Studies is an interdisciplinary exploration of issues concerning women and gender in America and in a range of cultures throughout the world. Students taking Women’s Studies courses are introduced to ideologies that have been used throughout history to explain female and male natures, functions, and sociocultural roles as they intersect with concerns of race, class, and sexuality. Students will be exposed to recent scholarship on feminist theory and masculinity and to critiques of feminism. They will learn about the intellectual, social, economic, political, and artistic contributions of women in various cultural contexts throughout history and across the globe. 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 eighteen departments offer courses that focus entirely on the study of women and gender. Some 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 have to be identified separately each semester.

Students interested in Women’s Studies courses, minors, or majors should contact the chair of Women’s Studies and the Women’s Studies adviser in the College of Arts and Sciences.

Bachelor of Arts with Major in Women’s Studies

The major requires twenty-four credit hours taken in Women’s Studies courses or departmental courses cross-listed with the Curriculum in Women’s Studies and distributed as follows:

Intellectual and Theoretical Foundations: nine credits
WMST 50 or its equivalent
One course in Feminist Theory
One course in Minority/Third World/Non-Western Women

Interdisciplinary Perspectives:
Twelve credits distributed among at least two of the following:
Historical Studies
Basic and Applied Sciences
Humanities and Fine Arts
Social Sciences

Theory and Practice of Women’s Studies
Three credits:
Choice of one:
WMST Honors Thesis (WMST 098A / 098B)
Independent Reading and Research (WMST 199)
Practicum/Internship (WMST 190)
Cultural Constructions of Women across the Disciplines (WMST 99)

Honors
An honors degree in Women’s Studies is available to majors who meet the curriculum’s guidelines for honors and who successfully
complete a thesis based upon original and independent research. Contact the chair of the curriculum for more information.

**Minor 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 fifteen credits (five courses) in Women's Studies. The credits must include WMST 50 and come from at least two of the four divisions of the College of Arts and Sciences.

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 can be counted toward three of these twelve credits. Cross-listed courses in a student's major department will not count both toward a minor in Women's Studies and toward the student's major.

**Women's Studies Courses**
*(Administered directly by the Curriculum in Women's Studies)*

**50 Introduction to Women's Studies** (3). An interdisciplinary exploration of intersections between gender, race, class, and sexuality in American society and internationally. Topics include: work, sexuality and sexual identity; gender relations and images of women and gender in literature, religion, art, and science; and the history of feminist movements. Course readings are drawn from the humanities and the social sciences. This course includes lecture and small discussion groups led by teaching assistants. Fall and spring. Harris, Hoffert, Burns, Booth, Berger, Tomaskova. General College Social Science and BA-level Social Science perspectives, Cultural Diversity requirement.

**68 The Struggle Continues: Women of Color in Contemporary U.S. 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. Fall. Berger.

**70 Women in the Age of Victoria** (History 70) (3). Students will study the impact of culture on the lives of women in Britain and the United States in the nineteenth and early twentieth centuries. Fall. Hoffert.

**75 History of Gender in America** (History 75) (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. Fall. Hoffert. GC-level Other Western History perspective and Cultural Diversity requirement.

**78 Women in Science** (Anthropology 78) (3). A survey of women's participation in scientific fields and knowledge production through history in various cultures around the world. A discussion of the nature of science, women's exclusion, and strategies used to change or subvert the system. Fall, spring. Tomaskova. B.A.-level Social Science, Natural Science, Non-Western/Comparative perspectives and Cultural Diversity requirement.

**81 Gender and Global Change** (International Studies 81) (3). Prerequisite, WMST 50 or permission of instructor. Looks at women's and men's different experiences of economic, political, and cultural globalization. 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. We will discuss global feminisms and case studies of "gendered globalization" in the United States, Eastern Africa, Southeast Asia, and Latin America. Fall. Booth. B.A.-level Non-Western/Comparative perspective.

**85 African American Women in the Media: Identity, Politics and Resistance** (AFAM 85) (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, theatre and music. Berger. Fall and spring.

**88 The International Politics of Sexual and Reproductive Health** (INTS 88) (3). Prerequisite, WMST 50 or permission of Instructor. This course takes a feminist political economy perspective on debates over current health issues of international concern, including HIV/AIDS and population control. Fall. Booth.

**93 Gender and Imperialism** (3). Prerequisite, One course in gender or non-Western societies or permission of instructor. 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. Spring. Booth.

**94A Courtship and Courtliness from King Arthur to Queen Victoria** (FREN 94A) (3). 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. Spring. Burns.

**95 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. Staff.

**97 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. Fall. Burns. Social Science Perspective.

**98A Honors in Women's Studies** (3). Prerequisites, permission of instructor and curriculum chair. Introduction to the methods of research in Women's Studies and to researching an honors essay. Fall.

**98B Honors in Women's Studies** (3). Prerequisites, Women's Studies 98A, permission of instructor and curriculum chair. Writing and completion of an honors essay. Spring.

**99, 99H Cultural Constructions of Women across the Disciplines** (3). Prerequisite, permission of the Instructor. A senior seminar for Women's Studies majors and other interested juniors and seniors. Analyzes the different ways that traditional academic disciplines have constructed "women" as a category of knowledge. Spring. Burns, Hoffert, Harris, Booth, Tomaskova, Berger.

**131 Gender and Popular Culture** (3). This course examines the ways in which gender and sexual identities are represented and consumed in popular culture. Fall, spring. Hershfield. B.A.-level Aesthetic perspective and Cultural Diversity requirement.

**136 Gender and Science** (ANTH 187) (3). This course examines the nature of science as a cultural practice, one that has been historically strongly gendered and racialized. Cultural production of knowledge will be examined historically from a feminist perspective, and will consider the histories, paths, and potential of scientific pursuits. Fall, spring. Tomaskova.
143 Women in Film (Communication Studies 156) (3). This course examines the representations of women in contemporary American film. We also consider women as producers of film. Fall, spring. Hershfield. B.A.-level Aesthetic perspective and Cultural Diversity requirement.

190 Practicum in Women's Studies (2-4). A supervised internship designed to provide experience working in organizations concerned with women's issues. Prerequisite, WMST 50. Written paper required. Open to Women's Studies majors and other qualified students. Permission of internship coordinator necessary. Fall and spring. Staff.

199 Independent Reading and Research (3). Intensive reading/research under faculty supervision resulting in a written paper. Open to Women's Studies majors and other qualified students. Permission of the curriculum chair necessary. Fall and spring. Staff.

Courses Cross-Listed with Women's Studies
(For descriptions of courses below, see listings under department headings.)

24 Sex and Gender in Society (Sociology 24) (3). Udtry, staff.
29B Honors: Reading and Writing Women's Lives (English 29B) (3). Fall or spring. Staff.
42 Sex and Gender in Antiquity (Classics 42) (3). Spring. Wooten, Dessen.
43 French Women Writers in English Translation (French 43) (3). Burns.
44 Women in German Cinema (German 44) (3). Fall. Kuzniar.
45 Women of Byzantium (Classics 45) (3). Connor.
46 Philosophical Issues in Feminism (Philosophy 46) (3). Fall and spring. Staff.
56 Gender and Communication (Communication Studies 24) (3). Wood.
58 Women in Europe before 1750 (History 58) (3). Fall. Bennett, Harris.
59 Women in Europe since 1750 (History 59) (3). Spring. Bennett, Harris.
60 Women in Russia and Soviet History, 1860-Present (History 61) (3). Spring and summer. Raleigh, Staff.
62 Women in American History (History 62) (3). Fall or spring. Hall, Huffert.
63 American Women in Sports (Physical Education 63) (3). Staff.
64 Women in the Visual Arts I (Art 64) (3) Sheriff, staff.
65 Black Women in America (Afro-American Studies 66) (3). Staff.
66 Women in the Middle Ages (German 66) (3). Starkey.
67 Feminism and Political Theory (Political Science 67) (3). Fall, spring, summer. Bickford.
69 Representations of Cleopatra (Classics 69, Comparative Literature 69) (3). Fall. Wooten.
71 Language and Power (Linguistics 72, Anthropology 84) (3). See Linguistics 72. Staff.
72 Women and Politics (Political Science 72) (3). Spring. Conover.
74 Politics of Sexuality (Political Science 73) (3). Fall. Conover.
76 Violence Against Women: The Legal Perspective (Political Science 76) (3). Fall. Lefebvre.
80 Women in Latin America (History 80) (3). Spring. K. Burns.
82 Women and Work in Japan (Japanese 81) (3). Spring, summer. Bardley.
83 Gender and Sexuality in the Western Christian Tradition (Religious Studies 81) (3).
86 American Women Authors (English 86) (3). Fall. Wagner-Martin.
87 Southern Women Writers (English 87) (3). Staff.
89 Women in Opera (Music 91) (3). Fall, spring. Rhodes.
90B Feminist Theory and Literary Criticism (English 90B) (3). Staff.
92 Women and Work, 1850-1900 (Comparative Literature 92) (3). Furst.
96 Modern Women Writers (Comparative Literature 96) (3). Leonard.
101 Women, Work, and Leisure (Leisure Studies and Recreation Administration 101) (3). Staff.
103 Reproductive Physiology and Conception Control (Maternal and Child Health 103) (3). Fall. Bueken.
120 Women in Hispanic Literature (Spanish 120) (3). Spring. Perelmutter.
125 Space, Place, and Difference (Geography 125) (3). Fall. Cravey.
129 Race, Class, and Gender (Sociology 129) (3). Fall. Kleinman.
140 Gender and Culture (Anthropology 140) (3). Spring. Staff.
141 The Anthropology of Gender, Health, and Illness (Anthropology 141) (3). Spring. Staff.
142 Gender Issues in Planning and Development (Planning 142) (3). Faculty.
150 Topics in Gender and Literature (English 150) (3). Staff.
151 Women in the Visual Arts II (Art 151) (3). Sheriff.
151A The Ethnography of Native American Women (History 151A) (3). Spring.
158 Archaeology of Sex and Gender (Anthropology 158) (3). Fall. Whitridge, Scarry.

160 Women and Religion in U.S. History (History 160) (3). Spring. Staff.

161 Introduction to Women's Health and Health Education (Health Education 160) (3). Earp.

164 Advanced Feminist Political Theory (Political Science 164) (3). Bickford.


168 Women in the South (History 168) (3). Spring. Hall.


185 Women in Folklore and Literature (Folklore 185, English 185) (3).

186 Russian Women's Literature (Russian 186) (3).

194 Women Mystics (Religious Studies 194) (3). Lazar.

195 Women in the Middle East (History 195, Asian Studies 195) (3). Shields.

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Kenan-Flagler Business School  
www.kenan-flagler.unc.edu

**JULIE COLLINS, Interim Dean**

**Distinguished Professors**

**Professors**

**Associate Professors**

**Assistant Professors**
Sridhar Balasubramanian, Peter Brews, Greg W. Brown, Huiying Henry Cao, Laura M. Cardinal, Kyle D. Cattani, Geraldo Ferrer, Wendell Gilland, Eitan Goldman, Steve Hicks, Steve Hoeffler, Susan Irions, Corinne Krupp, Nicholas Lurie, Arvind Malhotra, Neil Morgan, Susan Palmer, Jana Smith Raedy, Rebecca Ratner, Adam V. Reed, Sara H. Robicheaux, Steve L. Slezak, Baohong Sun, Judy Jones Tisdale, Brian Tomlin, Anne York, Gal Zauberman.

**Lecturers**

**Bachelor of Science in Business Administration (BSBA) Program**

*Ellen Peirce, Associate Dean*

*Jeffrey Cannon, Director*

*Jean R. Hensley, Associate Director*

*Lora Wical, Associate Director*

*Karen James, Assistant Director*

*Mark Scullion, Assistant Director*

*Kim Vaughn, Information Services Manager*

Ranked as a top program in the nation, the Bachelor of Science in Business Administration (BSBA) Program at UNC's Kenan-Flagler Business School prepares and educates students for management careers in business, industry, and government. The program offers the collegiality and attention to the individual student of a small school, in combination with the benefits of a leading, large research university. Through outstanding faculty and a liberal arts-oriented curriculum, students gain a global perspective relevant to the needs of today's businesses and organizations. Enrichment opportunities encourage students to learn outside the classroom setting. A career services professional helps students identify career interests and plan for pursuing them.

UNC-Chapel Hill undergraduates may affiliate with the Kenan-Flagler Business School BSBA Program as a business major and degree candidate, a business minor, or by taking a few business administration courses as general electives for their chosen degree program.

**Pre-business Preparation for the Business Administration Major or Minor**

At UNC-Chapel Hill, undergraduate business education begins officially in the junior year after admission to the Kenan-Flagler Business School. First-year students and sophomores in the General College who consider themselves pre-business majors complete certain prerequisite courses as part of their required basic skills and general education perspectives. Preparation for the business major and minor is the same except that ECON 100/101 is not a prerequisite course for the business minor.
A pre-business track includes successful completion (defined as earning a final grade of at least a "C" (not C minus) in the following courses (or their equivalents):

* ENGL 11 AND ENGL 12, OR COMM 09 if required
* MATH 22 OR MATH 31 followed by STAT 31 OR STAT 22 is recommended
* ECON 10 followed by ECON 100 OR ECON 101
* BUSI 71 (for which ECON 10 is either a pre- or a corequisite course)
* First-year students are encouraged to complete ENGL 11, ENGL 12 (COMM 09), MATH 22/31, and ECON 10. STAT 31 may be taken in either the first or second year after its calculus prerequisite is met. Sophomores are encouraged to complete ECON 100/101 and BUSI 71.
* For the basic 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.

The Business School makes no specific recommendations on courses for other general education perspectives in history, fine arts, literature, natural sciences, social sciences, and philosophy. 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 minor, or in some cases a second major. First-year students and sophomores may wish to begin to build a foundation for such a complementary academic track.

The Business Administration Major Curriculum

All admitted students must complete the following upper-level major courses:

Busi 100 Business Communication
BUSI 105 Business Computing Skills
BUSI 120/1 Business Analytical Applications (effective 2004)
BUSI 120S Business Analytical Thinking and Problem Solving
BUSI 130 Operations Management
BUSI 140 Legal Studies
BUSI 150 Organizational Behavior
BUSI 160 Marketing
BUSI 170 Management Accounting
BUSI 180 Corporate Finance
ECON 130 (or ECON 132) Macroeconomics

The senior capstone is to be taken after all core courses (listed above) are complete:
BUSI 190 Strategic Management

Other Business Major—BSBA Degree Requirements

Majors are required to complete additional elective courses: four (minimum) business electives and five to seven other electives, five of which must be taken outside the Kenan-Flagler Business School. A six-hour Global Awareness requirement is to be met as part of the eleven elective courses. An area core course, with an earned grade of at least a C (not C minus), is a prerequisite course for an elective course in that area (e.g., BUSI 160 Marketing is a prerequisite to BUSI 161 Advertising). Other restrictions may apply to certain business courses.

The BSBA 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 arts, humanities, and sciences. Some students use the non-business electives to meet requirements for an academic minor in the College of Arts and Sciences, the School of Journalism and Mass Communication, or the School of Information and Library Science. A second major may be possible and does require advance approval by both the BSBA Program and the second academic unit. In all cases, Kenan-Flagler encourages majors to take upper-level courses during the junior and senior years.

The Business Administration Minor Curriculum

All admitted business minors must complete the following upper-level minor courses.
(Minor prerequisite courses: MATH 22/31, STAT 31, ECON 10, BUSI 71)

These courses must be completed prior to BUSI 190:

BUSA 130 Operations Management
BUSA 160 Marketing
BUSA 180 Corporate Finance

Minors choose one of the following, which should be taken prior to BUSI 190:
BUSA 140 Legal Studies
BUSA 150 Organizational Behavior
BUSA 170 Management Accounting

Minor Capstone course:
BUSA 190 Strategic Management

Taking BUSI Courses as a Nonmajor/Minor

Undergraduate students who do not intend to major or minor in business administration may wish to take a few business courses as free electives for their particular major. Most students are able to earn up to twelve credit hours in course work completed outside their college or school. Nonmajors cannot register themselves for BUSI courses during the course registration process. Available seats are opened only at the start of the new semester approximately one week prior to the first day of classes and remain open through the last day to add a course. Students must come to the BSBA Program Office in the McColl Building to register. Registration is on a space-available, first come basis and any prerequisite course must be satisfied. Refer to the course description list for notes on restrictions.

Undergraduate Admission to the Kenan-Flagler Business School

Kenan-Flagler’s BSBA 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 based on academic achievement, leadership, cocurricular activities and involvement, work experience, diversity of skills and interests, and substantive thinking in the form of either an essay or persuasive cover letter and questions related to career and educational objectives.

Admission from the General College

Admission to the undergraduate business major begins with an application submitted in the fall of the sophomore year and provisional admission granted in early February for matriculation in the fall of the junior year. Any sophomore at UNC-Chapel Hill who will complete the University’s general education requirements, including
business prerequisite courses, before the beginning of the junior year fall semester may apply for admission to the BSBA Program. Preference for available spaces is given to students who will complete prerequisite courses by the end of the sophomore spring semester; a student who intends to finish prerequisites in Summer School must indicate that on the application. Final grades for courses unfinished at the time of application must reflect the same level of achievement as courses considered at the time of application. Applicants who attain a minimum cumulative grade average of 3.0 in all course work and in business prerequisites are given priority consideration in the admissions process. Admission is weighted heavily, but not exclusively, on academic performance at UNC-Chapel Hill.

Admission to the business minor follows the same application schedule and process as the business major. Admission is both selective and competitive with approximately thirty students admitted to the business minor. Students who intend to earn a degree in majors in the College of Arts and Sciences, the School of Journalism and Mass Communication, and the School of Public Health may apply to the business minor during their sophomore fall semester or their junior fall semester. Applications for the minor are not accepted once a student is considered a senior.

The business administration major is a two-year curriculum, and students are expected 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 or UNC-Chapel Hill Continuing Studies

Undergraduate transfer students cannot be admitted directly to the Kenan-Flagler Business School. Students who seek to transfer to UNC-Chapel Hill and complete studies in Business Administration 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, from which they may apply to the Business School.

Kenan-Flagler reserves a limited number of competitive spaces in the business major for students who transfer from other institutions. Transfer students who wish to major in Business Administration must spend a minimum of one semester in residence at UNC-Chapel Hill to apply for admission to the Kenan-Flagler BSBA Program. During this time, transfer students who wish to apply for admission must establish a UNC-Chapel Hill grade average of at least a 3.0 (cumulative). Generally, students must complete a minimum of twenty-three credit courses (including those transferred) to satisfy General Education requirements and must satisfactorily complete business prerequisites.

A student who meets the criteria explained above is favorably considered for admission, but because of space limitations, admission cannot be guaranteed. A student who transfers from an institution whose business program is accredited by AACSB International (The Association to Advance Collegiate Schools of Business) or from a constituent institution of the University of North Carolina is given preferred consideration.

Transfer of Business Course Credits from Other Institutions

Without regard to a student’s prospective academic major or minor at UNC-Chapel Hill, Kenan-Flagler Business School considers for validation for transfer credit only those business administration courses that meet each of the following six criteria. No exceptions are made.

1. For upper-level courses (equivalent to those numbered 100-199 in 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 pre-approved 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 (currently only BUSI 071 Financial Accounting), the Business School will consider comparable courses from any institution of higher education.

2. The final course grade earned was at least C (not C minus) 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% of coverage in the comparable Kenan-Flagler course, and there is a 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, pre-approval 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 twelve 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 two upper-level courses taken at another institution may be applied to the BSBA major curriculum unless earned as part of a pre-approved Kenan-Flagler overseas study program. Students must complete the senior capstone course (BUSI 190) and all courses required for the business minor at Kenan-Flagler. Because business majors must complete a minimum of eighteen courses (fifty-four credit hours) of upper-level work in residence at the Kenan-Flagler Business School, transfer students who have completed a substantial number of business courses at another institution are not encouraged to seek admission to Kenan-Flagler. Note that the Department of Economics is a unit of the College of Arts and Sciences and, as such, the Business School does not evaluate any economics course for transfer credit. The Department of Economics is in Gardner Hall.

To request review and validation of eligible courses, a student submits a copy of the course syllabus. The syllabus must include the title and edition of textbook(s) as well as list explicitly the course content. If the syllabus lists only chapters covered without description of chapter content, then a copy of the text table of contents must be included.

Writing and Presentation Skills

Faculty members of the Kenan-Flagler Business School expect students to communicate clearly, logically, and succinctly. They grade students' written work on its content, organization, grammar, spelling, and style. Students in the BSBA Program have several
options for improving their communication skills: working with consultants in Kenan-Flagler's Business Communication Center (3127 McColl Building); making appointments with tutors in the UNC Writing Center (Phillips Hall Annex); and participating in writing, oral presentation, and grammar workshops throughout the year. The faculty encourages students to attend these workshops.

Business Computing Skills
The faculty expects all BSBA degree candidates to be computer literate and proficient in word processing, spreadsheets, and presentation graphics; additionally, some familiarity with database management is desired. To this end, BUSI 105 is a required course in computing skills. Proficiency demonstrated by examination or course equivalency may exempt a student from this requirement. A computer lab is located in the Business School and additional labs are located at other campus facilities.

Global Perspective
As part of the elective requirement in the BSBA Program, undergraduates develop their global perspective through several academic options: Business Semester Abroad, Business Summer in Belgium and Germany, completing a global-related academic minor or second major and completion of contemporary courses offered by Kenan-Flagler or other UNC schools and colleges.

Kenan-Flagler supports overseas studies as a complement to the curriculum, and semester-length programs are best suited for the junior year spring semester. The BSBA Program, in conjunction with the UNC-Chapel Hill Study Abroad office, endorses seven semester-length Study Abroad opportunities:
- The Center for European Studies at Maastricht University (Maastricht, The Netherlands)
- École des Praticiens du Commerce International (Cergy, France)
- Wirtschaftsuniversität Wien—The University of Business and Economics (Vienna, Austria)
- Sophia University (Tokyo, Japan)
- Pontificia Universidad Católica de Chile (Santiago, Chile)
- Copenhagen Business School (Copenhagen, Denmark)
- Instituto Tecnológico y de Estudios Superiores de Monterrey (Monterrey, Mexico)

A Summer School study program in Belgium and Germany (four weeks) taught by a Kenan-Flagler professor is also available. Other overseas studies opportunities are available at UNC-Chapel Hill and may be acceptable to the BSBA Program with advance consultation.

The BSBA Global Scholars Program brings U.S. and international undergraduate students together at UNC-Chapel Hill where they take part in a special living-and-learning program in a campus residence facility; the Global Business Theme Housing resides in Craig North Residence Hall. UNC Kenan-Flagler offers the program in partnership with select international universities. It features new courses, such as “Business between the Americas and the Pacific Rim,” and a year-end business immersion trip to Asia.

Student Activities
The BSBA Program sponsors several student organizations, including the AIESEC, Black Business Student Alliance, Carolina Women in Business, the Investment Club, the Marketing Club, Entrepreneurship Club, BSBA Ambassadors, Alpha Kappa Psi, Delta Sigma Pi, and Phi Beta Lambda. Each fall the Undergraduate

Business Symposium hosts executives from around the country to interact with students and faculty and discuss contemporary business issues.

Career Development
The BSBA Program works closely with University Career Services (UCS) to ensure that undergraduate business students are well prepared for careers. UCS provides students with a full scope of services, including on-campus interviewing, résumé referral, career fairs, and panel discussions. UCS also provides internship assistance. Students may browse the UCS Web site at http://careers.unc.edu for information about University Career Services and employment opportunities.

In addition to the services provided by UCS, the BSBA Program provides customized professional development opportunities throughout the year, such as in-depth programs in areas such as investment banking and consulting and a career manual tailored specifically to the needs of business students. The BSBA Program can connect students with Kenan-Flagler alumni/ae who have agreed to offer career advice. A number of helpful resources are available to business majors/minors in the Career Resource Center located in the McColl Building.

The Bachelor of Science in Business Administration Program is described in a bulletin of the Kenan-Flagler Business School available at:
- BSBA Program
- Kenan-Flagler Business School
  Campus Box 3490, 3122 McColl Building
  Chapel Hill, NC 27599-3490 USA
  (919) 962-3235; fax (919) 962-6964
  email: bschool_undergrad@unc.edu
  www.kenan-flagler.unc.edu

Undergraduate Courses
Business Administration courses are designated as BUSI. Prerequisite courses for all BUSI courses numbered 100-199 are BUSI 71, ECON 10 and ECON 100 or ECON 101. A minimum grade of C (not C minus) is required in each prerequisite course. Kenan-Flagler courses numbered 200 and above are not open to undergraduate students.

First-year level courses:
006E First Year Seminars (3). The seminars enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

Second-year level courses:
71 Financial Accounting (4). Pre- or corequisite, Economics 10 or equivalent. 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. Junior-Senior-level courses, and by permission, graduate students:
99S Business Analytical Tools (3). Review of algebra, calculus, statistics, and management science topics relevant to advanced studies in finance, operations management, and marketing. Summer only.
100 Business 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, resumes, email, and business presentations.

105 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.

126 Introduction to Real Property (3). An introduction to the social, political, economic, and investment aspects of real property.

130 Operations Management (3). Analysis of the production/operations function in both manufacturing and nonmanufacturing organizations. Developing production policies which support total organizational goals under varying constraints.

134 Service Operations (3). Prerequisite, Operations Management 130 or equivalent. 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).

139 Data Analysis (3). Applications of information science to managerial decision making with emphasis given to forecasting and assessing risk. Hands-on experience structuring business data using advanced software.

140 Legal Studies (3). An introduction to the legal system with special emphasis upon its relationship to business. Topics covered include an introduction to the judicial system, torts, and contracts.

141 Commercial Law (3). Prerequisite, Business Administration 140 or equivalent. Not open to students who have taken Business Administration 144. A detailed examination of commercial law topics including sales, commercial paper, bank deposits and collections, secured transactions, suretyship, bank regulations, and bankruptcy.

142 Managerial Law (3). Prerequisite, Business Administration 140 or equivalent. Not open to students who have taken Business Administration 144. A detailed examination of the legal aspects of business organizations, including agency, joint ventures, partnerships, limited partnerships, corporations, and securities regulation.

150 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.

152 Organizational Management and Design (3). Prerequisite, Business Administration 150 or equivalent. Systems analysis of behavior in organizations and its application to the management of human resources. Fall and spring, Blackburn, Victor.

154 Business Leadership and Interpersonal Relations (3). Prerequisite, Business Administration 150 or equivalent. Analysis of problems, methods, and incentives in the development of personnel. Emphasis is on the development of supervisors and executives.

155 Business Problem Solving (3). Learning a management consultant's approach to solving business problems and applying the skills to mock assignments drawn from current high profile business challenges.

157 Human Resources Management (3). Prerequisite, Business Administration 150 or equivalent. 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.

159 New Ventures and Entrepreneurs (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.

160 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.

161 Advertising (3). Prerequisite, Business Administration 160 or equivalent. 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.

162 Global Marketing (3). Prerequisite, BUSI 160 or equivalent. Examination of the problems involved in marketing products and services across national boundaries. Problem issues include culture, ideology, economics, technical standards, and currency movements.

163 Sales Management (3). Prerequisite, Business Administration 160 or equivalent. An overview of the sales management process, including sales force planning, budgeting, recruiting, selection, training, compensation, supervision, and control.

164 Consumer Behavior (3). Prerequisite, Business Administration 160 or equivalent. Review of conceptual models and empirical research in consumer behavior. Topics include decision processes, social and cultural influences, information processing, and ethical issues.

167 New Product Development (3). The course explores the design and development of new products. Key topics include innovation and creativity, product design, and the value proposition.

168 Marketing Research (3). Prerequisites, Business Administration 160 or equivalents. An introduction to research methodology with emphasis upon the compilation, analysis, and interpretation of data used in the planning and control of marketing operations.

169 Marketing Strategy (3). Prerequisites, Business Administration 160 or equivalent, and senior standing. 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.

170 Management Accounting (3). Prerequisite, Business Administration 71 or equivalent and prerequisite or corequisite Economics 100 or 101 or equivalent. Elements of accounting for management planning, budgeting, and control. Emphasis is on management uses of accounting information.

171 Financial Reporting I (4). Required in spring semester for senior BSBBs who are early admitted to the Kenan-Flagler Master of Accounting (MAC) Program. Permission required.

177 Introduction to Business Taxation (3). An introduction to business taxation with particular focus on U.S. corporate and individual income taxation. Examines the development of a conceptual framework for evaluating the impact of taxes on business decisions and the fundamental features of the current income tax system.
Material is presented from the perspective of both the tax planner and the social planner in a multidisciplinary approach with links to accounting, economics, law, and government.

178 Financial Statement Analysis (3). 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.

180 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.

182 Advanced Corporate Finance (3). Prerequisite, Business Administration 180 or equivalent. A follow-up course to Business Administration 180 which goes more deeply into the theory and application of financial management. Emphasis is placed on investment, financing, and dividend decisions.

185 Banking and Financial Services (3). Prerequisite, Business Administration 180 or equivalent. Analysis of the operating policies of financial institutions and the effect of such policies upon the structure of the capital markets.

186 Investments (3). Prerequisite, Business Administration 180 or equivalent. 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.

189 Multinational Financial Management (3). Prerequisite, Business Administration 180 or equivalent. 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.

190 Strategic Management (3). Prerequisites, Business Administration 100, 130, 140, 150, 160, 170, 180, Economics 130 or 132. Open only to seniors majoring 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.

191 Global Environment of Business (3). Prerequisite, senior standing. Problems in operating overseas, including analysis of differences in country settings, legal and financial systems, and governmental policies affecting foreign operations.

192 Business Innovation through Information Technology (3). A survey of the elements and functions of management information systems and the principles underlying the design and management of effective systems.

193A Business in the European Union (3). Permission required. An introduction to understanding the business environment in the European Community. Issues include treaties, governmental structures, and harmonization of community regulations. Visits to various embassies, governmental and business offices. Spring semester offering includes academic study trip to London during spring break. This course is included in the Business Summer Program in Belgium and Germany.

193B Business Operations in Europe (3). Permission required. Focuses on current topics involving issues related to American and European business relations. Visits to manufacturing facilities in Europe. Addresses issues such as privatizing industry and work regulations. This course is included in the Business Summer Program in Belgium and Germany.

193C Business between the Americas and the Pacific Rim (3). Close examination of commerce and policy interactions between the Americas and Pacific Rim nations. Required for BSBA Global Scholars Program participants and permission required for others.

195 Business Research Practicum (3). Prerequisite, senior standing and permission of instructor. Under the guidance of faculty member(s), student teams develop, conduct, and evaluate business research projects such as case writing, manager interviews and site visits, and data collection and analysis. Teams are required to submit a final written report and oral presentation from which credit is determined.

196 Independent Study (3). Prerequisite, completion of requisite core course and permission of instructor. Supervised individual study and research in the student’s special field of interest. The student will propose the investigation desired, and, in conjunction with the instructor, develop the scope of the work to be completed. Written report required.

197 Business Seminar (3). Prerequisite, completion of requisite core course(s) and permission of instructor. 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. Current seminars offered include: Economics, Ethics, and Marketing Issues in the Global Economy: The Nike Example; Business History for Future Managers; International Trade and Economics.

The following seminars are offered in seven-week formats:

197E Ethics and Management (1.5)

197C Cyber Law and Policy (1.5)

198A, 198B Honors Thesis (3 each). Prerequisite, senior major in Business Administration, 3.5 cumulative GPA, and permission of the faculty adviser and director. Original investigation of a topic in Business Administration and preparation of a substantive research project under the direction of a member of the faculty. A written essay and oral presentation are prepared and submitted to a three-person faculty committee. The committee determines whether the thesis justifies the award of honors status and, if so, recommends to the dean whether the student graduates “with honors” or “with highest honors.”

The School of Education
www.unc.edu/depts/ed

FENWICK ENGLISH, Interim Dean

Dixie Lee Spiegel, Senior Associate Dean

Assistant Deans

Jill Fitzgerald, Assistant Dean for Faculty Personnel Procedures.

Thomas Oppewal, Assistant Dean for Teacher Education.

Professors

Associate Professors
Harriet Boone, Susan Friel, Wallace Hannum, M. Gail Jones, Carol Malloy, William Malloy, Rita O'Sullivan, Dwight Rogers, Xue Lan Rong.

Assistant Professors
Daniel Boudah, Kathleen Brown, Jill Hamm, Mary Stone Hanley, Ryuko Kubota, Paula Lane, David P. Levine, Cynthia Smith, William Veal.

Research Professors
Donna Bryant, H. Dickson Corbett, Thelma Harms, Pamela Winton, Mark Wolery.

Research Associate Professors
Virginia M. Buyssse, Richard Clifford, Gloria Harbin, Gail Huntingdon, Robert A. McWilliam.

Research Assistant Professors
Dawn Carlson, Edward M. Neal.

Clinical Professors
Donald Boulton, Roy Edelfelt, David Lillie, Gerry Madrazo, Russell Rowlett, Clarence York.

Clinical Associate Professors

Clinical Assistant Professors

Instructor
Olof B. Steinthorsdottir.

Clinical Instructors
Thomas H. Cox, Carolyn F. Jones, Donald E. Lowrance, Barbara Rhoades.

Lecturers
Michael S. Booher, Joyce Clayton, Cheryl R. Goldstein.

Retired Fixed-Term Professors
Hunter J. Ballew, Walter Pryzwansky, Donald Steadman, Gary Stuck.

Professors Emeriti

The School of Education offers programs of study beginning in the junior year to undergraduate students who plan careers in teaching. The programs prepare students to teach at one of the following levels: child development and family studies (birth-kindergarten); elementary (grades K-6); and middle grades (grades 6-9).

Individuals wishing to obtain initial teaching license in English, foreign language, mathematics, music, science, and social studies education, the School of Education offers a M.A.T. (Master of Arts in Teaching) program. Admission to this program is based on successful completion of a B.A. or B.S. in an appropriate Arts and Sciences major.

Students are admitted to the School of Education as transfers from the General College and, on a space-available basis, from other departments of UNC-Chapel Hill or other institutions. In order to provide a quality preprofessional program that includes a set of effective clinical experiences, the school must accept only the number of students that can be appropriately supported by available faculty and community resources. Therefore, admissions to the School of Education are limited.

The criteria for admission to undergraduate programs include, but may not be limited to, academic progress, commitment to the teaching profession and children, and passing scores on the PRAXIS I: PreProfessional Skills Test (PFST: Reading, Writing, and Mathematics). These tests are usually given in January, March, April, June, September, and November. Prospective education majors are advised to take the test no later than November of their sophomore year. Registration for the exam closes approximately six weeks before the exam date. The PRAXIS I test is available online; go to www.ets.org/praxis for registration dates.

Special consideration for admission is given to students with teaching-related scholarships and to students who would enhance the diversity of the teaching profession. Two letters of recommendation are required. In addition, students must have a minimum grade point average of 2.5 by the end of their fourth semester to be formally admitted. However, attainment of a 2.5 grade point average 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 a student in a public school field experience, including student teaching, and will affect his or her eligibility for licensure to teach. Applicants with questions about this policy should contact Cheryl Kemp, director of student services, (919) 962-8693.

Applications are available online at www.unc.edu/depts/ed and in 103 Peabody Hall. Interested students should check with the General College Education Advisers about the application deadline, which is generally in mid-January.

Each degree-seeking student is required to fulfill the General College requirements, primarily in the freshman and sophomore years, to select courses appropriate to the major field of concentration, to take courses in education designed to meet teacher licensure requirements and to comply fully with all regulations and requirements for graduation from the University.

Honors Program
During the spring semester of the junior year, an honors student in education participates in the honors seminar. During the senior fall semester, the student prepares an honors thesis, on which there will be an oral examination. The program is limited in enrollment and open on a space-available basis to students with a grade point average of at least 3.4.

Degrees Offered
The Bachelor of Arts in Education degree is awarded to students completing the following undergraduate programs of study in the School of Education: child development and family studies, elementary, and middle grades.

Graduation Requirements
In addition to the general University requirements for graduation stated in this bulletin, a student who secures a degree in the School of Education must meet each of the following minimum requirements:

- a minimum of 120 semester hours of credit, plus two one-hour physical education activity courses, with a final cumulative grade point average of not less than 2.0. The last thirty hours of a degree program must be taken in residence at UNC-Chapel Hill;
the freshman-sophomore pattern of courses required by the General College and a distribution of courses in the junior and senior years that meets the requirements for the student's particular major pattern as described below;

- a satisfactory teaching major in child development and family studies, elementary education or in one of the teaching areas at the middle grades level;
- for elementary education students, completion of the requirements for a second major academic concentration;
- a grade of C (2.0) or better for each professional course (EDUC, CDFS, and EXSS 74 where required) in the School of Education and on at least eighteen semester hours of work in the major academic core and an overall C (2.0) average in the major teaching field.

Professional Program

In the senior year, students spend a full semester in specified professional courses. This semester is referred to as the “teaching internship” (student teaching) semester. For elementary and middle grades, the teaching internship is offered only during the spring semester. For Child Development and Family Studies students there are internships both spring semesters of the junior and senior years. Students may not enroll in other courses during an internship semester nor hold a job without permission from the director of clinical placements (which is given only under exceptional circumstances). Because all of the teaching internship areas are offered only 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 EDUC and CDFS courses and all General College requirements must be completed before the senior internship semester. Students should consult their advisement worksheets 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 a student to simultaneously pursue a degree in education and a degree in any other school or department at UNC-Chapel Hill nor is it possible for students in other departments to minor in education.

North Carolina licensure for teachers and special services personnel is independent of degree requirements. Prior to receiving formal admission to the teacher education program, students must satisfactorily complete the PPST: Pre-Professional Skills Test (PRAXIS I). This must be taken by the fall of the sophomore year. In their senior year, students who plan to obtain licensure upon graduation must also pass Subject Assessment Tests (PRAXIS II). At the printing of this document, there are no PRAXIS II exams for Birth through Kindergarten. Fees are charged for all PRAXIS examinations. Information and application forms are available at the University Counseling Center in the Student Health Services Building, 110 and 112 Steele Building, and 103 Peabody Hall. PRAXIS information is also available online at www.ets.org/praxis.

Early in the semester in which a student plans to graduate, he or she should complete an application for graduation. Before the end of that semester, initial teacher licensure in North Carolina must also 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 graduation date, the licensure application is processed by the School of Education’s licensure officer and forwarded to the Licensure Section of the Human Resource Management Division of the North Carolina State Department of Public Instruction.

The programs described below are approved by the Licensure Section of the Human Resource Management Division of the North Carolina State Department of Public Instruction and the National Council for the Accreditation of Teacher Education. A student interested in becoming a teacher should consult with the General College Education Adviser for more specific information regarding a particular program.

Child Development and Family Studies: Birth through Kindergarten

The Child Development and Family Studies program is an interdisciplinary program of study. Students enroll in course work and field-based experiences with students from the schools of Social Work, Public Health, Nursing, and Medicine, and the Department of Psychology. The program prepares students to work with young children (ages birth through six) and their families in a variety of settings, including public schools, mental health centers, child care settings, family centers, and private preschools and infant programs.

*Total Credit Hours Required: 121 Hours

(Minimum requirement. In addition, two one-hour PHYA activity courses must be taken.)

*General College: 46-57 hours

Basic Skills
English composition courses 6 hours
Foreign language courses (through Level 3) 3-11 hours
Mathematical sciences courses 3-6 hours

Perspectives
Aesthetic Perspective: 6 hours
One literature course
One fine arts course
Natural Sciences Perspective: 7 hours
PSYC 10
One science course with lab
Philosophical Perspective: 3 hours
One course
Social Science Perspective: 6 hours
SOCL 30
One additional course from another department
Historical Perspective: 6 hours
One pre-1700 Western history course
One other history
Additional General College Course: 3 hours
PSYC 24

Notes Concerning Requirements for Child Development and Family Studies

The program of study below first becomes effective for the graduating class of 2004. The following courses must be taken in the semesters listed. If a student withdraws from a course or semester, the student must retake the course or semester in proper sequence.
**Junior Year**

**Fall Term**
- CDPS 50 Early Childhood Development: 4 hours
- CDPS 111 Working with Families: 3 hours
- CDPS 101 or HFAP 70 Introduction to Children’s Health Services: 3 hours
- Specialized Track: 3 hours
- Required Elective: 3 hours

**Spring Term**
- CDPS 60 Infant Assessment and Teaching Strategies: 3 hours
- CDPS 90 Clinical Internship (Infant): 5 hours
- CDPS 80 Interdisciplinary Seminar: 3 hours
- SpecializedTrack: 3 hours
- Required Elective: 3 hours

**Senior Year**

**Fall Term**
- CDPS 61 Preschool/Kindergarten Assessment and Teaching Methods: 5 hours
- EDUC 162 Emergent Literacy: 3 hours
- SpecializedTrack: 3 hours
- Specialized Track: 3 hours

**Spring Term**
- CDPS 92 Preschool/Kindergarten Internships: 12 hours
- CDPS 121 Professional Development and Leadership Seminar: 2 hours

*Specialized Track: 12 hours*

Students will take twelve hours in one of the two following areas of specialization:

- **Community Resource Facilitation and Development:** designed to train the early childhood professional to access and coordinate interagency community-based resources for young children and their families.
- **Infant/Child Development Service Provision:** designed to give students the knowledge and skills to work with young children with specialized health care and developmental needs.

*Interdisciplinary Seminars: 8 hours*

Students will enroll in two-semester-hour seminars fall and spring terms during both their junior and senior years.

*Required Electives: 6 hours*

**Elementary Education: Kindergarten–Grade Six**

The elementary education program at the undergraduate level (A.B. in Education degree) provides students with a broad academic background and the specific professional education necessary to function as teachers of young children through grade six. In satisfying the requirements of the General College of the University, which cover the freshman and sophomore years, each student should choose as many of the courses listed below as possible. 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. In addition, two one-hour PHYA activity courses must be taken.)

*General College: 46-57 hours*

**Basic Skills**
- English composition courses: 6 hours
- Foreign language courses (through Level 3): 3-11 hours
- Mathematical science courses: 3-6 hours

**Perspectives**
- Aesthetic Perspective: 6 hours
- Literature course
- One course from ART 31, 32, 33, 34, 35, 36, 37, 38, 43; MUSC 21, 40, 42, 45, 46; DRAM 15, 16, 20; or EXSS 93
- Natural Sciences Perspective: 7 hours
  - BIOI 11/11L
  - One physical science course
- Philosophical Perspective: 3 hours
  - One course
- Social Science Perspective: 6 hours
  - Two from POLI 41, ECON 10, ANTH 10, SOCI 30, or GEOG 20
- Historical Perspective: 6 hours
  - One pre-1700 Western history course
  - One other history course (American History suggested)

*Professional Education: 50 hours*

**Fall Junior Year**
- EDUC 71 – Development and Learning in the Elementary Classroom
- EDUC 52 – Emergent Literacy

**Spring Junior Year**
- EDUC 73 – Culture, Society, and Teaching
- EDUC 53 – Literacy across the Curriculum for Elementary Education
- EDUC 4 – Aesthetics: The Arts, Culture, and Learning
- EXSS 74 – Health and Physical Education for Classroom Teachers

**Fall Senior Year**
- EDUC 60 – Teaching Science in the Elementary School
- EDUC 68 – The Arts as Integrative Teaching
- EDUC 12 – Mathematics in Elementary Grades
- EDUC 70 – Exceptional Children Seminar and Field Placement
- EDUC 51 – Teaching Reading and Language Arts (K-6)

**Spring Senior Year**
- EDUC 97 – Seminar on Teaching Elementary Grades
- EDUC 62 – Student Teaching in Elementary Grades

*Major Academic Concentration: 24-49 hours*

Beginning in fall 1999, freshman 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.
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 math or science.) None of the breadth courses can be used to fulfill both General College and Academic Major Concentration requirements.

Language and Literature:
Choose one from ENGL 31; COMM 60, 62, 63; INLS 122, 123.
Mathematics: Choose one from MATH 67 or MATH 111
Science: Choose one from ASTR 31 and 31L; CHEM 15; GEOL 11 and 11L; PHYS 16.

Social Science:
Choose one from AFAM 41, 58; ANTH 43, 49, 58; HIST 21, 22, 25, 39;
POLL 41, 43, 46; SOCI 20, 22, 24, 30.

Interdisciplinary Major Depth Courses

The Arts (five courses)
Required: Oral Interpretation of Literature (choose one): COMM 60, 62, or 63

For the remaining four courses, choose two from one sub-focus area (music, the visual arts, or dramatic art) and one from each of the other two sub-focus areas.

Subfocus 1: Music
MUSC 21, 40, 41, 42, 43, 44, 45
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 Level Courses
ART 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 43, 44
Intermediate Level Courses with an Introductory Course Prerequisite
ART 61, 64, 73, 81
Advanced Level Courses with Prerequisite of Intermediate Level Course
ART 124, 151

Studio Courses
ART 1, 2, 3

Subfocus 3: Dramatic Art
DRAM 15, 20, 35, 40, 41, 81, 82

Language and Literature (five courses)
Select one area of subfocus:
English as a Second Language, Modern Romance Language
(Spanish or French), Language and Literature.

Subfocus 1: English as a Second Language
(NOTE: All listed courses are required.)
EDUC 147 — Methods and Materials for Teaching Secondary/K-12 Subjects
EDUC 150 — Language Minority: Issues for Practitioners
EDUC 241 — Practicum in ESL
LING 30 or 100
ENGL 36 or 136
NOTE: Three credit hours of work with ESL children will be added to the student’s senior fall/spring regular student teaching experience. These credits may be earned during the fall or in the spring, after the regular student teaching experience is completed.

Subfocus 2: Modern Romance Language
(French or Spanish)
Choose one: Fluency Courses
FREN or SPAN 4; FREN or SPAN 50
Choose two: Literature Courses
FREN or SPAN 21; FREN 62; SPAN 72; SPAN 73; FREN 77
Choose two: Language/Civilization Courses
FREN or SPAN 23; FREN or SPAN 51; FREN or SPAN 52; FREN or
SPAN 53; SPAN 61; FREN 76; FREN or SPAN 126

Subfocus 3: Language and Literature
Required: ENGL 31
Choose one: Children’s Literature: INLS 122 or 123
Choose one: Oral Interpretation of Literature: COMM 60, 62, 63;
ENGL 146, 147
Choose one: Non-American/Non-British Literature: AFRI 62; ASIA 82; CHIN 51; CMPL 21, 22, 93; ENGL 84, 85, 94E; FREN 21, 40, 41, 43; GERM 40, 41; ITAL 42; PORT 35, 40; RUSS 74; SPAN 21, 35, 40
Choose one more from any of the subfocus courses listed above.

Math, Science

Sciences: (three courses/at least one with lab)
Choose one: CHEM 11 and 11L or CHEM 15
Choose one: PHYS 16, 20, or 24
Choose one: ASTR 31 and 31L; BIOL 41, 43, 72, 73 and 73L; GEOG 11;
GEOL 12, 16 and 16L
Mathematics (three courses)
Choose one: Math 67 and MATH 111
Choose one: STAT 11 or 31*
(**Prerequisite Math 22 or 31)

Social Studies

Five courses, three of which must be above #50

Category I:
Minority Groups in the United States (choose one):
AFAM 41, 55, 58; ANTH 130, 140, 150; ASIA 89;
HIST 62, 72B, 166; POLI 65, 72; PSYC 142, 171;
RELI 45; SOCI 24, 80; WMST 50

Category II:
Western Hemisphere (choose two)
A. The United States (one course)
AMST 20; ANTH 40; COMM 80; ECON 92; GEOG 60, 62, 128,
154, 161; HIST 148, 150, 159, 163; POLI 41, 134, 155, 162; SOCI
15, 22, 140
B. The Western Hemisphere Other than the United States (one course)
AFAM 54; ANTH 127, 131, 132; GEOG 159; HIST 25, 81, 175;
Poli 56, 321, 112, 120, 129; WMST 50

Category III:
Third-World Culture (choose two)
AFRI 40, 80; ANTH 26, 49, 50, 120, 126, 129; GEOG 20, 30, 166, 167,
168; HIST 34, 39, 77, 83, 88; POLI 59, 85; RELI 39
Category IV:
Family and/or Community (choose one OR take a second course from Category IIA)
AFAM 115; CDFS 111; PSYC 172; SOCI 30, 125. V.
Free Electives (0-7 semester hours)
Total number of academic credit hours required is 120 - 126.5 semester hours. Students must also complete two one-hour physical education activity courses.

Middle Grades Education: Grades Six-Nine
The middle grades education program (A.B. in Education degree) 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 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 requirement; some major and minor academic concentrations require more hours than others. In addition, two one-hour PHYA activity courses must be taken.)

*General College: 45-60 hours
(The following courses are required OR recommended as shown.)

Perspectives for Language Arts Concentration
Required:
LING 30 (Social Studies)
ENGL 23W or 25W (Literature)
One from ENGL 42, COMM 41, DRAM 15, 16, or 20 (Fine Arts)
Recommended:
HIST 11 (Pre-1700 Western History)
HIST 12 or 18 or 19 (History)

Perspectives for Social Studies Concentration
Required:
HIST 11 (Pre-1700 Western History)
HIST 12 (History)
GEOG 20 and ANTH 10 or 49 (Social Studies)
Recommended:
COMP 4 or 14 (Mathematics)
PHIL 20 or 37 (Philosophy)
BIOL 11 and 11L and GEOG 10 (Natural Science)

Perspectives for Mathematics Concentration
No specific required or recommended courses

Perspectives for Science Concentration
Recommended:
COMP 4 or 14 (Mathematics)

*Professional Education (in sequence): 30 hours

Fall Junior Year
EDUC 65 — The Teaching Profession
EDUC 66 — Planning for Teaching
EDUC 66L — Planning for Teaching Lab

Spring Junior Year
EDUC 69 — Developing Skills for Teaching

Fall Senior Year
Two of four, EDUC 83-86:
EDUC 83 — Teaching Language Arts in the Middle Grades
EDUC 84 — Teaching Social Studies in the Middle Grades
EDUC 85 — Teaching Science in the Middle Grades
EDUC 86 — Teaching Mathematics in the Middle Grades

Spring Senior Year
EDUC 96 — Teaching Internship
EDUC 97 — Seminar on Teaching

*Major Academic Concentrations: 21-34 hours
(General College courses may be used to fulfill middle grades requirements.)

Language Arts:

21 hours
ENGL 31
ENGL 36 or 38
ENGL 58
One from ENGL 146, 185, 186, 187, or 189
One from ENGL 73, 78, 81, 84, 85, 86, or 88
COMM 60
INLS Library Science 122 (or approved substitute)

Mathematics:

21 hours
MATH 31
MATH 32
MATH 81
MATH 131
MATH 67
MATH 111
STAT 11 or 31
Choose one: COMP 4 or 14, MATH 115
(Note: Some of the courses above have prerequisites.)

Social Studies:

21 hours
ECON 10
HIST 22 or 75
HIST 31
HIST 66 or 67
POLI 41
One from SOCI 10, 11, or 30
One from HIST 33, 38, 39, 83, 86, 193, 195, 197; POLI 54, 57, or 85
Science: 31-34 hours
BIOL 11 and 11L
CHEM 11 and 11L or 15
GEOL 11 and 11L
PHYS 16, 20, or 24 and lab
ASTR 31 and 31L, or GEOG 11
One science course from any area beyond introductory courses
Two courses from one of the following concentrations: biology, chemistry, physics, or geology

Biology Concentration: Two biology courses from sophomore level or higher. (May include GEOG 48)

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
ENGL 31
ENGL 36 or 38
One from ENGL 23W, 25W
INLS 122 or EDUC 105
One from ENGL 73, 78, 80, 81, 84, 85, 86, or 88

Mathematics Minor: 21 hours
MATH 31 and 32
MATH 81
MATH 67 or 111
COMP 4 or 14
One from MATH 33, 116, or STAT 31
(Note: Some of the courses above have prerequisites.)

Social Studies Minor: 18 hours
GEOG 20
One from ANTH 10, 49; SOCI 10, 11, or 30
HIST 66 or 67
POLI 41 or ECON 10
Two from HIST 31, 33, 38, 39, 83, 86, 94C, 193, 195, 197; POLI 54, 57, or 85

Science Minor: 17-20 hours
BIOL 11 and 11L
CHEM 11 and 11L, or 15
GEOL 11 and 11L
PHYS 16, 20 or 24 and lab
ASTR 31 and 31L or GEOG 11

*Electives: 0-9 hours

Courses for Undergraduates

All CDFS and EDUC courses except EDUC 21-23, 31, 41, 50, 80, 81, 90, and 91 are restricted to undergraduates who are admitted to teacher education programs. For all other courses, check the course descriptions for prerequisites and limitations.

CDFS 50* Early Childhood Development (4). Prerequisites, PSYC 10 and 24, permission of the instructor. Addresses major theories of child development across areas such as cognitive, social-emotional, physical-motor and language. Biological, environmental, and sociocultural influences will be covered. Includes a field-based component for students to observe and interact with sociocultural diverse young children with and without disabilities. Fall. Staff.

CSFS 60 Infant/Toddler Assessment and Intervention (3). Prerequisites, CDFS 50 and permission of instructor. Stresses program models and curricula/intervention strategies for working with infants and toddlers. Emphasizes program models and strategies for working with families. Spring. Staff.

CDFS 61 Preschool/Kindergarten Assessment and Teaching Strategies (4). Prerequisites, CDFS 50, 60, and permission of instructor. Stresses linkage between developmental theories, assessment, and classroom practices for children ages 3 to 5. Covers implementation of developmentally and culturally appropriate assessment and teaching strategies for young children with and without disabilities. Fall. Staff.

CDFS 80* Interdisciplinary Seminar (2). Prerequisite, permission of the instructor. Focus on the different professional disciplines involved in the delivery of services to young children. Students will observe various professionals in their work settings interacting with young children and their families. Fall. Staff.

CDFS 90 Infant/Toddler Internship (3). Prerequisites, CDFS 50. CDFS 60 taken same semester and permission of instructor. Field-based internship for infants and toddlers in inclusive settings for children with and without disabilities with periodic home visits. Students also should be enrolled in CDFS 60. Fall. Staff.

CDFS 92 Clinical Internship: Preschool and Kindergarten (10). Prerequisites, CDFS 50, 60, 61, 90 and permission of instructor. Supervised internships with typically and atypically developing children in preschool and kindergarten settings for forty hours per week over sixteen weeks. Spring. Staff.

CDFS 101* Introduction to Child Health Services (3). Prerequisite, permission of the instructor. Topics include nutrition; health and safe early childhood settings; health care management of individual needs; legal/ethical issues related to health care in educational/developmental settings. Fall. Bender.

CDFS 111* Working with Socioculturally Diverse Families of Young Children (3). Prerequisites, SOCI 30, permission of the instructor. Topics include family dynamics, cultural diversity, family-centered service delivery strategies, parent-professional relations, working with at-risk families, teaming, and family literacy. Spring. Boone.

CDFS 121* Professional Development and Leadership Seminar (2). Prerequisite, permission of the instructor. Topics include philosophical, historical, social, and legal bases for early childhood services; policy and legislation affecting early childhood services; efficacy and best practice research; ethical and professional standards. Spring. Clifford.

EDUC 4* 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. Fall. Staff.

EDUC 12* Teaching Mathematics In Elementary Education (4). Prerequisites, EDUC 71, 73, and 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 senior year. Fall. Friel, Steinthorsdottir.

EDUC 21 Introduction to Education (1). Provides a basic introduction to teaching and education. This course is comprised of a seminar based with field placements in different levels of schools. Fall. Staff.


EDUC 23 Children in Schools: Tutoring the Older Child—Elementary and Middle School (1). Combines tutoring training with a field placement for tutoring in literacy and mathematics in grades 4 through 8. Spring. Staff.

EDUC 31 Career Exploration (1). Provides students an opportunity for exploration of career choices. Fall and spring. Brooks, D. Brown, Edigerly.

EDUC 41 Education in American Society (3). Primarily for students not majoring in education and may be taken by education majors only as an elective. 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. Fall, spring, and summer. Unks.

EDUC 50 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. Spring, Galassi.

EDUC 51* Teaching Reading and Related Language Arts (K-6) (4). Prerequisites, EDUC 71 and EDUC 73. 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. Fall. Cunningham, Fitzgerald, Smith, Spiegel.

EDUC 52* Emergent Literacy for Elementary Education (1). Focuses on the development of reading and writing processes from birth through first grade, emphasizing typically developing children. Fall. Cunningham, Fitzgerald, Smith, Spiegel.

EDUC 53* 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. Fall. Cunningham, Fitzgerald, Smith, Spiegel.

EDUC 57 Introduction to Music Education (2). An introduction to the historical and philosophical foundations of music education in the United States, and the role of the music teacher in the context of the school. Open to all music majors who have an interest in music education. Fall. Staff.

EDUC 58* 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. Fall. Staff.

EDUC 59* Community Organizations and Children II (1). Prerequisite, EDUC 58. Provides prospective teachers with an understanding of the community contexts of the schools. Second semester of a two-semester course. Spring. Staff.

EDUC 60* Teaching Science in the Elementary School (3). Prerequisites, EDUC 71 and EDUC 73. Methods and materials for teaching science will be taught, with an emphasis on inquiry and an integrated unit approach. Fall. Lane, Oppewal.

EDUC 62* Student Teaching in Elementary Grades (12). Prerequisites, EDUC 12, 51, 60, 73, 74. Provides full-time experience in an elementary school classroom under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Spring. Rogers, Wilkerson, staff.

EDUC 65* Introduction to Teaching (2.0). (Offered concurrently with EDUC 66.) Prerequisite, admission to the Middle Grades Teacher Education Program. Instills students into the teaching profession. The course stresses what it is like to be a teacher, with current emphasis on the life of the student and the study of schools. Fall. Gulledge, staff.

EDUC 66* Planning for Teaching in the Middle Grades (3.0). (Offered concurrently with EDUC 65.) Prerequisite, admission 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. Fall. Gulledge, staff.

EDUC 66L* Planning for Teaching in the Middle Grades Lab (1.0). Prerequisite, enrollment in EDUC 66. Provides the classroom-based experiences required for observation and application of skills acquired in EDUC 66. Fall. Staff.

EDUC 68* The Arts as Integrative Teaching (2). Prerequisites, admission to the Elementary Education Program or the Child Development and Family Studies Program. Explores integration of the Arts in the Curriculum. Fall. Hanley.

EDUC 69* Developing Skills for Teaching (3). Prerequisites, EDUC 65 and 66. Helps students develop a variety of basic teaching skills used by classroom teachers. This course will be conducted primarily as a laboratory course. Spring. Staff.

EDUC 71* Learning and Development in the Elementary Classroom (6). Prerequisites, admission to the Elementary Education Program. Focuses on the learning and development of elementary-aged children in the contexts of schools and classrooms. Course components include teacher-child interactions and assisting children with special needs. Fall. Meece, Rogers, Wilkerson.

EDUC 73* Culture, Society, and Teaching (6). Prerequisite, EDUC 71. 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. Spring. Tom.

EDUC 74 Exceptional Children Seminar and Field Placement (3). Prerequisites, admission to the Elementary Education Program. 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. Fall. Staff.

EDUC 80 Trends and Issues in Education I (1). Explores current trends and issues in the field of education. Fall. Staff.

EDUC 83* Teaching Language Arts in the Middle Grades (3). Focuses on the goals and methods of teaching language arts in the middle grades, including planning for student diversity and unit planning. Prerequisite: Admissions to the Middle Grades Education Program. Fall. Smith. (Formerly EDUC 95)

EDUC 84* Teaching Social Studies in the Middle Grades (3). Prerequisite, admission to the Middle Grades Education Program. Focuses on the goals and methods of teaching social studies in the middle grades. Fall. Gulledge. (Formerly EDUC 95)

EDUC 85* Teaching Science in the Middle Grades (3). Prerequisite, admission 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 content and unit planning. Fall. Jones. (Formerly EDUC 95)

EDUC 86* Teaching Math in the Middle Grades (3). Prerequisite, admission 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 content and unit planning. Fall. Friel. (Formerly EDUC 95)

EDUC 90 Schools, Cultures, and Communities I (1). Prerequisite, EDUC 80 or permission of the instructor. Explores current issues dealing with schools and the cultures and communities they encompass. Fall. Staff.

EDUC 91 Schools, Cultures, and Communities II (1). Prerequisite, EDUC 90 or permission of the instructor. Continues to explore current issues dealing with schools and the cultures and communities they encompass. Spring. Staff.

EDUC 93H* Honors Seminar in Education (3). Prerequisite, honors candidate in the School of 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. Required for graduation with honors in education. Spring. Unks.

EDUC 94H* Honors Thesis in Education (3). Prerequisite, EDUC 93H with a grade of "B" or better. Preparation of an honors thesis under the direction of a member of the School of Education faculty and an oral examination on the thesis. Required of all candidates for graduation with honors in education. Fall and spring. Unks.

EDUC 95* Teaching in the Middle Grades (6). Prerequisites EDUC 65, 66, and 69. Focuses on the organization and curriculum of the middle grades, reading and writing in the content areas, the methods of teaching in content areas, and unit planning. Fall. Friel, Gullede, Jones.

EDUC 96* Teaching Internship (12). Offered concurrently with EDUC 97. Prerequisites, EDUC 65, 66, 69, and 95. 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. Spring. Staff.

EDUC 97 Seminar on Teaching Elementary Grades (3). Offered concurrently with EDUC 62. Provides the student an opportunity to reflect on teaching and the teaching profession by integrating knowledge about teaching with observations about teaching made during the internship. Spring. Rogers, Wilkerson, staff.

EDUC 97 Seminar on Teaching Middle Grades (3). Offered concurrently with EDUC 96. Prerequisites, EDUC 65, 66, 69, and 95. This seminar provides the student an opportunity to reflect on teaching and the teaching profession by integrating knowledge about teaching with observations about teaching made during the internship. Spring. Staff.

EDUC 108 Topics in Physical Geology (GEOL 130) (3). Addresses 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. Spring, summer. Staff.

Graduate Study in the School of Education

The School of Education offers several graduate courses in areas related to Education. The Master's for Experienced Teachers (M.Ed.) is offered for practicing teachers who have at least two years of experience. Specialty areas for the M.Ed. for Experienced Teachers are available on a rotating basis. To find out about currently available specialty areas, contact the School of Education at (919) 966-1346 or visit the school's Web site at www.unc.edu/depts/ed. The Master of Arts in Teaching (M.A.T.) program for secondary education (English, Latin, mathematics, science, and social studies) and special subjects, K-12 (French, German, Japanese, Spanish, and music) is available for students seeking initial licensure in those areas. The program admits students who have degrees in their content areas, (e.g., English). Students need not have a background in Education. Students wishing to pursue a master's degree in Educational Psychology need not be eligible for teaching licensure; however, School Counseling and School Psychology programs do lead to licensure. The School of Education offers (and administers) the Master of School Administration (M.S.A.) degree in educational leadership for experienced teachers who wish to prepare for principalships or assistant principalships.

One doctoral degree is offered in the School of Education by the Graduate School: the Doctor of Philosophy (Ph.D.) in School Psychology; and in Education with research emphases in Culture, Curriculum, and Change; Early Childhood, Families, and Literacy Studies; and Educational Psychology, Measurement, and Evaluation. The School of Education administers the Doctor of Education (Ed.D.) in degree programs in curriculum and instruction and educational leadership.

Courses for Graduates and Advanced Undergraduates

All CDF and EDUC courses except EDUC 21-23, 31, 41, 50, 80, 81, 90, and 91 are restricted to undergraduates who are admitted to teacher education programs. For all other courses, check the course descriptions for prerequisites and limitations.

EDUC 100 Education Workshops (1-3). Prerequisite, permission of the director of the Professional Schools Division. Workshops designed around education topics primarily for licensed K-12 teachers. Summer. Members of the graduate faculty.

EDUC 101 Overview of Online Learning (3). Analyzes the concepts of online learning, explores factors influencing online learning, and examines the effectiveness of online learning. As demand warrants. Staff. (Formerly EDUC 110)

EDUC 102 Online Learning Models (3). Prerequisite, EDUC 101. Examines different models for online learning and explores the theoretical basis, research, and instructional practices for online models. As demand warrants. Staff. (Formerly EDUC 120)

EDUC 103 Audiovisual Instruction: Techniques and Materials (3). Presents the techniques and methods for using the appropriate educational media and supporting resources in instructional situations. Summer. Staff (Formerly EDUC 111)

EDUC 104 Tools and Techniques: Online Learning Design (3). Prerequisites, EDUC 101, EDUC 102. Examines techniques for creating online courses following instructional design principles. Students develop interactive online learning materials using multimedia. Spring, as demand warrants. Staff. (Formerly EDUC 130)

EDUC 105 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, methods. Fall. Staff. (Formerly EDUC 198)

EDUC 106 Pedagogical English Grammar for ESL Teachers (3). Enhances foreign and second language educators' understanding of English grammar, expanding their skills in linguistic analysis, and learning to develop a more pedagogically sound approach to the teaching of English grammar. Spring. Staff. (Formerly EDUC 107)

EDUC 107 Pedagogical Linguistics for ESL Teachers (3). Provides future English as a second language teachers with advanced concepts in linguistics and comparative linguistics. Topics such as phonology and morphology will be covered. Spring. Hart, Heining-Boynton. (Formerly EDUC 108)

EDUC 109 Methods of Teaching English As a Second Language (3). Covers teaching methods, assessment, and resource issues related to helping the ESL learner. Additional topics include theories of language learning and the relationships between culture and language. As demand warrants. Kubota. (Formerly EDCI 180)

EDUC 114 Children's Literature Online (3). Approaches children's literature in a "genre and issues" manner that focuses on its applicability to elementary school children and curricula. As demand warrants. Staff.

EDUC 115G Explorations in Literacy (3). Explores what it means to be a reader and writer, the nature of development of literacy. Summer. Cunningham, Fitzgerald, Smith, Spiegel.

EDUC 116 Reinventing Teaching (3). Prerequisite, admission to the M.Ed. for Experienced Teachers Program. Addresses contexts of teaching, teaching in the world, and teaching students in schools. This course is designed for experienced educators to "reinvent teachers and teaching." As demand warrants. Hanley, Stone, staff.

EDUC 120A Reflective Literacy Teaching I (2). Prerequisite, EDUC 115G. Focuses on reflective literacy teaching: problematizing, processes of understanding students' thinking about reading and writing. Fall. Cunningham, Fitzgerald, Smith, Spiegel.

EDUC 120B Reflective Literacy Teaching II (1). Prerequisite, EDUC 115G. Focuses on reflective literacy teaching: problematizing, processes of understanding students' thinking about reading and writing. Spring. Cunningham, Fitzgerald, Smith, Spiegel.

EDUC 121 Revisiting Real Numbers Concepts (3). Uses a problem-based format and group work to explore the mathematics of the real numbers with an emphasis on rational numbers. As demand warrants. Staff.

EDUC 122 Introduction to School Psychology (3). Introduces the student to concepts and methods involved in school psychology. As demand warrants. Staff. (Formerly EDSP 120)

EDUC 125 Independent Study (1-3). Prerequisite, 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. Fall, spring, and summer. Staff. (Formerly EDSP 199)

EDUC 126 Content-Area Reading and Writing (3). Focuses on current theory, research, and issues in the teaching and use of reading and writing in the content areas. This is an introductory course. Summer. Cunningham, Fitzgerald, Smith, Spiegel. (Formerly EDUC 153)

EDUC 127 Introduction to Exceptional Children (3). Surveys giftedness and of various disabling conditions: mental retardation, emotional disturbance, learning disabilities, speech impairment, hearing impairment, vision impairment, orthopedic impairment, and neurological impairment. Fall, spring and summer. Staff. (Formerly EDSP 130)

EDUC 128 Introduction to Communication Disorders (SPHS 183) (3). Explores the etiology, epidemiology, assessment, and educational implications of speech and language disorders. Fall, spring and summer. Staff. (Formerly EDSP 143)

EDUC 130 Behavioral Support Techniques (3). Emphasizes effective behavior management and applied behavior analysis techniques for intervening in the environments of exceptional children to increase learning. As demand warrants. Staff. (Formerly EDSP 179)

EDUC 131 Program Development for Special Populations (3). Prerequisite, permission of the instructor. Reviews that issues associated with program development for children who are experiencing uneven success in school because of poor attendance, poverty, drug and alcohol abuse, disabling conditions, parental abuse, or violent behaviors. Fall. English. (Formerly EDSP 283)

EDUC 134 Internship Seminar on Instructional Leadership and Supervision (3). Relates internship experiences and applications about instructional design techniques of teaching/learning, evaluation of teaching/learning process, and ways in which school-based leaders can support excellence in education. Fall. K. Brown, Schankler. (Formerly EDSP 295A)

EDUC 135 Internship Seminar on School Building Management (3). Relates internship experiences and applications of school business management practices, such as transportation, food services, plant planning, etc., to schools. Spring. K. Brown, Schankler. (Formerly EDSP 295B)

EDUC 137 Seminar and Supervised Internship in Educational Administration I (1-6). Prerequisites, six semester hours in educational administration, including EDUC 237, and permission of the instructor. Provides supervised internship in school administration to facilitate the student's progress toward certification in the principalship. May be repeated for credit. Fall. Staff. (Formerly EDSP 390)

EDUC 138 Seminar and Supervised Internship in Educational Administration II (1-6). Prerequisites, six semester hours in educational administration, including EDUC 237, and permission of the instructor. Provides supervised internship in school administration to facilitate the student's progress toward certification in the principalship. May be repeated for credit. Spring. Staff. (Formerly EDSP 390)

EDUC 140 Group Dynamics, Decision Making, and Problem Solving (3). Develops understanding and skills for working with various organizational groups. Focus is on teams, leadership of teams, team problem solving, and team decision making. Spring. Schankler. (Formerly EDCI 252)

EDUC 141 Introduction to Teaching (3). Prerequisite, Admission to the MAT program. Introduces the principles of effective teaching with emphasis of the first year of teaching. Summer. Staff. (Formerly EDUC 150)

EDUC 142 Introduction to Schools (3). Prerequisite, Admission to MAT program. Provides an examination and overall view of schools that introduces topics such as the cultures of schools, pro-
fessionalism, connections with other communities, multiculturalism, and special populations. Summer. Staff. (Formerly EDUC 151)

EDUC 143 Practica in Second Languages (1). Provides students an opportunity to observe and become involved with all school aspects of teaching and learning second/foreign languages. Open by permission of instructor. Fall. Heining-Boynent, Kubota. (Formerly EDUC 155)

EDUC 144 Learner and Learning I (3). Prerequisites, EDUC 141, 142. Provides prospective teachers a conceptual understanding of child/adolescent development in order to enable them to interpret student behavior in a valid manner. Fall. Coop, Hamn. (Formerly EDUC 160)

EDUC 145 Contexts of Education I (3). Prerequisites, EDUC 141, 142, permission of the instructor. Focuses on the social contexts of schools, conditions of teaching, relations between students, teachers and administrators, plus equitable educational opportunity, and educational philosophies. This course is part 1 of a two-course sequence. Fall. Levine, Stone. (Formerly EDUC 161)

EDUC 146 Practica Student Internship (3). Prerequisites, EDUC 141, 142. Provides students the opportunity to observe and become involved with all aspects of teaching and schools within their content area. Fall. Staff. (Formerly EDUC 165)

EDUC 147 Methods and Materials for Teaching Secondary/K(12) Subjects I (3). Prerequisites, EDUC 141, 142. Prepares students to teach the English language arts at the secondary level. The immediate purpose of this course is to prepare participants for full-time student teaching during the spring semester. Fall. Trier, Rong, Ballew, Heining-Boynont, Huff, Kubota, Veal. (Formerly EDUC 170)

EDUC 148 Methods and Materials for Teaching Elementary Music I (2). Prerequisites, EDUC 141, 142. Equips students with resources and experiences to facilitate entry as a specialist in the elementary music classroom. Fall. Staff. (Formerly EDUC 175)

EDUC 150 Language Minority Students: Issues for Practitioners (3). Prerequisite, Open by permission of instructor. Explores issues of culture and language associated with teaching English as a second language. Fall. Kubota. (Formerly EDUC 180)

EDUC 151 Principles of Instructional Design (3). Studies the design and production of instructional materials incorporating goal analysis, learning task analysis, behavioral objectives, entry behavior, criterion tests, instructional strategies, design planning, and formative evaluation. Fall. Staff. (Formerly EDCI 115)

EDUC 153 Introduction to Curriculum (3). Surveys the nature of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Open to graduate students in education or by permission of the instructor. As demand warrants. Tom. (Formerly EDCI 200)

EDUC 155 Seminar in Learning Disabilities Education (3). Prerequisites, EDUC 191A, EDUC 191B (may be taken concurrently with EDUC 191B, and students enrolled in the licensure-only program require initial competencies with regard to law and assessment that are not currently available). Instructs students about the requirements of IDEA and case law, particularly those pertaining to learning disabilities. Students will also learn the basics of measurement concepts (reliability, validity, error, etc.). Fall. Boudah, Farmer. (Formerly EDSP 322)

EDUC 156 Problems in Special Education (3). Prerequisite, permission of the instructor. Provides an opportunity for post-master's students who wish to engage in supervised field and pilot research. May be repeated for credit. Fall, spring, and summer. Staff. (Formerly EDSP 345)

EDUC 159 Collaboration With Families and Other Professionals (3). Instructs students about the resources available to them, their students and their students' families. Students will develop skills in working with parents and professionals as partners in the instruction and planning of programs for students with learning disabilities. As demand warrants. Boudah, Farmer. (Formerly EDSP 224)

EDUC 160 Master's Internship in Learning Disabilities Education (3). Prerequisites, EDUC 155, EDUC 191A, EDUC 191B (may be taken concurrently with EDUC 191B). Provides supervised experience in a phase of special education or literacy studies appropriate to the student's qualifications and future educational goals. Requires a minimum of three hundred clock hours at the internship site per semester. Fall, spring, and summer. Staff. (Formerly EDSP 340)

EDUC 162 Emergent Literacy (3). Focuses on the development of literacy processes (reading and writing) at the birth through first grade level. Strategies for facilitating emergent literacy are represented for typically and atypically developing children. Literacy resources and programs are explored. Spring. Fitzgerald, Smith. (Formerly EDUC 199)

EDUC 164 Families and Teams in Early Childhood Intervention: Interdisciplinary Perspectives (3). Explores issues and models of family-professional and interprofessional relationships in early childhood settings. Collaborative communication and problem-solving strategies are emphasized in the context of diversity. Open to graduate students only. Summer and as demand warrants. Staff. (Formerly EDUC 230)

EDUC 165 Early Childhood Assessment Strategies (3). Provides an overview and application of strategies for developmental screenings, normative evaluations, curriculum, and play-based assessments for young children ages birth through 5. Open to graduate students only. Fall. Boone, staff. (Formerly EDUC 231)

EDUC 166 Preschool/Kindergarten Curriculum and Learning Environments (3). Focuses on individually, developmentally, and culturally appropriate learning environment and curriculum strategies for young children with and without disabilities ages 3 to 5. Open to graduate students only. Fall. Boone, staff. (Formerly EDUC 232)

EDUC 167 Infant/Toddler Curriculum and Learning Environment (3). Focuses on infant/toddler development and mental health strategies for facilitating development in the home and child care. Summer. Boone, Staff. (Formerly EDUC 235)

EDUC 168 B-K Internship (1-2). Provides an opportunity for students to synthesize and apply research and recommended practices in their work settings or in an assigned internship setting. Fall, Spring, Summer. Staff. (Formerly EDUC 240)

EDUC 169 Child Development and Disability (3). Emphasizes typical development and developmental variations exhibited by children in cognitive, language, social, and affective area. Spring. Simeonsson, Staff. (Formerly EDUC 242)
EDUC 171 Seminar in Social Foundations of Education (1). Explores topics in the social and philosophical context of American public education. Spring. Staff. (Formerly EDFO 122)

EDUC 178 Seminar in Educational Studies (3). Focuses on educational issues involving culture, curriculum and change. Issues addressed will vary. Fall. Staff.

EDUC 181 Human Development (3). Emphasizes theories of child and adolescent development plus research findings that aid in the understanding of human behavior and development. Open only to majors in the School of Education. As demand warrants. Coop, Meece. (Formerly EDFO 101)

EDUC 182 Psychology of Learning in the School (3). Prerequisite, EDUC 72 or equivalent. Studies learning in the school setting, with emphasis on fundamental concepts, issues, evaluation of materials and experiences. Fall and spring. Staff. (Formerly EDFO 201)

EDUC 183 Educational Measurement and Evaluation (3). Identifies the basic concepts in measurement and evaluation, describes the role of evaluation in curriculum construction and revision, and describes the development and use of teacher-constructed tests. Fall. Cizek. (Formerly EDFO 106)

EDUC 184 Statistical Analysis of Educational Data I (4). Studies descriptive and inferential statistics for educational research, including an introduction to fundamentals of research design and computer data analysis. Fall and summer. Ware. (Formerly EDFO 180)

EDUC 186 The Psychology of Adult Learning (3). Focuses upon knowledge and application of learning principles and conditions for facilitating learning in adults. Fall or spring. Frierson. (Formerly EDFO 103)

EDUC 191A Reading and Writing Methods for Students With Learning Disabilities (4). Explores the characteristics of students with learning disabilities in the areas of reading and writing. Students will learn assessment techniques and instructional methods specific to addressing these characteristics. Fall. Farmer or Boudah. (Formerly EDSP 247)

EDUC 191B Math and Content Areas for Students With Learning Disabilities (4). Explores the characteristics of students with learning disabilities in Math, Social Studies and Science. Students will also learn assessment techniques and instructional methods specific to addressing these characteristics. Spring. Farmer or Boudah. (Formerly EDSP 247)

EDUC 193 Study Group Research I (2). Prerequisites, EDUC 116, enrollment in the M.Ed. for Experienced Teachers program. Explores the meanings of research and the potential roles of teachers in conducting research. Teachers formulate possible individual or small group research projects that they can carry out during the year. As demand warrants. Staff.

EDUC 194A Assessment and Differentiation (1). Prerequisites, EDUC 116, enrollment in the M.Ed. for Experienced Teachers program. Enhances teachers’ understanding of how to differentiate assessment. As demand warrants. Staff.

EDUC 194B Teaching and Differentiation (1). Prerequisite, enrollment in the M.Ed. for Experienced Teachers program. Enhances teachers’ understanding of how to differentiate instruction. Using a case-based approach, teachers examine the areas of human development, special education and inclusion, cultural diversity, linguistic diversity, cognitive styles, and multiple intelligences as frames through which to consider creative environments to promote students’ classroom success. As demand warrants. Staff.

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JOANNE GARD MARSHALL, Dean
Paul Solomon, Associate Dean.
Barbara Wildemuth, Associate Dean for Undergraduate Programs.
Professors
Evelyn Daniel(McColl Professor), Robert Losee, Gary Marchionini (Boshamer Professor), Barbara Moran, Jerry Saye, Barbara Wildemuth.
Associate Professors
David Carr, Claudia Gollop, Stephanie Haas, Paul Solomon, Diane Sonnenwald, Helen Tibbo.
Assistant Professors
Deborah Barreau, Jane Greenberg, Brad Hemminger, Jonghoon Lee, Gregory Newby, Brian Sturm.

The School of Information and Library Science (SILS) was founded in 1931 and is one of the most highly regarded graduate programs in the nation. The school first offered a minor in information systems in 1957, 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 handful 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:

• Content: the substance of the information being created, communicated, stored, and/or transformed
• People who interact with the content; they may be creators of information, recipients of information, or intermediaries in the communication process
• 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.

Admission to the School
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 aca-
democratic 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, and level of prior computer experience is not a criterion for admission.

To apply for the major or minor, students must fill out an application form and attach the following items:

- A current resume, including information about work experience and/or extracurricular activities
- A brief essay (maximum of 2 pages), discussing the role of information (its creation, communication, storage, and/or transmission) in a particular application area or in society at large, and motivations for seeking the Information Science major or Information Systems minor

Applications can be obtained from and questions can be addressed to Undergraduate Student Services Manager, School of Information and Library Science, 100 Manning Hall, CB# 3360; ismajor@ils.unc.edu; (919) 962-8366.

Preparation for the Major in Information Science

Students in SILS programs are expected to complete the General College basic skills and perspectives requirements. 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:

Basic skills requirements:

Mathematical sciences:
MATH 22, Calculus for Business and Social Sciences, or MATH 31, Calculus of Functions of One Variable, or STAT 11, Basic Concepts of Statistics and Data Analysis I

Perspectives requirements:
Natural sciences: PSYC 10, General Psychology
Social sciences: INLS 40, Retrieving and Analyzing Information
Historical: One course in Non-Western/Comparative History

The Information Science Major Curriculum

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 developing and managing information systems in our knowledge-based society. They will possess problem solving and decision-making skills, be able to effectively utilize information tools, 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; and
- maintain a strong sense of the role of information in society, including historical and future roles.

The information science major consists of nine courses (27 credits), plus a prerequisite course, INLS 40. The courses required for completion of the B.S.I.S. are as follows:

INLS 40 Retrieving and Analyzing Information (prerequisite to enrollment in the major; generally taken in the sophomore year)
INLS 50 Tools for Information Literacy
INLS 55 Information Use for Organizational Effectiveness
INLS 56 Database Concepts and Applications
INLS 60 Information Systems Analysis and Design
INLS 92 Emerging Topics in Information Science (taken in the senior year)

In addition, each student shall devise a thematic concentration and have it approved by the chair of the SILS Undergraduate Committee. Each student will take a minimum of four courses in the selected concentration area. B.S.I.S. students are not allowed to complete more than 40 credits of their program (i.e., 40 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 higher. No INLS course may be taken for the PS/D/F option. A minimum grade point average for graduation is 2.0.

The Information Systems Minor Curriculum

The undergraduate minor in Information Systems provides students with an understanding of computing, networking, multimedia, electronic information resources, and the Internet that 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 technologies and will require fifteen hours of credit to complete. The minor is designed for undergraduate students who wish to develop knowledge and skills in the use and design of information systems.

The undergraduate minor in Information Systems requires that students earn fifteen credits of approved courses, receiving grades of "C" or higher. Students enrolled in the minor must take INLS 40, 50, 56 and 60, described below. In addition, students will take the remaining three credits as an elective. The elective may be INLS 90 or 92, an INLS 100-level course, or a course outside of SILS of use/interest to the student that is relevant to the minor. The elective must be approved by SILS.

Student Activities

The community of students, faculty, and staff at the School of Information and Library Science works closely together. This close

ness yields a stimulating environment for learning and planning for the future development of the school. 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), and the Society of American Archivists (SAA).

Careers and Professional Development

The career opportunities that exist for graduates with degrees in information science are growing at a rapid pace. The information industry is one of the fastest growing sectors of the economy, and as
more information is produced it becomes imperative that information be collected, organized, and managed properly so that it will be accessible to those who need it. Information professionals play an increasingly important role in all types of information age organizations, enabling users to access the information they need.

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.

Course Descriptions
Note: The prefix for all School of Information and Library Science courses is INLS.

Courses for Undergraduates Only

40 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.

50 Tools for Information Literacy (3). Tools and concepts for information literacy. Includes microcomputer software use and maintenance, microcomputer applications, and information systems.

55 Information Use for Organizational Effectiveness (3). Prerequisite, INLS 40. 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.

56 Database Concepts and Applications (3). Prerequisite, INLS 40. Design and implementation of basic database systems. The relational database model, semantic modeling, and entity-relationship theory. Table layout, normalization, SQL.

60 Information Systems Analysis and Design (3). Prerequisite or corequisite, INLS 50. 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.

90 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.

92 Emerging Topics in Information Science (3). Prerequisite, senior standing; IS majors or minors only. Contemporary topics of information science, information systems, information technology, information design, and information management. Assessment of future impact of new developments.

Courses for Graduates and Advanced Undergraduates

The following courses are also available to advanced undergraduates (juniors and seniors), space permitting. For specific information about the school’s graduate program requirements, consult the School of Information and Library Science home page or the printed catalog, which can be obtained in the administrative offices in 100 Manning Hall.

102 Information Tools (3). Tools and concepts for information use. Information literacy, microcomputer software use and maintenance, microcomputer applications, and networked information systems. (This course may not be taken if student has already taken INLS 50.)

105 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.

108 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.

109 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.

110 Selected Topics (3). Exploration of an introductory-level special topic not otherwise covered in the curriculum. Previous offering of these courses does not predict their future availability; new courses may replace these. Courses offered during 2002-2003 included:

110 (40) Strategic Information Systems.
110 (97) Information Entrepreneurship.
110 (111) GIS Digital Information: Uses, Resources, and Software Tools

111 Information Resources and Services (3). Prerequisite or corequisite, INLS 102. 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.

111L Computer Laboratory to Support INLS 111. Focus on electronic retrieval techniques. Must be taken concurrently with INLS 111.

115 Natural Language Processing (Computer Science 171) (3). Prerequisite: COMP 14, 15, or 16. Statistical, syntactic, and semantic models of natural language. Tools and techniques needed to implement language analysis and generation processes on the computer.

121 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.

122 Young Adult Literature and Related Materials (3). A survey of print and nonprint library materials particularly suited to the needs of adolescents.

123 Children’s Literature and Related Materials (3). Survey of literature and related materials for children with emphasis on twentieth-century authors and illustrators.

124 Children and Technology (2). Study of the design of computer interfaces for and the uses of technology by children. Includes Internet issues, educational CD-ROMs, and computerized library catalogs.

131 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.

144 Cultural Institutions (3). This course will explore cultural institutions—libraries, museums, parks, zoological and botanical gardens, reconstructions and other settings—as lifelong educational environments.

145 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.

150 Organization of Information (3). Introduction to the problems and methods of organizing information, including information structures, knowledge schemas, data structures, terminological control, index language functions, and implications for searching.

151 Organization of Materials I (3). Prerequisite, ability to effectively utilize email, word processing, spreadsheet, and Internet browsing software. 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.

153 Resource Selection and Evaluation (3). Identification, provision and evaluation of resources to meet primary needs of clientele in different institutional environments.

161 Non-numeric Programming for Information Systems Applications (3). An introduction to computer programming for library operations and information retrieval applications.

162 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 60 instead of this course.)

165 Records Management (3). Introduces the principles of records center design, records analysis and appraisal, filing systems, reprographics and forms, reports and correspondence management. Legal issues and the security of records are also covered.

170 Applications of Natural Language Processing (Computer Science 170) (3). Prerequisite, COMP 14, 15, or 16, or graduate standing in Information and Library Science. 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.

172 Information Retrieval (Computer Science 172) (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.

180 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.


181 Internet Applications (3). Prerequisite, INLS 50 or INLS 102. 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. (Undergraduates are encouraged to take INLS 80 instead of this course.)

182 Introduction to Local Area Networks (3). Prerequisite, INLS 50 or INLS 102. Introduction to local area network hardware, topologies, operating systems, and applications. Also discusses LAN management and the role of the network administrator.

183 Distributed Systems and Administration (3). Prerequisite, INLS 102. Distributed and client/server-based computing. Includes operating system basics, security concerns, and issues and trends in network administration.

184 Protocols and Network Management (3). Prerequisite, INLS 102. 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.

186 TCP/IP Networking and Network Programming (3). Prerequisites, INLS 161 and 184, or COMP 142. In-depth examination of the algorithms underlying the TCP/IP Internet protocol suite, including performance issues and operational problems. Introduction to client/server network programming (in C/C++/Java) using the standard BSD sockets interface.

187 Information Security (3). Prerequisite, INLS 102. Aspects of data integrity, privacy, and security from several perspectives: legal issues, technical tools and methods, social and ethical concerns and standards.

191 Advanced Internet Applications (3). Prerequisites, INLS 181 and permission of instructor. Study of design and implementation of state-of-the-art Internet applications. Example topics include multimedia authoring tools, dynamic content generation techniques, and server-side configuration and programming.

School of Journalism and Mass Communication
www.jomc.unc.edu

RICHARD R. COLE, Dean

Professors

Associate Professors
Assistant Professors
Lois A. Boynton, Patrick D. Davison, Frank E. Fee, Rhonda Gibson, Joe Bob Hester, Sriram Kalyanaraman, Lawrence F. Lamb, Christopher S. Roush, , Linda A. Walsh.

Lecturers
J. Ferrel Guillory, Paul M. Jones, Jock Lauterer.

Faculty Emeriti
John B. Adams, Albert R. Elam, Raleigh C. Mann, James J. Mullen, Carol Reuss, Stuart W. Sechriest.

The school’s Web site is the most comprehensive and up-to-date source of information for current and prospective students. JoMC News, a printed newsletter, is available online and in Carroll Hall, home of the school. Important announcements are also posted on “Coming Attractions” television screens in Carroll Hall and e-mailed weekly to majors and premajors.

The School of Journalism and Mass Communication 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” in its title. The school offers a course of study leading to the Bachelor of Arts in Journalism and Mass Communication. Students concentrate their studies in the junior and senior years.

For more than seventy-five years, the school has built an impressive record of service. Throughout teaching, research, and public service, 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. It is the only school of journalism-mass communication in North Carolina, and in any ranking of mass communication schools virtually always ranks in the top five nationally and often as the top one.

Today, more than 7,300 of the school’s alumni are active in every aspect of journalism and mass communication. Many are trend-setting newspaper executives. Others hold high positions with international news agencies, magazines, Internet companies, broadcasting companies, and advertising agencies; in public relations, business journalism, photojournalism, 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.

Accreditation
The school has been nationally accredited since 1958. In 1978, the school received the first unit-wide accreditation in the country granted by the official accrediting agency, the Accrediting Council on Education in Journalism and Mass Communications. When the school was last accredited in 1997, the national team stated that the school is “arguably the best all-around program in the country.” The school is also active in the Association of Schools of Journalism and Mass Communication.

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) invites all students, faculty, staff, administrators, and other persons to report incidents, in that they can present evidence that the School of Journalism and Mass Communication or ACEJMC has violated accreditation standards, policies or procedures. Such complaints must be made in writing and addressed to: President, ACEJMC, 109 Stauffer-Flint Hall, University of Kansas, Lawrence, KS 66045.

A copy of the complaint should be sent also to Dean Richard Cole, School of Journalism and Mass Communication, CB 3365, University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-3365. Complaints must be accompanied by documentation showing a specific, substantive violation of one or more standards, policies or procedures. ACEJMC does not adjudicate, arbitrate, or mediate individual faculty or student grievances against a school; nor does it act as a court of appeals in individual matters of admissions, appointment, promotion or dismissal of faculty, staff, or students. In considering complaints, ACEJMC will give careful attention to due process for both the complainant and the school.

Additional information about accreditation standards, policies, and procedures may be found by calling (785) 864-3986 or on the ACEJMC Web site: www.ukans.edu/~acejmc.

Scholarships, Placement
Many special scholarships are available to journalism-mass communication majors and to students transferring into the school. For information, write the senior associate dean of the school by December 1 for the following academic year.

The school operates a Career Services Office and constantly seeks to fit the right graduating senior—or alumnus or alumna or someone else in mass communication with years of experience—with the right job. In addition, the school works closely with the mass media in North Carolina and other states on internship programs. All students are strongly encouraged to obtain internships in news-editorial journalism, advertising, photojournalism, graphic design, multimedia, public relations, broadcast journalism, business, or other areas.

Student Activities
Students are urged to work on The Daily Tar Heel, the UNC-Chapel Hill student newspaper, or on the student newspaper of the institution they attend for their first two years of college. Experience in other media is encouraged throughout the student’s years on campus. The Carolina Communicator, a publication of the school, and “Carolina Week,” a television news program produced by the school, provide excellent opportunities for experience, as do Black Ink and Blue & White, student publications.

Students are also encouraged to join appropriate organizations in journalism and mass communication, 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.

Undergraduate Program
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.

The school recognizes its responsibility to the state of North Carolina to prepare men and women for positions on professional media in the state. Its undergraduate program, therefore, includes technique courses in sufficient number to provide its graduates with entry-level skills for reporting, editing, advertising, photojournalism, graphic design, public relations, and other positions in the media and in media-related enterprises.

Admissions

The school is one of the undergraduate units of the University. Others are the General College, the College of Arts and Sciences, the Kenan-Flagler Business School, the School of Information and Library Science, and the School of Education. Students are enrolled in the General College during their first two years, after which they may transfer to the school or one of the other units. Students may take specified JOMC courses in the first two years.) School faculty members serve as General College advisers to help first-year and second-year students select appropriate courses.

Undergraduate admissions to UNC-Chapel Hill are handled by the University's Undergraduate Admissions Office, and requests for information and application forms should be sent to that office. The Undergraduate Admissions Office will also advise students on the proper first-year and sophomore courses to take in preparation for junior-year transfer to Chapel Hill from other campuses. The school will normally accept only six credit hours of journalism-mass communication courses taken at other institutions and requires students to pass exemption exams to receive credit for certain basic courses.

Students are admitted to the school when they attain junior standing and have completed 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 quality-point average required for admission to the school.

Because the University limits the number of transfer students from other institutions, transfer applicants compete for admission to the school on the basis of quality-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.

Pre-Transfer Advising

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 53 in the first semester of their sophomore year. Two courses, JOMC 11, "The World of Mass Communication," and JOMC 15, "Future Vision: Exploring the Visual World," are open to first-year students and sophomores. Sophomores who have completed appropriate prerequisites, if any, may also take JOMC 21, 50, 54, 56, 57, 58, 80, 85, 111, 112, 115, 130, 140, 141, 142, 144, 145, 146, 160, 164, 170, and other courses, depending on availability of space. Seniors have first priority for courses, then juniors, then sophomores.

Students should take the introductory courses in their sequence as soon as possible because those courses are prerequisites for subsequent ones. Those introductory courses are:

- News-Editorial Sequence: JOMC 53, "Newswriting."
- Advertising Sequence: JOMC 170, "Principles of Advertising."
- Public Relations Sequence: JOMC 30, "Principles of Public Relations."
- Electronic Communication Sequence: JOMC 21, "Writing for Electronic Media."

Special Requirements

Students are expected to have a solid foundation in spelling, grammar, punctuation, and other writing skills and in the use of computers before they enter the school. Students must score at least seventy percent on the 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, called "Grammar Slammer," are conducted several times each semester. Spelling and grammar scores are a factor in grades in JOMC 53, "Newswriting," and become part of the students' records.

Internship Programs

The school awards no academic credit for internships, but it 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. Many media organizations in North Carolina and other states send executives to the school to interview students for internships.

The practicum course (JOMC 55) offers students an opportunity to do supervised professional work during a regular semester for three hours of credit. When Special Studies 91F or other courses are an internship, the credit does not count toward graduation requirements for journalism-mass communication. Prior permission is required from the school for other special studies courses.

Honors Program

An Honors Program is available to students who have demonstrated their ability to perform distinguished work. Invitation to the senior-level honors courses (98 and 99) 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."

Phi Beta Kappa

Journalism and Mass Communication students are eligible for election to Phi Beta Kappa, the national scholarship fraternity founded at the College of William and Mary in 1776. The Alpha of North Carolina chapter was founded in 1904. Students must satisfy two criteria for election to Phi Beta Kappa. One, they must have completed at least 105 semester academic course hours, including at least forty-five semester course hours of graded course work taken at UNC-Chapel Hill, with a quality-point average of at least 3.750.
Two, they must have completed at least ninety semester hours of course work in the departments and curricula of the College of Arts and Sciences (or their equivalents accepted for transfer credit from other institutions). If they meet those criteria, they must apply for election by submitting transcripts from UNC-Chapel Hill and other institutions to the University’s Phi Beta Kappa adviser by September 15 for fall initiation and January 30 for spring initiation.

Degree Requirements

UNC-Chapel Hill Degree Requirements

Undergraduates must meet the following general requirements for graduation:

- A distribution of courses during the first two years that meets General College requirements.
- A minimum of 120 credits (not including physical education activity courses) with a quality-point average of 2.0.

Journalism-Mass Communication Requirements Outside the School

Students in the school must take specified courses to satisfy certain General College and junior-senior perspective requirements:

General College Perspectives

Social sciences: Students must take ECON 10 (economics) and must choose from among these POLI courses: 41 or 75 (U. S. government and politics).

History: To satisfy the Western History requirement, students must take HIST 22 (recent U. S. History).

Junior-Senior Perspectives

Students must satisfy these four perspective requirements: aesthetic, non-Western history, natural science, and philosophical. JOMC courses or courses in a second major or minor may not be used to satisfy these requirements.

State and local government and politics requirement: Students must complete one of these POLI courses: 42, 43, 46, 102, 134, 135, or 136.

JOMC students are advised to take STAT 11, “Basic Concepts of Statistics and Data Analysis,” to satisfy the second mathematical sciences requirement (if needed in addition to MATH 10) for General College.

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, and courses used to satisfy General College requirements cannot be used to satisfy that requirement. 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 in the College of Arts and Sciences or the Kenan-Flagler Business School must submit a second-major declaration form in Carroll 154. They must meet all requirements for the second major (particularly with regard to upper-level perspectives) and must see advisers in the second major every semester to ensure compliance with those requirements.

Journalism-Mass Communication Requirements in All Sequences

A sequence in the school is a concentration in news-editorial journalism, electronic communication, visual communication, public relations, or advertising. (The visual communications sequence has options for photojournalism, graphic design, and multimedia.) Each sequence has some courses that are required specifically. Some courses are required for all majors in the school. The degree earned is Bachelor of Arts in Journalism and Mass Communication, and sequences are not noted on the transcript or diploma.

Students must complete a minimum of twenty-eight credits in journalism-mass communication with a quality-point average of 2.0 or better. A grade of D in a journalism-mass communication course required in the school core or a sequence will not be counted in the minimum number of journalism-mass communication credits required for graduation.

Of the basic 120 hours for graduation, at least eighty hours must be outside journalism-mass communication. Within these eighty hours, at least sixty-five must be in Arts and Sciences. JOMC 55 may not be counted in the minimum of twenty-eight credit hours required in journalism-mass communication for graduation; it must be beyond that.

Other Requirements

A passing score on the school’s spelling and grammar examination. The Special Studies 919 course offered for internship credit at UNC-Chapel Hill will not count toward a degree in JOMC.

Some JOMC courses require permission of the instructor or the school. Students should check in the school office for current requirements.

Students who plan to complete degree requirements in Summer School should be aware that low enrollments might force the school to cancel certain courses or sections during either or both summer sessions. The school cannot guarantee that courses needed to satisfy a student’s degree requirements will be offered during Summer School.

School Core

All students in the school must complete three courses in the school core:

JOMC 50 (3) Electronic Information Sources
JOMC 53 (4) Newswriting
JOMC 164 (3) Introduction to Mass Communication Law and Ethics

Conceptual Courses

Depending on their sequence, students must also complete one or two of the following courses:

JOMC 111 (3) Minorities and Communication
JOMC 112 (3) The Black Press and U.S. History
JOMC 115 (3) Women and Mass Communication
JOMC 124 (3) Electronic Media Regulation and Policy
JOMC 140 (3) Current Issues in Mass Communication
JOMC 141 (3) Professional Problems and Ethics
JOMC 142 (3) The Mass Media and U.S. History
JOMC 144 (3) Censorship
JOMC 145 (3) Process and Effects of Mass Communication
JOMC 146 (3) International Communication and Comparative Journalism
JOMC 149 (3) Introduction to Internet Issues and Concepts
JOMC 160 (3) Freedom of Expression in the United States

News-Editorial Sequence Requirements

In addition to the school core and two conceptual courses, students must complete two courses in the sequence core:

JOMC 54 (3) Reporting
JOMC 57 (3) News Editing
They must also complete two least two courses (including at least one at the 100-level) from among the following craft JOMC courses: 21, 56, 58, 80, 85, 121, 132, 154, 156, 157, 180, 181, 185, 186, 187, 191 (when it is a craft course), 195, 196.

**Visual Communication Sequence**

In addition to the school core and one conceptual course, students must complete four courses in the sequence core:

- JOMC 54 (3) Reporting
- OR
- JOMC 57 (3) News Editing

**AND**

- JOMC 80 (3) Beginning Photojournalism
- JOMC 85 (3) The World of Graphic Design
- JOMC 88 (3) Introduction to Multimedia

Students in this sequence must choose an option and complete at least two advanced craft courses in that option.

Students who choose the photojournalism option must complete these courses:

- JOMC 180 (3) Advanced Photojournalism
- JOMC 181 (3) Documentary Photojournalism

Students who choose the graphics option must complete these courses:

- JOMC 185 (3) Publication Design
- and at least one of the following:
- JOMC 186 (3) Promotion Design
- OR
- JOMC 187 (3) Information Graphics

Students who choose the multimedia option must complete these courses:

- JOMC 188 (3) Cybercasting and Cyberpublishing
- JOMC 189 (3) Multimedia Web and CD Production

**Electronic Communication Sequence**

In addition to the school core and one conceptual course, students must complete four courses in the sequence core:

- JOMC 21 (3) Writing for Electronic Media
- JOMC 120 (3) Introduction to Video Production and Editing
- JOMC 121 (3) Electronic Journalism
- JOMC 122 (3) Producing Television News

**Public Relations Sequence**

In addition to the school core and one conceptual course, students must complete four courses in the sequence core:

- JOMC 130 (3) Principles of Public Relations
- JOMC 131 (3) Case Studies in Public Relations
- JOMC 132 (3) Public Relations Writing
- JOMC 134 (3) Public Relations Campaigns

In addition, students must take at least one of the following craft courses: 21, 54, 56, 57, 58, 80, 85, 133, 154, 156, 157, 179, 191 (when it is a craft course).

**Advertising Sequence Requirements**

In addition to the school core and one conceptual course, students must complete three courses in the sequence core:

- JOMC 170 (3) Principles of Advertising
- JOMC 171 (3) Advertising Copy and Communication
- JOMC 172 (3) Advertising Media

In addition, students must take at least two of the following courses: 173, 174, 175, 176, 178, 179, or 191 (if the topic is advertising).

**Second Major in Journalism and Mass Communication**

Students in the Kenan-Flagler Business School may earn a second major by completing the JOMC requirements (not junior-senior perspectives) for any of the school's sequences and by attaining a score of at least seventy percent on the school's spelling and grammar examination. They must apply to the senior associate dean of the School of Journalism and Mass Communication.

**Minor in Journalism and Mass Communication**

Students in the College of Arts and Sciences and the Kenan-Flagler Business School may earn a minor in the School of Journalism and Mass Communication.

Participation is limited, and interested students must apply to the senior associate dean of the School of Journalism and Mass Communication. Students applying for the minor must meet a higher quality-point average than is required for admission as a major. Selections to the minor are made by mid-January every year.

Students must choose one of the following tracks and complete at least fifteen credit hours of C grades or higher in courses taken at UNC-Chapel Hill. Students electing this minor may not use JOMC courses to satisfy perspective requirements for the college.

**News-Editorial**

- JOMC 53, Newswriting
- JOMC 54, Reporting
- JOMC 57, News Editing
- JOMC 164, Introduction to Mass Communication Law and Ethics

One course from the following:

- JOMC 154, Advanced Reporting
- JOMC 156, Magazine Writing and Editing
- JOMC 157, Advanced Editing

**Advertising**

- JOMC 170, Principles of Advertising
- JOMC 171, Advertising Copy and Communication
- JOMC 172, Advertising Media
- JOMC 173, Advertising Campaigns

One course from the following:

- JOMC 174, Sports Marketing and Advertising
- JOMC 175, Concepts of Marketing
- JOMC 176, Advanced Advertising Copywriting
- JOMC 178, Retail Advertising
- JOMC 179, Advertising and Public Relations Research

**Public Relations**

- JOMC 53, Newswriting
- JOMC 130, Principles of Public Relations
- JOMC 131, Case Studies in Public Relations
- JOMC 132, Public Relations Writing
- JOMC 134, Public Relations Campaigns

**Electronic Communication**

- JOMC 21, Writing for the Electronic Media
- JOMC 53, Newswriting
- JOMC 120, Introduction to Video Production and Editing
- JOMC 121, Electronic Journalism
- JOMC 122, Producing Television News
Visual Communication
JOMC 80, Beginning Photojournalism
JOMC 85, The World of Graphic Design
JOMC 88, Introduction to Multimedia

One of the following pairs of courses:
JOMC 180, Advanced Photojournalism
JOMC 181, Documentary Photojournalism

Or two courses from these three:
JOMC 185, Publication Design
JOMC 186, Promotion Design
JOMC 187, Information Graphics

Mass Communication and Society
Any five of the following:
JOMC 111, Minorities and Communication
JOMC 112, The Black Press and United States History
JOMC 115, Women and Mass Communication
JOMC 124, Electronic Media Regulation and Policy
JOMC 140, Current Issues in Mass Communication
JOMC 141, Professional Problems and Ethics
JOMC 142, The Mass Media and United States History
JOMC 144, Censorship
JOMC 145, Process and Effects of Mass Communication
JOMC 146, International Communication and Comparative Journalism
JOMC 149 (3) Internet Issues and Concepts
JOMC 160, Freedom of Expression in the United States

Information Technologies
JOMC 50, Electronic Information Sources
JOMC 53, Newswriting
JOMC 88, Introduction to Multimedia
JOMC 188, Cybercasting and Cyberpublishing
JOMC 189, Multimedia Web and CD Production

Technical Writing
JOMC 53, Newswriting
JOMC 57, News Editing
JOMC 85, The World of Graphic Design
JOMC 195, Medical Journalism
ENGL 33, Scientific Writing

Graduate Studies
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 director of graduate studies of the School of Journalism and Mass Communication for the separate JOMC bulletin or see the school Web site.

Courses for Undergraduates
6 First-Year Seminars (3). The seminars, when offered, are designed to enable first-year students to work closely with top professors in classes that enroll twenty students or fewer. See the directory of classes for specific offerings.

11 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. Johnston, staff.

15 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 80 or 85.

21 Writing for the Electronic Media (3). Analysis of broadcast journalism; theory and practice in communicating news in oral and visual modes. Linden, Tuggle.

50 Electronic Information Sources (3). Gathering information from electronic sources, including libraries, government documents, databases, and the Internet. Prepares communicators to conduct research and use material in media-related decisions. Aikat, Kalyanaraman.

53 Newswriting (4). Prerequisites, sophomore standing and keyboarding skills. Study of elements of news stories, writing of leads, organization and writing of various types of news stories. Staff.

54 Reporting (3). Prerequisite, JOMC 53. Exercises in news gathering, interviews, and writing news. Staff.

55 Mass Communication Practicum (3). Prerequisite, JOMC 53 or permission of instructor. Students work with area media and advertising and public relations firms and meet weekly for consultation and evaluation by the faculty adviser. May be taken Pass-D-Fail only. Staff.

56 Feature Writing (3). Prerequisite, JOMC 53. Instruction and practice in writing feature articles for newspapers and magazines. Staff.

57 News Editing (3). Prerequisite, JOMC 53 or permission of instructor. Study and practice in copyreading, headline writing, proofreading; with attention given to printing terminology, page makeup, type structure, computer use in editing, and analysis of newspapers. Cloud, Fee.

58 Editorial Writing (3). Prerequisite, JOMC 53. Practice in writing editorials for daily and nondaily newspapers. Staff.

80 Beginning Photojournalism (3). Prerequisite, permission of the school. Students photograph general news events, sports, features and other standard newspaper subjects while learning the basic visual and technical aspects of photojournalism. Beckman, Davison.


88 Introduction to Multimedia (3). Prerequisite, permission of the school. Basics of production and publication of journalistic multimedia content. Understanding of ethics and application of current technology, techniques, and design theories will be critical elements of all course work. Beckman.

97 Individual Study (3). Permission of instructor. An individual readings and problems course to be directed by a faculty member in whose field of interest the subject matter lies. Staff.

98 Introductory Honors Course (3). Permission of instructor. Required of all students reading for honors in journalism. Brown.

Courses for Graduates and Advanced Undergraduates

102 Mass Communication Education in High School (3). Prerequisite, graduate standing. Readings, discussion, projects fostering excellence in teaching journalism-mass communication in the high school, from philosophy and practice to professional skills. Hill.

103 Mass Communication Law in High School (3). 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. Hill.

104 Mass Communication Writing and Editing in High School (3). High school journalism teachers and advisers learn to teach the skills journalists need to communicate. Emphasis on writing and thinking skills necessary to convert information into clear messages. Hill.

105 Design and Production of School Publications (3). High school journalism teachers and advisers 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 85 and 105 to complete degree requirements. Hill.

111 Minorities 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. Amana.


115 Women and Mass Communication (WMST 115) (3). An examination of women as media producers, subjects, and audiences with a focus on current practices and possibilities for change. Johnston, Vargas.

117 Sports Communication (3). Prerequisite, 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. Sweeney.

118 Ethical Issues and Sports Communication (3). Prerequisites, 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. Sweeney.

120 Introduction to Video Production and Editing (3). Prerequisites, JOMC 21 and permission of instructor. Introduction to video production, with close attention to refining creative and technical skills while preparing professional-quality video segments. Simpson.

121 Electronic Journalism (3). Prerequisites, JOMC 21, 120. Examination and application of in-depth broadcast news reporting techniques, especially investigative reporting, special events coverage, and the documentary. Tuggle.

122 Producing Television News (3). Prerequisites, JOMC 120, 121 and permission of instructor. Students work under faculty guidance to produce "Carolina Week," a television news program, and are responsible for all production tasks: producing, reporting, anchoring, directing, and graphics. Tuggle.

124 Electronic Media Regulation and Policy (3). Survey of the history of communication technology from the telegraph to the Internet, with an emphasis on the regulatory framework that surrounded each medium and policy implications for the future.

130 Principles of Public Relations (3). Internal and external public relations concepts and practices for businesses and other organizations, with emphasis on identification and analysis of their publics and design, execution, and assessment of appropriate communication as strategies. Boynton, Curtin, Lamb, Straughan.

131 Case Studies in Public Relations (3). Prerequisite, JOMC 130. Analysis of public relations practices, including planning, communication and evaluation exercises, management responsibilities. Boynton, Curtin, Lamb, Straughan.

132 Public Relations Writing (3). Prerequisites, JOMC 53 and 130. Education and practice in communication skills required of public relations practitioners. Boynton, Curtin, Lamb, Straughan.

133 Video Communication for Public Relations and Marketing (3). Prerequisite, JOMC 130. Introduction to the use of video as a means of communication with a variety of an organization's publics, both internal and external. Simpson.

134 Public Relations Campaigns (3). Prerequisites, JOMC 131 or 132. 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. Boynton, Curtin, Lamb, Straughan.


142 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. Blanchard, Shaw.

144 Censorship (3). Its history, conflicting philosophies and practices through politics, government, ethnicity, religion, pressure groups, the media, and the law with emphasis on events and personalities. Stone.

145 Process and Effects of Mass Communication (3). Mass communication as a social process, incorporating literature from journalism, social psychology, sociology, political science, history. To acquaint students with factors in message construction, dissemination, and reception by audiences. Brown, Kalyanaraman, Shaw, Stevenson.

146 International Communication and Comparative Journalism (POLI 146, COMM 155) (3). Development of international communication; the flow of news and international propaganda; the role of communication in international relations; communication in the developing nations; comparison of press systems. Stevenson, Vargas.
149 Introduction to Internet Issues and Concepts (3). Students develop an understanding of social, legal, political, and other issues related to and use of the Internet. Offered online. Aikat.

154 Advanced Reporting (3). Prerequisites, JOMC 53 and 54. 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). Staff.

156 Magazine Writing and Editing (3). Prerequisites, JOMC 53 and 56. Instruction and practice in planning, writing, and editing copy for magazines. Stone.

157 Advanced Editing (3). Prerequisite, JOMC 57. 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. Cloud.

159 Community Journalism (3). Prerequisite, JOMC 53. 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. Lauterer.


164 Introduction to Mass Communication Law and Ethics (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, prior restraint. Packer, Walden.


171 Advertising Copy and Communication (3). Prerequisites, JOMC 53, JOMC 170 or equivalent, permission of the school. 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. Hester, Lauterborn, Sweeney, Walsh.

172 Advertising Media (3). Prerequisite, JOMC 170 or equivalent. The media-planning function in advertising for both buyers and sellers of media; the relationships among media, messages, and audiences; computer analysis. Bowers, Pardun, Zhao.

173 Advertising Campaigns (3). Prerequisite, JOMC 171 or 172. Planning and executing advertising campaigns; types and methods of advertising research; the economic function of advertising in society. Lauterborn, Sweeney.

174 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. Sweeney.

175 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. Lauterborn.

176 Advanced Advertising Copywriting (3). Prerequisites, JOMC 171 and permission of instructor. Rigorous, in-depth instruction and critiques of student advertising writing. Sweeney.

178 Retail Advertising (3). Prerequisite, JOMC 170 or equivalent. Principles and practices of retail advertising in all media, with emphasis on selling, writing, and layout of retail advertising for the print media. Staff.

179 Advertising and Public Relations Research (3). Prerequisites, JOMC 130 or 170. Critical understanding and application of quantitative and qualitative methods used in the strategic planning and evaluation of advertising and public relations campaigns. Curtin, Zhao.

180 Advanced Photojournalism (3). Prerequisite, JOMC 80 and JOMC 53, or take 53 concurrently. Advanced course in black and white photojournalism concentrating on the newspaper and magazine picture story, advanced camera and darkroom techniques, and picture editing. Beckman, Davison.

181 Documentary Photojournalism (3). Prerequisite, JOMC 180 and permission of instructor. Students will study and produce work on the social documentary tradition of photojournalism. Beckman, Davison.

185 Publication Design (3). Prerequisites, JOMC 85 and JOMC 53, or take 53 concurrently, and permission of instructor. Detailed study and application of graphic design techniques in magazines, newspapers, advertising, and corporate communication. Anthony.

186 Promotion Design (3). Prerequisite, JOMC 85, permission of instructor. Study and application of graphic design and promotional techniques to creating advertisements and other marketing materials. Practice in conceiving and executing finished layouts. Anthony, Walsh.

187 Information Graphics (3). Prerequisite, JOMC 85 and permission of instructor. Detailed study and application of graphic design and information-gathering techniques to creating charts, tables, diagrams, icons, and maps. Practice with visually presenting information with clarity and originality. Anthony.

188 Cybercasting and Cyberpublishing (3). Prerequisites, JOMC 88 and permission of instructor. Issues and applications in cybercasting and cyberpublishing. Class will create and cyberpublish and cybercast projects on the Internet while exploring the effective use of Internet technologies and current issues. Beckman.

189 Multimedia Design and Production (3). Prerequisites, JOMC 88 and permission of instructor. Advanced course in which students blend a variety of story-telling media into journalistic multimedia products. Students design and produce projects combining photography, audio, video, type, and informational graphics. Beckman.

191 Proseminar in Contemporary Mass Communication (1-3). Small classes on various aspects of journalism-mass communication with subjects and instructors varying each semester. Staff.

195 Medical Journalism (HBHE 195, HPAA 195) (3). Prerequisite, JOMC 53 or permission of the instructor. 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. Linden.

196 Medical Reporting for the Electronic Media (HBHE 196, HPAA 196) (3). Conceiving, scripting, reporting, producing, and
Summer School  
www.unc.edu/summer

JAMES L. MURPHY, 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 ten disciplines. Women were first admitted into University courses during this summer session. Students came from forty-two 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 that 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 term is one of the three terms 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 term.

When students have problems in the fall/spring terms getting courses they need or have to choose between courses, summer provides a time when the course can be taken. This relieves pressure on fall/spring enrollment, creates opportunities for enhancement of students' programs, and increases student access to courses in non-major fields and other schools.

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 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.

The summer program is one of the key ways the campus reaches out to visiting and post-degree 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 courses and teaching models that can be offered during the fall or spring semesters as well.

During the summer, faculty 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/spring terms. Since class sizes are smaller and classes meet daily, students interact more with faculty and each other.

Programs

The Summer School has two sessions of five weeks each and other short courses, institutes, workshops, etc., with various beginning and ending dates. In recent years, about seven hundred different sections of courses have been offered each summer to about 7,000 students in the first session and 5,500 in the second. The available courses include many that satisfy the General College or Arts and Sciences general education perspective 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 term are about 57,500. About ninety percent of summer students are regular UNC-Chapel Hill students and the other ten percent are visiting students.

In recent summers, enrolled students have come from all one hundred counties in North Carolina, all fifty states, plus the District of Columbia, Puerto Rico, the Virgin Islands, and fifty-five foreign countries.

Highlights

Summer offerings include field courses and law courses that extend beyond the usual first session length. Some courses taught especially for public school teachers begin after mid-June when the public schools end their term. Other institutes and workshops offered for credit operate on a concentrated schedule including foreign language instruction. About forty courses are offered in the late afternoon or evening.

The Summer School Abroad program is an opportunity for study abroad in UNC-Chapel Hill courses taught by regular UNC-Chapel Hill faculty who accompany the students. The courses have higher fees to cover various components of the foreign experience. Typical total cost for three-to-four week programs offering six credit hours is $2,500-$4,000. Registration begins in October and runs through spring break. Spaces are limited. Class sizes vary from ten to sixty, and locations from Russia to Greece, Peru to South Africa.

Student Services

The Summer School coordinates and distributes information on the summer course offerings for credit in all Academic Affairs units. Tentative schedules are available in the Summer School in mid-December. A Summer School Directory of Courses is published in March. Regular UNC-Chapel Hill students who need information on summer courses and early registration should usually contact their advisors, dean, or the relevant academic department. These students and all others can obtain updated information daily on the Web page: www.unc.edu/summer.

A potential visiting student can obtain information and application from the Summer School, CB# 3340, 134 E. Franklin Street; telephone (919) 966-4364 or from the Web site. The Summer School admits and advises visiting students. Registration instructions are provided. The dean of the Summer School acts 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 access, 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 various events and information during the summer.
School of Dentistry
www.dent.unc.edu

JOHN W. STAMM, Dean

Professors
Dental Ecology:
Ronald Strauss, Chair, James Beck, Douglas Berkey, Betty Jane Phillips.

Diagnostic Sciences and General Dentistry
Valerie Murrah, Chair, Roland Arnold, Dave Brunson Jr., Jim Eagle, Don Tyndall.

Endodontics:
William Maixner.

Oral Surgery:
Timothy Turvey, Chair, John Zuniga.

Orthodontics:

Operative Dentistry:
Edward Swift, Chair, James Bader, Stephen Bayne, Harald Heymann, Ken May Jr., Theodore Roberson, Dan Shugars, Al Wilder Jr.

Pediatric Dentistry:
Michael Roberts, Chair, Miles Crenshaw, Frank Mciver, William Vann Jr., John T. Wright.

Periodontology:
Ray Williams, Chair, Ikramuddin Aukhil, Steven Offenbacher, David Simpson, Mitsuo Yamauchi.

Prosthodontics:
Greg Essick, B. Ed Kanoy Jr.

Associate Professors
Dental Ecology:
Mary George, Laura Jansen, Sally Mauriello, Eugene Sandler, Linda Stewart, Rebecca Wilder, Lauren Patton, Charlotte Peterson, Vickie Overman, Gary Slade.

Diagnostic Sciences and General Dentistry:

Endodontics:
Linda Levin, Acting Chair, Mary Pettiette, Sergei Makarov, Asgeir Sigurdsson.

Orthodontics:
L’Tanya Bailey, Lorne Koroluk, Carroll-Ann Trotman.

Operative Dentistry:
John Sturdevant, Jeffrey Thompson.

Pediatric Dentistry:
Diane Dilley, Lorne Koroluk, Eugene Sandler.

Periodontology:
Patrick Flood, John Moriarty, Amin Rahman.

Prosthodontics:
Lyndon Cooper, David Felton, Chair, Albert Guckes, Douglas McArthur, Glenn Minsley, Edgar L. Webb, Thomas Ziemiecki.

Assistant Professors
Dental Ecology:
Ethel Campbell, Dan Caplan, Stacy Chichester, Nancy Costello, John Elter, James George, Eliza Ghezzi, Susan Lieff, Thomas Luten, Rosemary McKaig, Teresa Morton, Allen Samuelson, Diane Shugars, Lynn Smith, Janet Southerland, Jennifer Webster-Cyriaque, David Zajac.

Diagnostic Sciences and General Dentistry:
Glenn Garland, John Tiffee.

Oral Surgery:
George Blakey, Ramon Ruiz.

Operative Dentistry:
Patricia Pereira, Andre Ritter.

Pediatric Dentistry:
Anne Dodds.

Periodontology:
Catherine Chamagne, David Paquette, Wojciech Grzesik, Phoebe Madians, Estelle Riche, Alan Whitmore.

Prosthodontics:
Konstantina Dedi, Matthew Hopfensperger, Thomas Hummert, Sian Kwa, Anthony Molina.

Instructor
Diagnostic Sciences and General Dentistry:
Lee Ann Smith.

Directors
Diagnostic Sciences and General Dentistry:
Lee Ann Smith.

EPA Non-Faculty
Helga Pinkerton, Nancy Smythe.

D.D.S. and Advanced Education Programs

The School of Dentistry offers a four-year program leading to a Doctor of Dental Surgery degree. In addition, twelve advanced education programs leading to a certificate, master’s degree, or Ph.D. are offered. Additional information can be obtained from the School of Dentistry Record, the Graduate School Record, or the Admissions Office, School of Dentistry, The University of North Carolina at Chapel Hill, CB# 7450, Chapel Hill, N.C. 27599-7450. All information and application materials are also available through the School of Dentistry’s Web site at www.dent.unc.edu.

Allied Dental Education Programs

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 dental hygienists holding an associate’s degree or a certificate. In addition, a master’s degree course of study in dental hygiene education is offered that prepares dental hygienists for careers in teaching, administration, research, and management. A 10-month certificate program is offered at entry level for dental assistants. Additional information can be obtained from the School of Dentistry catalog and from the director of the Allied Dental Education Programs.

The Curriculum for Dental Hygiene

MARY C. GEORGE, R.D.H., B.S. M.Ed., Director

Bachelor of Science in Dental Hygiene

The School of Dentistry offers a program of study leading to the Bachelor of Science degree in Dental Hygiene. Courses of study provide comprehensive educational experiences to qualify individuals for the practice of dental hygiene in accordance with the demands for health services, and in accordance with the laws and ethics pertaining to practice. Upon satisfactory completion of the required program of study, the student is eligible for licensure examination at state and national levels. Graduates are eligible for admission to
graduate programs in dental hygiene education, public health, and other allied health areas.

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 as degree completion candidates, 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. Freshman 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. 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 predental hygiene courses prescribed herein. The schedule of academic work includes:

Preadmissions Requirements

- English 11, 12; Chemistry 11-11L, 21-21L or Biochemistry 7, 8; Microbiology 51 or 55; Psychology 10; Sociology 10 or 11; Communication Studies 22 or 13; Mathematics 10 plus one additional math course (preferably Statistics 11); Physical Education (two courses); foreign language and General College perspective course requirements.

Dental Hygiene Requirements

- Cell Biology 41; Clinical Application of Nutrition; General Physiology; Dental Anatomy-Physiology; Dental Radiology; Predental and Clinical Dental Hygiene (four courses); Histology; Periodontology; General and Oral pathology; Dental Pharmacology; Dental Materials and Techniques; Dental Health Education; Community Dental Health; Oral Microbiology; Special Care in Dentistry; Dental Ethics; a dental hygiene elective; and a dental hygiene practicum in one of the following fields: Dental Public Health; Geriatric Dentistry; Hospital Dentistry; Oral Biology; Pediatric Dentistry; or Periodontics. Course descriptions for all required dental hygiene courses are found at the School of Dentistry Web site at www.dentistry.unc.edu.

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 English 11 and 12, Chemistry 11, 11L (or Biochemistry 7 and 8), Microbiology 51 or 55, Psychology 10, Sociology 10 or 11, and Communication Studies 22 or 13. 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.

For All Transfer Applicants

Predental hygiene course work taken at other institutions should be approved in advance by the Office of Undergraduate Admissions. Questions concerning the program should be directed to: Director of Allied Dental Education Programs, School of Dentistry, The University of North Carolina at Chapel Hill, CB# 7450, Chapel Hill, N.C. 27599-7450. Telephone (919) 966-2800.

School of Medicine

JEFFREY L. HOUP, Dean

Department of Allied Health Sciences
DIVISION OF CLINICAL LABORATORY SCIENCE
(Formerly Division of Medical Technology)
www.med.unc.edu/ahs/clinical

SUSAN J. BECK, Director

Professors
Susan J. Beck, Vicky A. LeGrys.

Associate Professors
Anthony E. Hilger, Rebecca J. Laudicina.

Instructors
Tara Moon, Laine Stewart.

Clinical laboratory scientists, also called medical technologists, are the members of the health care team responsible for providing medical laboratory information and services. Clinical laboratory scientists perform a variety of laboratory tests, assure the quality of the test results, and correlate the data obtained. They play an essential role in the diagnosis and treatment of disease.

Clinical laboratory scientists perform tests in each of the following clinical laboratory areas: chemistry, hematology, microbiology, immunology/serology, and blood bank.

Clinical laboratory scientists are employed in hospital laboratories, in commercial laboratories, physicians' office laboratories, research institutes, clinical trials, and forensic laboratories. Clinical laboratory scientists may be employed as technical or sales representatives for corporations.

The first two years of courses are taken in the General College (or equivalent elsewhere). In the third and fourth years, students take courses in immunology, hematology, microbiology, clinical chemistry, and immunohematology in the School of Medicine. Senior clinical laboratory rotations are completed in the laboratories at UNC Hospitals and in other laboratories across the state. Upon successful completion of the curriculum, students are awarded a Bachelor of Science degree and are eligible to take national examinations to become certified clinical laboratory scientists or medical technologists. The Division of Clinical Laboratory Science also awards a certificate.

Students are selected on the basis of science and math prerequisite courses, grades, 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 CLS program. Because enrollment is limited, students are encouraged to begin the application process early in the fall preceding the year of enrollment.

The following specific courses are required for admission into the clinical laboratory science program: Biology: 11-11L and one additional Biology course (Biol 50 is highly recommended); Chemistry: 11-11L, 21-21L, 41-41L or 41 and 41L (note: Chem 41 or 45H is a prerequisite for 41L); Math: one math course from the following: Math 30, 31, or Stat 11; and all general education require-
ments including foreign language, physical education, English, and General College perspectives.

For additional information, contact the Division of Clinical Laboratory Science, Medical School Wing E, CB# 7145, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599, (919) 966-3011.

Course Descriptions

17 Current Topics in Clinical Laboratory Medicine (1). A survey of topics in laboratory medicine including transfusions, forensic science, infectious diseases, and hematologic diseases. Fall. Beck.

51 Biochemistry (3). Physiological biochemistry of the basic metabolic pathways and alterations in selected diseases. Fall. LeGrys.

52 Hematology I (2). Introduction to normal hematopoiesis, blood cell function and identification, hematologic tests, principles of hemostasis, and hemostasis disorders. Fall. Laudicina.

52L Hematology I Laboratory (1). Basic clinical assays for identification and evaluation of erythrocytes, leukocytes, and platelets with an emphasis on microscopy. Also includes coagulation testing. Fall. Stewart and Laudicina.

53 Immunology (3). 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. Fall. Hilger.

53L Immunology Laboratory (1). Laboratory evaluation of body defenses and correlation with disease states. Clinical serological analyses include examples of basic techniques and correlation with immunity. Moon and Hilger.


54L Microbiology I Laboratory (1). Clinical laboratory diagnostic methods for human parasitic and fungal infections. Microscopic morphology of fungal organisms and parasites, including their various life cycle forms. Fall. Stewart and Hilger.

55 Clinical Laboratory Analysis I (3). The physical, chemical, and microscopic analysis of body fluids in the clinical laboratory with an emphasis on correlation of laboratory data. Fall. Beck.

55L Clinical Laboratory Analysis Laboratory (1). Introduction to the basic skills associated with the clinical laboratory. Includes instrumentation and urinalysis. Fall. Moon, Beck, LeGrys.

60 Clinical Chemistry (3). An introduction to the methods of analysis used in the clinical chemistry laboratory. Emphasis on the correlation of chemistry laboratory values with disease states. Spring. LeGrys.

60L Clinical Chemistry Laboratory (2). Performance of clinical laboratory assays for significant biochemical molecules. Principles of analysis, quality control, and basic laboratory instrumentation are presented. Spring. Moon and LeGrys.


61L Microbiology II Laboratory (1). Laboratory sessions provide practical experience in clinical identification of bacteria. Spring. Stewart and Hilger.

62 Immunohematology (3). Introduction to blood group serology with an emphasis on the major blood group systems, pretransfusion testing, and antibody identification. Spring. Beck.

62L. Immunohematology Laboratory (2). Laboratory techniques for red cell typing, antibody identification, and pretransfusion testing. Spring. Moon and Beck.

63 Clinical Laboratory Education (2). Introduction to the basic principles of clinical laboratory education including objectives, learning formats, test development, and clinical teaching. Fall and spring. Beck.

64 Laboratory Mathematics (1). Basic mathematical principles and concepts relevant to the clinical laboratory. Fall. LeGrys.

65 Hematology II (2). Hematologic disorders involving erythrocytes and leukocytes, with an emphasis on the analysis and interpretation of laboratory data. Spring. Laudicina.

65L Hematology II Laboratory (1). Microscopic identification and evaluation of abnormal erythrocyte and leukocyte morphology, correlation with other laboratory data, and clinical interpretation. Spring. Stewart and Laudicina.

71 Clinical Chemistry Practicum (4). Laboratory rotation in clinical chemistry. Fall and spring. LeGrys.

73 Advanced Laboratory Techniques (1). Clinical laboratory rotation in DNA techniques including the diagnosis of genetic disorders, the detection of infectious agents, and forensic science. Fall and spring. LeGrys and Laudicina.

74 Special Microbiology Practicum (2). Clinical laboratory rotation in virology, mycology, parasitology, and mycobacteriology. Fall and spring. Hilger.

75 Quality Assurance Practicum (1). Application of quality assurance and method evaluation principles in the clinical laboratory. Fall and spring. LeGrys.

77 Case Studies in Hematology Practicum (1). Application of hematology and hemostasis principles in the analysis of patient case information and laboratory data. Fall and spring. Laudicina.

78 Transplantation Medicine (1). Clinical rotation in histocompatibility, flow cytometry and stem cell laboratories. Fall and spring. Beck

82 Clinical Hematology Practicum (4). Laboratory rotation in clinical hematology. Fall and spring. Laudicina.

84 Clinical Microbiology Practicum (4). Laboratory rotation in clinical microbiology. Fall and spring. Hilger.

86 Clinical Immunology Practicum (1). Laboratory rotation in clinical immunology. Fall and spring. Hilger.

88 Clinical Hemostasis Practicum (2). Laboratory rotation in clinical coagulation. Fall and spring. Laudicina.

89 Clinical Immunohematology Practicum (4). Laboratory rotation in clinical immunohematology. Fall and spring. Beck.

93 Clinical Laboratory Management (3). Foundation in the technical and non-technical aspects of supervision and management of clinical laboratory testing. Fall. Moon.

94 Community Laboratory Experience (2). Clinical experience in a community laboratory facility designed to further develop and apply skills learned in the basic clinical rotations. Spring. Moon.
DIVISION OF RADIOLOGIC SCIENCE  
WWW.MED.UNC.EDU/AHS/RADISCI

JOY RENNER, Director  
Professor Emeritus  
Charles B. Burns.

Professor  
Jordan B. Renner.

Associate Professors  
Janice C. Keene, Joy J. Renner, Robert L. Thorpe.

Instructors  
Jennifer Hayden, Jennifer Thompson, James Barba, Tamara Ritchie.

Bachelor of Science in Radiologic Science  
The School of Medicine offers an undergraduate curriculum in Radiologic Science leading to the Bachelor of Science in Radiologic Science. The program is designed to prepare individuals for professional practice and associated responsibilities in the health specialties of medical imaging and radiation therapy. Following completion of the first two years' work in the General College, students may be admitted to the professional major offered by the Division of Radiologic Science, 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 prescribed General College curriculum does not assure the student 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, and demonstrated interest in medical imaging or radiation therapy as a professional career. The schedule of academic work includes:

General College Requirements

English Composition, two courses; two mathematical sciences, Math 10 and one other course selected from Math 30, 31, or 32; Foreign Language and all Perspective requirements. Six courses in the natural sciences are also required and must include: Chemistry 11, 11L or Biochemistry 7, 7L; Biology 11, 11L and Biology 45, 45L; Physics 24, 24L and Physics 25 and 25L; Psychology 10.

The curriculum in Radiologic Science includes courses in anatomy, radiography, imaging methods, dosimetry, radiation oncology, research, and clinical practice. During the second year of the curriculum, the student elects areas of clinical concentration such as magnetic resonance imaging, pediatrics, cardiac catheterization, health physics, orthopedics, and vascular imaging and advanced radiation therapy.

Course Descriptions

RADI 42 Introduction to Radiologic Science (3). Open to Radiologic Science students 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 and radiation therapy in health care. Summer Session II. Thompson and Burns.

RADI 61 Radiography I (4). Prerequisites, RADI 42 and AHSC 120. 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 lab hours. Fall. Thompson.

RADI 62 Radiographic Imaging I (4). Prerequisites, RADI 42 and AHSC 120. 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 lab hours. Fall. Burns.

RADI 63 Clinical Education I (4). Prerequisites, RADI 42 and AHSC 120. A clinical course focusing on the application and evaluation of radiography or radiation therapy in the hospital setting. With supervision, the student develops clinical skills through observation and participation in radiographic and radiation therapy procedures. Twenty practicum hours. Fall. Hayden, Adams.

RADI 64 Integrated Principles of Radiographic Analysis (4). Prerequisites, RADI 42, 61, 62, 63, and 90. 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 is emphasized. Three lecture hours. Spring. Renner.

RADI 65 Foundations in Radiation Therapy (4). Prerequisites, RADI 42 and AHSC 120. Explores theories and skills related to radiation treatment of benign and malignant tumors. Students will learn simulation techniques, treatment planning, external beam treatment, brachytherapy, and stereotactic treatment. Fall. Adams.

RADI 71 Radiography II (3). Prerequisite, RADI 61. 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, gross, radiographic, and cross-sectional anatomy. Two lecture hours and two lab hours. Spring. Thompson.

RADI 72 Radiographic Imaging II (4). Prerequisite, RADI 62. 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 lab hours. Spring. Burns.

RADI 73 Clinical Education II (4). Prerequisite, RADI 63. A continuation of RADI 63 with emphasis on the application and evaluation of more complex radiographic studies and radiation therapy treatments. Twenty practicum hours. Spring. Hayden, Adams.

RADI 74A Clinical Internship (3). Prerequisites, RADI 73 and approval of instructor. Under general supervision, the student will function at an increased level of responsibility in general diagnostic...
radiography and radiation therapy in a variety of clinical settings outside of the university setting. Summer Session I following first professional year. Hayden, Adams.

RADI 74B Clinical Internship (5). Prerequisites, RADI 73, RADI 74A, and approval of instructor. Under general supervision, the student will function at an increased level of responsibility in radiography and radiation therapy in clinical settings outside of the university setting. The course includes a comprehensive review examination and case studies. Summer Session II following first professional year. Hayden, Adams.

RADI 75 Dosimetry (3). Prerequisite, RADI 65. Corequisite, RADI 76. This course emphasizes didactic and clinical application of dosimetric principles to radiotherapy treatment planning. Topics include quality assurance measures, simulation, manual and computer calculation methods. Spring. Adams.

RADI 76 Radiobiology (3). Prerequisites, RADI 65 and approval of the instructor. This course covers the theories and concepts related to cellular and molecular changes after exposure to radiation. Spring. Zeman.

RADI 77 Radiation Oncology (3). Prerequisites, RADI 65, RADI 90. Corequisite, RADI 76. This course examines the characteristics and treatment of benign and malignant tumors with specific emphasis on malignancies typically treated with radiation. Topics include staging, symptoms, survival rates, and metastatic modes. Spring. Adams.

RADI 81 Trends in Medical Imaging and Radiation Therapy Practices (3). Prerequisite, completion of first professional year courses. A special topics course on contemporary issues affecting medical imaging and radiation therapy services. Group projects stressing the technologist's and therapist's role in the planning, design, staffing, and operation of a radiology service are required. Three lecture hours per week. Spring. Keene.

RADI 82 Radiation Therapy Physics (3). Prerequisite, completion of first professional year courses. This course includes the study of facility design, regulations, radiation protection and 2-, 2.5-, and 3-dimensional treatment planning. Fall. Adams.

RADI 83 Clinical Education III (4). Prerequisite, RADI 74. A clinical course utilizing contract learning to provide students an opportunity to gain additional competency in specialized areas of radiology and oncology services. Twenty-two practicum and independent study hours. Fall. Hayden, Adams.

RADI 85 Radiologic Health Physics (3). Prerequisite, RADI 72 or permission of instructor. 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. Fall. Plott.

RADI 86 Issues and Research in Radiologic Science (3). Prerequisite, completion of first professional year courses. 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 and radiation therapists are also included. Three lecture hours. Spring. Keene.

RADI 90 Pathophysiology (3). Prerequisites, RADI 42 and AHSC 120. Using a system approach, this course will present physiological concepts related to the human body. Emphasis will be placed on the effect of pathological conditions on the function of the various body systems. Discussions will include radiographic imagi-
Graduate study in speech and hearing sciences is concerned with the body of knowledge and scientific study that pertains to both normal and abnormal speech, hearing, and language, and with professional, academic, and research activities in these 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. This includes courses in anatomy and physiology of the speech and hearing mechanisms, language acquisition, phonetics, speech science, linguistics, audiology, and statistics. Some of 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.

Course Descriptions


140 Speech Science (Communication Studies 182) (3). Introduction to the science of speech, including production, acoustics, and perception. Fall. Haley.


Research Associate Professors
Michael J. Belyea, John Carlson, Jean Kincade.

Assistant Professors
Julie Barroso, Alice Boyington, Debra Brown, Barbara Carlson, Dennis Cheek, Janna Dieckmann, Yvonne Eaves, Noreen Esposito, Suzanne Thoyre.

Clinical Assistant Professors

Research Assistant Professors
Chenoa Flippin, Jennifer Leeman.

Adjunct Assistant Professor
Donna Bailey.

Clinical Instructors

Research Instructors
Christopher Baggett, Deborah Bush, Dana Creighton, Christina Harlan, Georgia Hunter, Dawn Kelsey, Carrie Nielsen, Carol Powell, Fay Smith, Chanetta Washington, Shannon Wong.

Lecturers
Elizabeth Tornquist, James Vickers.

Visiting Clinical Assistant Professor
Susan Brunssen.

Clinical Instructors
Gail Butler, Roberta Dillon, Constance Domino, Susan Gifford, Sandra Grubbs, Diane Walton, Wanda Wazenegger, Dennis Zanger.

Overview
Established in 1950, the School of Nursing is at the forefront of providing nursing education in North Carolina. It was the first to offer a baccalaureate degree in nursing (1951); 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 state—and one of only seven in the country—to establish a Center for Research on Chronic Illness (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 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 fifth nationally among nursing schools for receipt of research funds from the National Institutes of Health. School facilities include modern research (biobehavioral), skills and computer laboratories; a comprehensive research support center; and an educational design center.

The School of Nursing is housed in Carrington Hall, named for Elizabeth Scott Carrington, a nurse and staunch supporter of nursing education in North Carolina. Along with the schools of dentistry, medicine, pharmacy, and public health, the School of Nursing is a part of the University’s Division of Health Affairs. The school also benefits from the contributions of the entire University’s personnel and facilities. Teaching, research, and library facilities are used cooperatively to provide students with broad general education as well as preparation in professional nursing. Both undergraduate and graduate students in nursing take courses taught in other departments and schools in the University. Nursing students participate actively in campus organizations and activities that foster participation in the School of Nursing community and the nursing profession.

**Bachelor of Science in Nursing**

**Program Overview**

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 (BSN) degree, offers three options for study: 1) 24-Month Option which includes two years of lower-division courses in the General College and approximately two years of upper division courses in the School of Nursing; 2) 14-Month Accelerated Second Degree Option for students with a previous bachelor's degree; and 3) RN-BSN Option for registered nurses with an associate's degree or diploma in nursing.

The baccalaureate program in nursing prepares the graduate to:
- understand the problems of contemporary health and illness
- utilize a systematic approach to assess human responses to actual and potential health problems in a variety of settings
- directly provide and manage competent care for individuals, families, and groups who have simple to complex health care needs through the life span
- employ interpersonal processes and therapeutic communication skills
- integrate professional values and role behaviors
- collaborate with other groups in shaping health policies which affect both individual and community health

**Admission**

All students must meet University lower division requirements. Students with a bachelor's degree must only complete the asterisked courses noted. 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 need-
ed 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 technical skills, critical thinking, clinical judgment and decision making, interdisciplinary collaboration, and management of care.

**Lower Division Requirements**

Students are admitted to the baccalaureate nursing program at the upper division level. Lower division courses must be completed before beginning nursing courses. Lower division courses taken at another college or university must be comparable to those offered at UNC-Chapel Hill. The first nursing courses begin in the first summer session preceding the junior year. Two academic years and two summers (three summer sessions) are required to complete the upper division major in nursing.

The lower division requirements for the first two years of the Bachelor of Science in Nursing curriculum include twenty-three courses that are offered to students through the General College. These courses, or lower division requirements, may be taken at any accredited college or university, but must be approved for transfer by the UNC-Chapel Hill Office of Undergraduate Admissions as being comparable to the courses offered on this campus.

Students with a bachelor's degree only have to complete the six courses marked with an asterisk or verify completion of these courses as a part of the previous degree.

**The following is a list of prerequisites**

**Basic English Skills:** 2 courses (6 credits)
- English 11, 12
- English Composition and Rhetoric
- Communication 9
- Oral Communication (required if student received placement credit for English 11 and 12)

**Basic Mathematical Sciences:** 1 course (3 credits)
- Statistics 11
- Basic Concepts of Statistics and Data Analysis or Statistics 31 Introduction to Statistics

**Natural Sciences Perspective:** 7 courses (28 credits)
- Psychology 10 General Psychology
- Chemistry 11, 11L and Chemistry 21, 21L
- General Descriptive Chemistry or Biochemistry 7, 7L and Biochemistry 8, 8L
- Introduction to Biochemistry
- Biology 11, 11L Principles of Biology
- Biology 45 Fundamentals of Human Anatomy and Physiology
- Physiology 92 Introduction to Physiology
- Microbiology 55 Elementary Pathogenic Microbiology or Microbiology 51 Elementary Bacteriology

**Social Sciences Perspective:** 2 courses (6 credits)
- Two courses from different departments are required. Nursing 52, once admitted, may be used to fulfill one course of this perspective.

**Cultural Diversity Perspective:** 1 course (3 credits)
- One course is required for graduation. A number of courses fulfilling this requirement may also fulfill perspective requirements.

**Western Historical and Non-Western/Comparative Perspective:** 2 courses (6 credits)
- One course in pre-1700 Western history
- One course in either Western or non-Western comparative history
Aesthetic Perspective: 2 courses (6 credits)
One course in literature
One course in fine arts

Philosophical Perspective: 1 course (3 credits)
NURS 187, an elective nursing course, fulfills this requirement and may be taken once admitted**.

Foreign Language Skills: 3 courses plus applicable labs
(9-11 credits)
A foreign language through the intermediate level. (Spanish through the first intermediate level is recommended but not required.)

Physical Education: 2 activity courses (2 credits)

Total Credits: 68 for BSN applicants
*Students with a bachelor’s degree only have to complete the six courses marked with an asterisk or verify completion of these courses as a part of the previous degree.

All prerequisites must be completed prior to enrolling in the UNC-Chapel Hill School of Nursing. A grade of “C-” or better in Biology 45, Physiology 92, and Microbiology 55 or 51 must be attained.

**Note: Applicants admitted lacking the Philosophical Perspective requirement who plan to take NURS 187 to fulfill this requirement should, upon admission, meet with the School of Nursing registrar during preregistration.

Upper Division Requirements
The undergraduate program in the UNC-Chapel Hill School of Nursing is comprised of three options for aspirant consideration:

24-Month Option for both first and second degree students
14-Month Accelerated Second Degree Option for second degree students
RN-BSN Option for registered nurses with an associate’s degree or diploma in nursing

A. First Degree Applicants – Admission
Students pursuing the BSN as their first bachelor’s degree have two ways to enter the 24-Month Option:
* admission to the University as a freshman, entering the School of Nursing as a junior or senior following completion of lower division requirements
* admission to the University and School of Nursing as a continuing studies transfer, or readmit student following completion of lower division requirements

The minimum GPA is a 2.0 on a 4.0 scale. Admission to the School of Nursing is a competitive process and average GPAs of admitted students are generally much higher than 2.0. Additionally, performance in required science courses is used to evaluate the strength of each applicant.

1. Freshman Applicants. High school graduates enter the General College of the University as freshmen and are admitted into the School of Nursing as juniors. The UNC-Chapel Hill Office of Undergraduate Admissions handles the admission of freshmen to the University. Students are selected on the basis of scholastic record, SAT scores, personal references, and other application information. Applicants must hold a high school diploma and have satisfactorily completed the following high school courses:
* four course units in college preparatory English
* three course units in mathematics including geometry, algebra 1, and algebra 2
* two course units (minimum) of a single foreign language
* two course units in social studies, including one unit of United States history
* three course units in science, including at least one unit in a life or biological science, at least one unit in a physical science, and at least one laboratory course
* additional elective units in traditional academic areas for a total of sixteen credits

High school seniors may contact the UNC-Chapel Hill Office of Admissions at (919) 966-3621 for additional information regarding freshman admission to the University of North Carolina at Chapel Hill. Admission to UNC-Chapel Hill as a freshman does not guarantee admission to the School of Nursing as a junior.

2. Transfer Student Applicants. Students may apply for admission in order to transfer from other colleges and universities into the School of Nursing at the junior level. These applicants must complete a transfer application with the UNC-Chapel Hill Office of Admissions as well as the School of Nursing supplemental application.

Upper Division/Nursing Course Listing in Numerical Order

24-Month Option
Credit hour/contact hour equivalents: To convert the credit hours in an undergraduate nursing course to contact hours (actual time), use the following:
* 1 credit hour of lecture time = 50 minutes of class time per week in a fall/spring academic semester or the equivalent
* 1 credit hour of seminar time = 2 hours of class time per week in a fall/spring academic semester or the equivalent
* 1 credit hour of lab or clinical time = 3 hours of lab/clinical time per week in a fall/spring semester or the equivalent

NURS 51 Introduction to the Discipline of Nursing (3 lecture credits). Prerequisite, admission to program. The course will introduce the student to concepts basic to the discipline and practice of nursing, including nursing practice, critical thinking, care and the context of nursing.

NURS 52 Individual and Family Development across the Life Span (3 lecture credits). Prerequisite, admission to program. Using a life span approach, the course focuses on individual psychosocial and cognitive development, developmental milestones, physical growth, and risk prevalence from infancy through older years and on family development. (This course fulfills one of the Social Sciences perspective requirements.)

NURS 56 Basic Theories, Processes and Skills for Clinical Nursing (3 lecture credits; 3 clinical/lab credits). Prerequisite, NURS 51; pre/corequisites, NURS 52, 57, 58, 59, 60. The focus of the course is on development and application of basic nursing concepts and skills in classroom, laboratory, and clinical settings.

NURS 57 Pathophysiology (3 lecture credits). Prerequisite, admission to program. The course is concerned with the disruption of normal physiology; the alterations and mechanisms involved in the disruption; the manifestations in disease and at risk conditions; and the pathophysiological principles underlying therapeutic interventions.

NURS 58 Pharmacology (2 lecture credits). Prerequisite, admission to program. Using the science of pharmacology and pharmacologic principles underlying therapeutic interventions, the course focuses on the introduction to nursing responsibilities regarding pharmacologic therapy.
NURS 59 Nursing Care of Patients with Major Adult Health Problems—Part I (3 lecture credits). Prerequisite, NURS 51; pre/corequisites, NURS 52, 56, 57, 58, 60. First level course in applying critical thinking skills to nursing care problems of adults with major health problems.

NURS 60 Nursing Role in Normal and Therapeutic Nutrition (2 lecture credits). Prerequisite, admission to program. Emphasis is on analysis of the nutritional needs of clients at any point in the health-illness continuum, throughout the life span and across diverse cultural groups.

NURS 66 Health Assessment (2 lecture credits; 1 clinical/lab credit). Pre/corequisite, NURS 52. Concepts and methods of comprehensive health assessment of children, adults, and elders. Emphasis will be on data collection as a base for initiation of caring and decision making in nursing practice.

NURS 71 Nursing Care of Infants and Children (3 lecture credits; 2 clinical credits). Prerequisites, NURS 51, 52, 56, 60; pre/corequisites, NURS 57, 58, 59, 66. The nursing care of 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.

NURS 73 Maternal/Newborn Nursing (3 lecture credits; 2 clinical credits). Prerequisites, NURS 51, 52, 56, 60; pre/corequisites, NURS 57, 58, 59, 66. The course focuses on application of critical thinking skills to provide competent maternal and newborn care and demonstration of caring through the family-centered approach to maternal/newborn care.

NURS 74 Community Health Nursing (3 lecture credits; 2 clinical credits). Prerequisites, NURS 51, 52, 56, 60; pre/corequisites, NURS 57, 58, 59, 66. The course provides a theoretical and empirical foundation for the practice of community/public health nursing using critical thinking to focus on health promotion and disease prevention.

NURS 75 Nursing Care of Clients with Mental Health Problems (3 lecture credits; 2 clinical credits). Prerequisites, NURS 51, 52, 56, 60; pre/corequisites, NURS 57, 58, 59, 66. The course relies upon critical thinking for applying psychiatric and nursing theories to the nursing process in the care of mentally ill clients and families in various health care settings.

NURS 81 Care Management (3 lecture credits). Prerequisites, NURS 51, 56; corequisite, required work experience. The course explores theoretical and contextual elements of nursing care management. Models of care management are analyzed, emphasizing the role of the nurse in care coordination, discharge planning, and referral.

NURS 88 Introduction to Nursing Research (3 lecture credits). Prerequisites, NURS 51, 56. This introductory 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.

NURS 89 Leadership in Organizations (3 lecture credits). Prerequisites, NURS 51, 56, and at least one of the following: NURS 59, 71, 73, 74, 75. This course uses a systems approach to examine leadership behaviors and organizational structures that enhance patient care delivery. Organizational roles and their implications for professional nursing practice are emphasized.

NURS 92 The Nursing Profession in Today's Health Care Systems (3 lecture credits). Prerequisites, NURS 51, 56, and at least one of the following: NURS 59, 71, 73, 74, 75. Current social, economic, legal, ethical, and policy issues affecting the practice, education and profession of nursing are explored.

NURS 93 Nursing Care of Patients with Major Adult Health Problems—Part II (3 lecture credits; 5 clinical credits). Prerequisites, 51, 52, 56, 57, 58, 59, 60, 66 and at least two of the following: 71, 73, 74, 75; pre/corequisite, NURS 92. Second level course in applying critical thinking skills to complex health problems of adults. Emphasis will be placed on continuity of care and intervention necessary for promoting optimal patient outcomes.

NURS 187 Ethical Issues in Nursing (2 lecture credits). Prerequisite, one clinical nursing course, or RN status or permission of instructor. 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. (Fulfills the philosophical perspective in lower division requirements.)

Upper Division/Nursing Course Sequence:

24-Month Option

Nursing courses for the 24-Month Option are ordinarily completed in the following sequence:

Junior Year
- Summer Session I: NURS 52
- Summer Session II: NURS 51
- Fall Semester: NURS 56, NURS 57, NURS 58
- Spring Semester: NURS 59

Senior Year
- Course #
- Summer: NURS 81
- Fall Semester: NURS 88 or NURS 89

B. Second Degree Applicants—Admission

Students who have completed a bachelor's degree in a subject other than nursing must apply to the University through the Office of Undergraduate Admissions as well as apply for admission to the School of Nursing. These students will only have to complete (or verify completion as part of their previous degree) the asterisked courses noted above. Second degree students will have 60 credit hours from their previous degree counted toward the BSN.

Second degree aspirants may pursue admission to the 14-Month Accelerated Second Degree Option or the 24-Month Option. Aspirants interested in the 24-Month Option refer to the information provided in Section A: First Degree Applicants (above).
Upper Division/Nursing Course Listing in Numerical Order

14-Month Accelerated Second Degree Option
Credit Hour/Contact Hour Equivalents: To convert the credit hours in an undergraduate nursing course to contact hours (actual time), use the following:
- 1 credit hour of lecture time = 50 minutes of class time per week in a fall/spring academic semester or the equivalent
- 1 credit hour of seminar time = 2 hours of class time per week in a fall/spring academic semester or the equivalent
- 1 credit hour of lab or clinical time = 3 hours of lab or clinical time per week in a fall/spring semester or the equivalent

NURS 55 A Life Span Approach to Development of the Individual and Family (3 lecture credits). Prerequisite, admission to option or permission of the instructor; corequisites, NURS 63. Individuals and families are studied from a life-span developmental approach. The role of the nurse in relation to developmental needs and family focused-care is explored.

NURS 61 Nursing Role in Normal Nutrition (2 lecture credits). Prerequisite, admission to option or permission of the instructor; corequisites, NURS 63, 64. This course involves the nursing application of nutritional concepts to the care of individuals, families, groups, and populations across the life span.

NURS 62 The Discipline of Nursing (3 total lecture credits; 1 lecture credit per part). Part I—Introduction: Prerequisite, admission to option or permission of the instructor; Part II—Roles: Prerequisite, Part I and corequisite, a required nursing course with a clinical component; Part III—Becoming a Nurse: Prerequisites, Part I and II and corequisite, a required nursing course with a clinical component. This three-part sequenced course will guide students in developing contextual knowledge and values of the discipline, emphasizing nursing history and theory, role specialization, and professional development.

NURS 63 Assessment of the Individual and Family across the Life Span to Guide Health Promoting Interventions (3 lecture credits; 2 clinical/lab credits). Prerequisites, admission to option, NURS 62: Part I; corequisites, NURS 55, 61. This course utilizes a health patterns' framework with systematic nursing inquiry to examine health and illness of the individual and family from a broad socio-cultural perspective across the life span.

NURS 64 Nursing Interventions with Clients Experiencing Alterations of Basic Physical Function (2 lecture credits; 2 clinical/lab credits). Prerequisites, NURS 62: Part I, 63; corequisites, NURS 55, 61. This course utilizes a health patterns' framework with systematic nursing inquiry to examine core nursing interventions with children, adults, and elders experiencing alterations of basic physical function from planning to evaluation.

NURS 65 Nursing Care of Adults and Elders with Major Health Problems (3 lecture credits; 2 clinical/lab credits). Prerequisites, NURS 55, 61, 62: Introduction, 63, 64; corequisites, NURS 62: Roles, 67, 68, 70, 72: Part I. A health patterns' framework is used to examine the theoretical, research, and clinical bases of nursing practice with adults and elders experiencing major biophysiological alterations.

NURS 67 Pathophysiology for Nurses (3 lecture credits). Prerequisite, admission to option; corequisite, a required nursing course with clinical component. The course is concerned with the disruption of normal physiology: the alterations and mechanisms involved in the disruption; the manifestations in disease and at risk conditions; and the pathophysiological principles underlying therapeutic interventions.

NURS 68 Public Health and Community Practice (2.5 lecture credits; 1.5 clinical credits). Prerequisites, NURS 55, 61, 62: Part I, 63, 64; corequisites, NURS 62: Part II, 65, 67, 70, 72: Part I. Introduction to public health/community health nursing, epidemiology, and community practice with emphasis on strengthening population health through health promotion and disease prevention for individuals, families, and communities.

NURS 70 Research for Nurses (3 lecture credits). Prerequisites, admission to option, NURS 62: Part I, one required course with a clinical component; corequisite, one required nursing course with a clinical component. The research course focuses on the values and inquiry skills to systematically locate, critically evaluate and use research related to the nursing care of individuals, families, and groups in a global society.

NURS 72 Pharmacology across the Life Span (2 total lecture credits; 1 credit per part). Prerequisites, NURS 55, 61, 63, 64; corequisites, required nursing course with clinical component, NURS 67; Part II: prerequisite, NURS 71: Part I; corequisite, required nursing course with clinical component. This course, taught in two parts, uses pharmacology and pharmacologic principles to examine pharmacologic therapy and nursing responsibilities with clients across the life span.

NURS 76 Assessment and Management of Clients with Rapidly Deteriorating Health Status (2 lecture/lab credits; 1 clinical credit). Prerequisites, NURS 55, 61, 62: Part I and II, 63, 64, 65, 67, 68, 70, 72: Part I, completion of core nursing interventions performance exam. Prerequisites, NURS 72: Part II, 78, 80, 82, 83, completion of pharmacology proficiency exam, completion of pre-RN exam. This course is offered in two, five-day intersessions. The learner focuses on prioritized assessment and management of the individual and family with rapidly changing health problems.

NURS 78 Care of Individuals and Groups with Mental Health or Cognitive Disorders (4 lecture credits; 2 clinical credits). Prerequisites, NURS 55, 61, 62: Part I and II, 63, 64, 65, 67, 68, 70, 72: Part I, 76; Part I; corequisites, NURS 62: Part III, 72: Part II, 82. This course prepares students to work collaboratively with individuals, families, and groups coping with mental health or cognitive problems. A broad theoretical base for delivering quality interdisciplinary care is presented.


NURS 82 Genetics in Nursing Practice (1 lecture credit). Prerequisite, NURS 55, 61, 62: Part I and II, 63, 64, 65, 67, 68, 70, 72: Part I, 76: Part I; corequisites, NURS 62: Part III, 72: Part II, 78 or 80 or 83. Knowledge, skills and values associated with the nursing role in the promotion of genetic health and well-being of the client and family are explored.

NURS 83 Nursing Care of Childbearing Families (2 lecture credits; 2 clinical credits). Prerequisites, NURS 55, 61, 62: Part I
and II, 63, 64, 65, 67, 68, 70, 72: Part I, 76: Part I, 78; corequisites, NURS 62: Becoming, 72: Part II, 82. Critical thinking and caring skills are used through a family-centered approach to provide care to families throughout normal and complicated pregnancies, childbearing and postpartum.

NURS 85 Evidence-based Clinical Practicum with Individuals (2 lecture credits; 3 clinical credits). Prerequisites, NURS 55, 61, 62: Part I, II, and III, 63, 64, 65, 67, 68, 70, 72: Parts I and II, 76: Parts I and II, 78, 80, 82, 83; corequisite, NURS 87. Implementation of nursing care practices are examined from an evidence-based practice perspective, addressing contextual variables with diffusion of innovations and planned change frameworks.

NURS 86 Complex Decision Making of the Health Team with Families: Clinical Practicum (2 lecture credits; 3 clinical credits). Prerequisites, NURS 55, 61, 62: Parts I, II, and III, 63, 64, 65, 67, 68, 70, 72: Parts I and II, 76: Parts I and II, 78, 80, 82, 83, 85; corequisite, NURS 87. Complex decision making of the health care team associated with care issues involving the client, family, and nursing care delivery systems.

NURS 87 The Nurse in Today's Health Care Environment (3 lecture credits). Prerequisites, NURS 55, 61, 62: Parts I, II, and III, 63, 64, 65, 67, 68, 70, 72: Parts I and II, 76: Parts I and II, 78, 80, 82, 83; corequisites, NURS 85, 86. Issues and policies impacting the profession of nursing and the health care delivery system examined both globally and with application to the learner’s practice setting.

Upper Division/Nursing Course Listing in Numerical Order

Honors Program
Credit Hour/Contact Hour Equivalents: To convert the credit hours in an undergraduate nursing course to contact hours (actual time), use the following:
• 1 credit hour of lecture time = 50 minutes of class time per week in a fall/spring academic semester or the equivalent
• NURS 97 Honors in Nursing, Part I (3 lecture credits). Preparation of a two-semester honors project under the direction of department advisers. Permission required.
• NURS 98 Honors in Nursing, Part II (3 lecture credits). Preparation of a two-semester honors project under the direction of department advisers. Permission required.

Registered Nurse Applicants (RN/BSN Completion Option)
The School of Nursing offers an option for registered nurses seeking to complete the BSN. Students in the RN/BSN option earn a total of 122-126 credits: 60-64 lower division credits; 35 credits for previously acquired nursing knowledge and skills (validated by coursework in the BSN program); and 27 upper division nursing credits. All courses in the upper division nursing major are designed specifically for registered nurses and are offered online. 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 RN/BSN Online is designed to allow for both full-time and part-time study. The one-year option requires full-time enrollment, and can be completed in one calendar year. The two-year option allows for part-time enrollment, and can be completed in two calendar years.

Prospective students must complete all lower division requirements prior to enrolling in Carolina RN/BSN Online. Lower division courses may be taken at another college or university, but must be comparable to those offered at the University of North Carolina at Chapel Hill. Staff in the Office of Admissions and Student Services in the School of Nursing can provide information about comparable courses offered at other colleges and universities.

Requirements for admission to the Carolina RN-BSN Online program are as follows:
• Current unencumbered license as a Registered Nurse in the state in which the student will do clinical coursework. This requirement must be met by the time of enrollment in the first clinical course.
A cumulative GPA of at least 2.0 in all post-secondary coursework, and eligibility to return to all institutions previously attended. Completion of all lower division (prerequisite) requirements prior to enrollment.

Completion of:
- A transfer application with the Office of Undergraduate Admissions

The School of Nursing Supplemental Application

In order 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. Further information about the RN/BSN option is available on its Web site at www.unc.edu/depts/nursing/current/rn-bsn. Prospective students may also contact the Office of Admissions and Student Services at (919) 966-4260.

NURS 69 Physical Assessment (2 lecture credits; 1 lab credit). Prerequisite, option admission, or permission of instructor. 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. Fall.

NURS 77 Research in Nursing Practice (3 lecture credits). Prerequisite, option admission. This course introduces the registered nursing student to the components of the research process with application to the theory and practice of nursing.

NURS 79 Leadership in Nursing Practice (3 lecture credits). Prerequisite, option admission. Students will examine health care organizations from a systems perspective and develop leadership skills necessary in professional practice.

NURS 90 Conceptual Bases of Professional Nursing Practice (3 lecture credits). Prerequisite, option admission. 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.

NURS 91 Improving Nursing Practice: Application of Concepts, Theories, and Research (3 clinical credits). Prerequisites, option admission; RN license. 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.

NURS 94 Community Health Issues in Nursing Practice (3 lecture credits; 3 clinical credits). Prerequisites, option admission and RN license. Prepares RN students for population-focused practice in community health nursing. Analyses and applications of selected theories, and health promotion/protection and disease prevention strategies are emphasized.

NURS 95 Alternative Paradigms for Nursing Practice (3 lecture credits). Prerequisite, option admission. 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.

NURS 96 Contemporary Issues in Nursing Practice (3 lecture credits). Prerequisite, option admission. 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.

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 financial aid. Contact the Office of Scholarships and Student Aid at (919) 962-8396 or the Office of Admissions and Student Services at (919) 966-4260 for assistance.

For More Information

School of Nursing
The University of North Carolina at Chapel Hill
Carrington Hall, CB #7460
Chapel Hill, NC 27599-7460

For general information on the School of Nursing and application materials, contact Office of Admissions and Student Services, telephone (919) 966-4260, email nursing_applications@unc.edu, Web www.unc.edu/depts/nursing.

School of Pharmacy
www.pharmacy.unc.edu

ROBERT A. BLOUIN, Dean
Associate Deans
Assistant Deans
Donnie Hall, James McAllister.

Professors

Associate Professors

Assistant Professors
Roy Hawke, Michael Jarstfer, Jeffrey P. Krise, Andrew L. Lee, Jian Liu, Rihe Liu, Mary Roth.

Clinical Professors

Clinical Associate Professors

Clinical Assistant Professors
Debra J. Barnette, Kathryn M. Bender, Sharya Bourdert, Laura Brewer, Stacy Campbell-Bright, Valerie Brooks, Mary Elizabeth Bryant, Huyla Garrett Coker, G. Edward Collins, April A. Cooper, Sean Patrick Cosgriff, Wendy Cox, Corey S. Cuthrell, Rowell Daniels, Ray Davis, Kimberly H. Deloatch, Marilyn Disco, Paul

Clinical Instructors
Kevin L. Almond, Ruth A. Conoley, Christine Goodman, Sum Lam, Jennifer Peterson, Jessica Visco.

Research Professors
Barry Goz, Richard B. Mailman, Doyle M. Cummings.

Research Associate Professors
Morris Clark, David Kroll, Susan Morris-Natschke.

Research Assistant Professors

The School of Pharmacy was established as an academic unit of the University of North Carolina at Chapel Hill in 1897. For the past fifty years the school has occupied Beard Hall, named in honor of the school’s second dean, John Grover Beard. In 2002, the Banks D. Kerr Hall annex was opened, which doubled the current space of the school providing a modern research wing and outstanding new teaching facilities. The School of Pharmacy is located in an academic health center on the Chapel Hill campus and, with the schools of Medicine, Dentistry, Public Health, and Nursing, is a unit of the University’s Division of Health Affairs. The school benefits from the excellent resources on and off campus required for a center of excellence for pharmaceutical education, research, and service.

Educational Programs

The professional curriculum of the School of Pharmacy leads to the Doctor of Pharmacy (Pharm.D.) degree. Accreditation standards and guidelines for the professional program as set forth by the American Council on Pharmaceutical Education identify the Pharm.D. degree as the entry-level degree into the profession of pharmacy. This course of study includes four years of professional coursework to prepare students for the general practice of pharmacy, providing skills and knowledge necessary to deliver pharmaceutical care in any pharmacy setting.

Pharmacy is evolving into a profession with opportunities for generalist and specialist practitioners. Generalists may practice in a variety of environments, influencing to some degree their responsibilities and functions as pharmacy professionals. Specialty pharmacy practitioners pursue in-depth training beyond the Pharm.D. degree. In these two practice environments, pharmacists must be able to evaluate complex approaches to drug therapy and advise patients and other health professionals on strategies to achieve optimum quality of pharmaceutical care.

Prerequisites to the Pharm.D. curriculum require breadth and depth of general education and the basic sciences, and provide a necessary foundation to the pharmaceutical sciences that prepare students for the clinical component of the Pharm.D. curriculum. A minimum of two years are required to complete all prerequisites for the Pharm.D. degree.

The professional curriculum requires six semesters of didactic coursework and includes an additional ten-month clinical component. The didactic and clinical components of the curriculum are sufficiently flexible to accommodate many different career goals of individual students. At the same time, the curriculum retains adequate rigor to qualify the students as candidates for licensure as registered pharmacists and prepare them for the important and expanded role of the pharmacist as a health professional.

The School of Pharmacy also provides an accessible means whereby practicing pharmacists with a baccalaureate degree in pharmacy (B.S. Pharmacy) can upgrade their education to earn the Pharm.D. degree through its External Doctor of Pharmacy program. The program uses the practice experience of pharmacists, allowing their education to be completed without extended absence from their practice setting.

The School of Pharmacy offers graduate education and training programs. The School offers the M.S. and Ph.D., in various disciplines within the Pharmaceutics Sciences. Concentration areas are Drug Delivery and Disposition, Experimental Therapeutics, Medicinal Chemistry and Natural Products, and Pharmaceutical Policy and Evaluative Sciences.

The school engages in the continuing education of pharmacists and pharmaceutical scientists, supporting their efforts to keep abreast of an expanding and dynamic science and technology. The faculty, staff, and students of the School of Pharmacy are actively involved in research and other scholarly pursuits in the professional, scientific, and technological aspects of pharmacy. Through their work they contribute to the knowledge of the pharmaceutical sciences, its recording and communication, and its application in the educational and service phases of the school’s program.

In the third, or service, phase of the school’s mission, the faculty and staff promote the disciplines and support the missions of the pharmacists in clinical practice and the pharmaceutical scientists in industry, government, or elsewhere. The school also contributes to the development of expanding pharmaceutical services by engaging in the exploratory research that leads to new and improved pharmaceutical services and new drug products.

The School of Pharmacy was admitted to membership in the American Association of Colleges of Pharmacy in 1917. This organization was formed for the promotion of sound educational programs and productive research and scholarly efforts in pharmacy and the pharmaceutical sciences. It maintains high standards for membership based on the quality of the faculty of its member institutions and the excellence of their instructional programs and their resources for education and research. The School of Pharmacy of the University of North Carolina at Chapel Hill is accredited by the American Council on Pharmaceutical Education. Graduates of the school’s Pharm.D. program may sit for the State Licensure Examination for pharmacists.
Admission to the School

Students are admitted to the Pharm.D. program (a four-year program of professional studies) in the School of Pharmacy upon completion of at least two or more years (the pre-pharmacy years) of collegiate work in the General College of the University of North Carolina at Chapel Hill or in any accredited institution of higher learning. Arrangements should be made during the prepharmacy years to take the Pharmacy College Admissions Test (PCAT), which is required for admission into the School of Pharmacy. The American Association of Colleges of Pharmacy stipulates for its member schools that students transferring from a college other than another School of Pharmacy must complete the required professional courses in proper sequence in the School of Pharmacy for the Doctor of Pharmacy Degree.

Applications should be filed as early as possible, but no later than February 1 of the calendar year in which the student desires admission.

For students who transfer to the School of Pharmacy from another accredited School of Pharmacy, the minimum residence required for the degree is one academic year, that is, two semesters within a twelve-month period. Such students must complete at least thirty semester hours while in residence in the School of Pharmacy.

Graduate degrees offered through the School of Pharmacy are administered by the Graduate School of the University of North Carolina at Chapel Hill. These degrees include the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in pharmaceutical sciences.

For further information, please write to the Office of Student Services, School of Pharmacy, CB#7360, Beard Hall, Chapel Hill, N.C. 27599 or visit the school’s Web site at www.pharmacy.unc.edu.

School of Public Health
www.sph.unc.edu

WILLIAM L. ROPER, Dean
Margaret Dardess, Associate Dean for Administration.
Kerry Kilpatrick, Associate Dean for Academic Programs.
Audra N. Shields, Associate Dean for Students.

Faculty members for the following departments are listed with departmental information:
Department of Biostatistics
Department of Environmental Sciences and Engineering
Department of Health Policy and Administration
Department of Nutrition

The School of Public Health at the University of North Carolina at Chapel Hill was organized in 1936 as a division within the School of Medicine. Separate status as a school of public health was granted in 1939 and the first graduate degrees were awarded in 1940. The fourth school of public health in the nation, the UNC-Chapel Hill School of Public Health was the first such school established within a state university. It is one of thirty-two schools of public health accredited by the Council on Education for Public Health.

The school has identified four priority areas where heightened commitment and decisive action will bring the greatest good to the greatest number of people in the new millennium:
- Protecting against threats to health
- Empowering people to lead healthy lives
- Improving the quality of health services
- Preparing leaders to advance health

These priorities are at the heart of all of the school’s research, teaching, and service activities. The aim is to achieve these outcomes for the benefit of the people in North Carolina, the nation, and the world.

Departments and curricula at the school include Biostatistics, Environmental Sciences and Engineering, Epidemiology, Health Behavior and Health Education, Health Policy and Administration, Maternal and Child Health, Nutrition, and the Public Health Leadership Program.

The Bachelor of Science in Public Health (B.S.P.H.) program offers four undergraduate majors: Biostatistics, Environmental Health Science, Health Policy and Administration, and Nutrition. Each program 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. 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 School of 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.

To obtain additional information or receive admission materials, please contact the specific department of interest or the Office of Student Affairs, CB# 7400, 4115 McGavran-Greenberg, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7400, or by calling (919) 966-2499.

The undergraduate major in Biostatistics prepares students to apply quantitative skills to a variety of health-related issues, including the physical environment, population studies, health service costs and effects, and patterns of disease, disability, and death. Prerequisites for this major include coursework in mathematics (through the level of Calculus and the Functions of Several Variables) and Introductory Programming. For additional information, go to www.sph.unc.edu/bios or contact the Department of Biostatistics at (919) 966-7262.

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 underlying the impact of human activity on the environment and human health; methods which are used to assess the impact of human activity on the environment and human health; and science-based techniques for the solution of environmental problems. Students may choose to emphasize either human health protection or environmental protection. Admission into the program is dependent upon satisfactory completion of coursework 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 even investment banking firms. For additional information, go to www.sph.unc.edu/env or contact the Department of Environmental Sciences and Engineering at (919) 966-3844.

The Bachelor of Science in Public Health (B.S.P.H.) in Health Policy and Administration is intended for students who plan to seek
careers in a variety of inpatient, ambulatory, and other health care settings, including primary care facilities, medical group practices, public health organizations, health insurance companies, federal, state, and local agencies, and alternative delivery organizations. The program also prepares students to assume 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 curriculum combines excellent preparation for a professional career with a firm grounding in the liberal arts. Areas of study range from community health to strategic planning in tertiary health care facilities. The sequenced program of courses is designed to provide students with a solid understanding of the organization of health care 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 conceptual frameworks, skills, and ability to make sound judgments necessary for assuming leadership roles in the current complex health care environment.

For additional information, go to www.sph.unc.edu/hpaa or contact the Department of Health Policy and Administration at (919) 966-7391.

The undergraduate major in Nutrition focuses on the relationship between nutrition and health. Designed to meet the educational objectives of students with varied interests in nutrition, this major prepares individuals for entry-level positions in community nutrition and dietetics and provides a preprofessional track for students interested in careers in medicine, dentistry, and other health fields. Prerequisites for admission into this department include satisfactory completion of basic courses in biology and chemistry. For additional information, go to www.sph.edu/nutr or contact the Department of Nutrition at (919) 966-7212.

**Requirements for the B.S.P.H. degree are as follows:**

1. At least 120 semester hours of courses, not counting physical education activities courses. A 2.0 (C) average on all work attempted at the University of North Carolina at Chapel Hill. The last thirty hours of degree credit taken in residence in Chapel Hill.
2. A freshman-sophomore load of approximately sixty semester hours of courses, which must include:
   a. English 11, 12, or 13.
   b. Course work through Foreign Language 3 (or placement credit in foreign language 4), with no graduation credit given for Foreign Language 1 of the high school foreign language.
   c. Two courses from the Mathematical Sciences option of the General College of the University.
   d. Biology 11, 11L, and an additional acceptable Natural Sciences perspective course.
   e. Two acceptable Social Sciences perspective courses (from two different departments).
   f. Two acceptable Aesthetic perspective courses (one in literature and one in fine arts).
   g. One acceptable Philosophical perspective course.
   h. Two acceptable Western Historical/Non-Western/Comparative perspective courses, including one covering a period of Western history before 1700.
   i. Two Physical Education activities courses.
3. A junior-senior total of approximately sixty semester hours and must include Biostatistics 110, Environmental Sciences and Engineering 51, Epidemiology 160, and a minimum of three electives outside the School of Public Health.
4. A satisfactory major in one of the four fields of concentration as prescribed in the following summaries of required courses (which include some courses that can also be used in meeting the requirements for mathematical science and perspective courses specified above for the freshman-sophomore years).

**Biostatistics**

**Freshman-Sophomore:**

- MATH 31, 32, 33
- BIOL 11, 11L
- COMP 14

**Junior-Senior:**

- BIOS 111, 145, 150, 164, 168, 191
- MATH 81, 121 (or 128), 147
- BIOL 54 (or 50)

**Environmental Health Science**

**Freshman-Sophomore:**

- BIOL 11, 11L, 50, 54
- CHEM 11, 11L, 21, 21L, 61
- PHYS 24 (or 26*) 25 (or 27*)
- MATH 31, 32
- BIOS 110 *(STAT 101)

*Preferred

**Junior-Senior:**

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 80, 81, 95**, 130, 150
- **To be taken only in the senior year.

Additional required courses for the human health protection emphasis:

- BIOL 52
- CHEM 62, 62L, 130

**Environmental health electives:**

All students must complete four advanced (100 level) courses within the department or in environmental health-related departments on campus.

**Health Policy and Administration**

**Freshman-Sophomore:**

- BUSI 71
- ECON 10

Two of the following six mathematical sciences courses:

- MATH 22, 30, 31, 32, 33, STAT 31

**Junior-Senior:**

- HPPA 70, 71, 72, 73, 75, 82, 83, 85, 97/98, 145 and six hours of elective course work within the department.

There is a $400.00 field training fee for HPPA 98.
Nutrition

Freshman-Sophomore:
CHEM 11, 11L, 21, 21L, 61
BIOL 11, 11L, 45
MATH 30, 31
NUTR 40

Junior-Senior:
NUTR 100, 110, 111, 112, 120, 120

Track 1 - The Didactic Program in Dietetics (DPD). The DPD is approved by the American Dietetic Association (ADA).

Track 2 - Preprofessional Program prepares students for continued study in the fields of nutrition, medicine, dentistry or other health-related careers.

Track 1 Additional Requirements:
NUTR 121, 132, 140, 141, 142
SOCI 10 or ANTH 41
HPAA 83 or BUSI 150
MCRO 51 or 55
PHYS 20
POLI 41
PSYC 10

Track 2 Additional Requirements:
CHEM 41, 41L, 62, 62L
NUTR 98 or 99
PHYS 24 or 26
PHYS 25 or 27

Department of Biostatistics

C. ED DAVIS, Chair

LAWRENCE L. KUPPER, Associate Chair

Professors

Research Professors
Shirikant Ishver Bangdiwala, Richard E. Bilborrow, Lloyd E. Chambless, Robert Hamer.

Associate Professors
Jianwen Cai, Lloyd Jerome Edwards, Keith Eldon Muller, Bahjat F. Qaqish, Craig David Turnbull, Fred A. Wright.

Research Associate Professors
James D. Hosking, John S. Preissier Jr., Michael J. Schell, Paul W. Stewart.

Adjunct Associate Professors

Assistant Professors
Amy H. Herring, Anastasia Ivanova, Donglin Zeng, Haibo Zhou, Fei Zou.

Research Assistant Professor
Heejung Bang, Diane Catellier, David J. Couper.

Adjunct Assistant Professors

Clinical Assistant Professor
Gail E. Tudor.

Research Instructors
Katherine Roggenkamp, Todd Schwartz.

Professors Emeriti

Course Descriptions

BIOS 097 Readings in Biostatistics (1-3). Directed readings or laboratory study. May be taken more than once. Two to six laboratory hours a week. Fall, spring, and summer. Turnbull, Staff.

BIOS 099 Honors Research in Biostatistics (3). Directed research. Written and oral reports required. Fall, spring and summer. Turnbull, Staff.

BIOS 101 Fundamentals of Biostatistics (3). Introduction to procedures in collection, summarization, analysis, and presentation of data. Topics include sampling, experimentation, measurement, descriptive statistics, probability, confidence intervals, and tests of hypotheses. Fall. Quade and Symons.


BIOS 110 Principles of Statistical Inference (3). Prerequisite, knowledge of basic descriptive statistics. Major topics include elementary probability theory, probability distributions, estimation, tests of hypotheses, chi-squared procedures, regression, and correlation. Fall and spring. Hamer, Tudor, Turnbull.

BIOS 111 Introduction to Statistical Computing and Data Management (3). Prerequisite, Biostatistics 101 or equivalent. Introduction to use of computers to process and analyze data, components of digital computers, characteristics of magnetic storage devices, use of JCL and utility programs, concepts and techniques of research data management, use of statistical program packages and interpretation. Fall. Staff.

BIOS 120 Special Techniques in Biometry (1-3), Special topics of current interest in biometry. Fall, spring, and summer. Staff.

BIOS 124 Some Quantitative Methods in Planning and Evaluation (3). Prerequisite, Biostatistics 101 or equivalent or permission of the instructor. Planning cycle, methods overview, data sources, PERT, budgeting, health indices, measurement of goal fulfillment, achievement, effectiveness, efficiency, research designs, benefit cost analysis, decision analysis, probability, utility, and decision trees. On demand. Staff.

BIOS 130 Research Issues in Mental Health Statistics (3). Prerequisites, Biostatistics 110 and Epidemiology 160, or permission of the instructor. Concepts of measurement, history, and current status of classification schemata for mental disorders, methods of data analysis, and research designs. On demand. Turnbull.
BIOS 140 Problems in Biostatistics (1 or more). Prerequisites to be arranged 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. Fall, spring, and summer. Staff.

BIOS 141 Quantitative Methods for Health Care Professionals I (3). Prerequisites: Permission of instructor. Course is designed to meet the needs of health care professionals who need to be able to critically appraise the design and analysis of medical and health care studies and intend to pursue academic research careers; covers basics of statistical inference, analysis of variance, multiple regression, categorical data analysis, and an introduction to logistic regression and survival analysis; emphasis is on applied data analysis of major health care studies. Fall. Garrett.

BIOS 142 Quantitative Methods for Health Care Professionals II (3). Prerequisites, Biostatistics 141 and permission of instructor. Continuation of Biostatistics 141; main emphasis is on logistic regression; other topics include exploratory data analysis and survival analysis. Spring. Garrett.

BIOS 145 Principles of Experimental Analysis (3). Prerequisites, Biostatistics 110 or equivalent; a basic familiarity with a statistical software package (preferably SAS) that has the capacity to do multiple linear regression analysis; permission of the instructor except for majors in School of Public Health. Continuation of Biostatistics 110; the analysis of experimental and observational data, including multiple regression, and analysis of variance and covariance. Fall and spring. Staff.

BIOS 150 Basic Elements of Probability and Statistical Inference I (Genetics) (150) (3). Prerequisite, Mathematics 32 or equivalent. Fundamentals of probability; discrete and continuous distributions; functions of random variables; descriptive statistics; fundamentals of statistical inference, including estimation and hypothesis testing. Fall. Staff.

BIOS 151 Basic Elements of Probability and Statistical Inference II (3). Prerequisites, Biostatistics 150 or equivalent; a basic familiarity with a statistical software package (preferably SAS) that has the capacity to do multiple linear regression analysis; permission of the instructor. The theory and application of multiple linear regression and related analysis of variance (ANOVA) methods. The theory and application of maximum likelihood-based modeling methods, including logistic regression and Poisson regression. Spring. Staff.

BIOS 160 Probability and Statistical Inference I (3). Prerequisite, Mathematics 33 or equivalent. 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. Fall. Ivanova.

BIOS 161 Probability and Statistical Inference II (3). Prerequisite, Biostatistics 160. Distribution of functions of random variables; Hilbert 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. Spring. Kupper.

BIOS 162 Intermediate Statistical Methods (4). Corequisites, Biostatistics 111, 150, or equivalents. Principles of study design, descriptive statistics, sampling from finite and infinite populations, with particular attention to inferences about location and scale for one, two, or k sample situations. Both distribution-free and parametric approaches are considered. Gaussian, binomial, and Poisson models, one-way and two-way contingency tables, as well as related measures of association, are treated. Fall. Staff.

BIOS 163 Intermediate Linear Models (4). Prerequisites, Biostatistics 162 or equivalent. 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. The course begins with a review of matrix algebra, and it concludes with some treatment of statistical power for the linear model and with binary response regression methods. Spring. Staff.

BIOS 164 Sample Survey Methodology (Statistics 104) (3). Prerequisite, Biostatistics 150 or equivalent or permission of the instructor. Fundamental principles and methods of sampling populations, with primary attention given to simple random sampling, stratified sampling, and cluster sampling. Also, the calculation of sample weights, dealing with sources of non-sampling error, and analysis of data from complex sample designs are covered. Practical experience in sampling is provided by student participation in the design, execution, and analysis of a sampling project. Spring. Kalsbeek.

BIOS 165 Analysis of Categorical Data (3). Prerequisites, Biostatistics 145, 150, and 162, or permission of the instructor. 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. Fall. Koch.

BIOS 166 Applied Multivariate Analysis (Statistics 160) (3). Prerequisite, Biostatistics 163 or equivalent. 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. On Demand. Muller.


BIOS 170 Demographic Techniques I (3). Prerequisite, Biostatistics 101 or equivalent. 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. Fall. Suchindran, Bilsborrow.
Department of Environmental Sciences and Engineering

CASS T. MILLER, Chair

Professors

Joint Professors

Associate Professors
Leena Nylander-French, Lori A. Todd, Stephen C. Whalen.

Assistant Professors

Clinical Professors
Donald E. Francisco, Frances Lynn.

Research Assistant Professors
Theresa Cromer, Jun Nakamura, Ramiah Sangaiah, Gwy-Am Shin.

Adjunct Professors

Adjunct Associate Professors

Adjunct Assistant Professors

Adjunct Instructor
Bobbi M. Wilson.

Adjunct Lecturer
Raymond Hackney.

Kenan Professor Emeritus
Daniel Okun.

Professors Emeriti
Robert L. Harris, J. Donald Johnson, Morris A. Shiffman, Charles M. Weiss.

Course Descriptions

ENV 101 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 SPH requirement. Two credit hours per week. Fall, spring. Staff.

ENV 103 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. Fall, spring. Staff.

ENV 104 Unifying Concepts (3). Unifying concepts of environmental systems, including conservation principles, modeling, economics, and policy with applications throughout natural, engineered, human systems. Interfaces among scientific, engineering, and policy aspects of the field. Fall. Miller.

ENV 105 Problem-based Learning (2). Prerequisite, permission of 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. Staff.

ENV 110 Environmental Chemistry Processes (Carolina Environmental Programs 110) (3). Prerequisite, 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. Fall. Glaze.

ENV 111 Laboratory Techniques and Field Measurements (3). Learn laboratory, field, analytical thought, and management skills. Students can choose applications in limnology, aquatic chemistry, and industrial hygiene. Fall. Nylander-French, Weinberg, Whalen.

ENV 112 Ecological Microbiology (3). Prerequisite, 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. Spring. Pfander.

ENV 113 Limnology (3). Prerequisites, 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. Three lecture hours per week. Fall. Whalen.

ENV 114 Ecology of Wetlands (Marine Sciences 137) (4). Prerequisites, one year of biology, one year of chemistry, one semester of ecology, and permission of instructor. An introduction to the functioning of freshwater and estuarine marsh and swamp ecosystems, with emphasis on systems of the southeastern U.S. Fall. Staff.

ENV 115 Marine Biogeochemistry (Marine Sciences 119) (3). Prerequisites, one year biology plus organic and/or physical chemistry or one of Marine Sciences 101, Geology 164, Environmental Sciences and Engineering 119, or permission of the instructor is required. (Note: Advanced graduate students should consider Marine Sciences 140.) Integrated application of biological and chemical concepts to understand the processes controlling the cycling of carbon, nutrients, and bioactive trace elements in seawater and marine sediments. Fall 2002 and alternate years. Arnosti.
ENVR 116 Introduction to Aerosol Science (4). Prerequisite, 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 lab hours a week. Fall (even-numbered years). Leith.

ENVR 116L L Aerosol Science Laboratory (2). Prerequisite or corequisite, Environmental Sciences 145. Basic laboratory exercises in aerosol sciences. Fall (alternate years). Reist.

ENVR 117 Oceanography (Biology 126, Marine Sciences 101, Geology 101) (3). Prerequisites, major in a natural science or at least two college-level courses in natural sciences. The origin of ocean basins, chemical and dynamics of seawater, biological communities and processes, the sedimentary record, and the history of oceanography. Term paper. Intended for students with college science background; other students should see Geology 12. Three lecture hours per week. Spring. Neumann.

ENVR 118 Chemical Oceanography (Marine Sciences 105) (4). Prerequisite, one semester of physical chemistry or Environmental Sciences 119 or Chemistry 180, or permission of instructor. Variation and abundance of sea water constituents, the chemical, physical, and biological processes contributing to their distribution, as well as problems of dispersion of conservative and nonconservative substances. Three lecture and two recitation hours a week. Spring. Martens, Arnosti, Alperin.

ENVR 119 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. Fall. Singer.

ENVR 120 Biological Oceanography (Biology 140, Marine Sciences 104) (4). Prerequisite, Biology 54 or 105 or permission of instructor. Physical, chemical, and biological factors characterizing estuarine and marine environments emphasizing factors controlling animal and plant populations, including methods of analysis, sampling, and identification. Spring. Lindquist.

ENVR 130 Health Effects of Environmental Agents (3). Prerequisites, basic biology, chemistry through organic, math through calculus; permission of the instructor if prerequisites not met. 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. Fall. Ball.

ENVR 131 Techniques in Environmental Health Sciences (1). Prerequisites, basic biology, chemistry through organic, math through calculus; permission of the instructor if prerequisites not met. A practical introduction to the measurement of biological endpoints, emphasizing adverse effects of environmental agents, using laboratory and field techniques. Two laboratory hours per week. Fall. Ball and Sobsey.

ENVR 132 Biochemical Toxicology (Biochemistry 142, Toxicology 142) (3). Prerequisites, Chemistry 130 plus one course in biochemistry; permission of the instructor if prerequisites not met. Biochemical actions of toxicants, and assessment of cellular damage by biochemical measurements. Three lecture hours per week. Spring. Holbrook.

ENVR 133 Environmental Health Microbiology (3). Prerequisite, 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. Spring, odd-numbered years. Sobsey.

ENVR 134 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. Fall. Fox, Todd.

ENVR 135 Industrial Toxicology (2). Toxicological assessment of and a case presentation of related exposure is given. A conceptual approach is utilized to design appropriate programs to prevent worker ill health due to industrial toxicant exposure. Two lecture hours per week. Spring. Staff.

ENVR 136 Radiation Hazards Evaluation I (3). Prerequisite, calculus. The physics of ionizing radiations and the principles of radiation dosimetry, hazards evaluation, and protection are presented. Three lecture hours per week. Spring. Staff.

ENVR 137 Occupational Safety and Ergonomics (Public Health Nursing 286) (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. Fall. Staff.

ENVR 138 Health Hazards of Industrial Operation (3). Prerequisite, Environmental Sciences 134. An introduction to the health hazards associated with the various unit operations of industry. Field trips to local industries planned. Spring. Flynn.

ENVR 139 Theory and Practice of Exposure Evaluation (3). Prerequisites, Environmental Sciences and Engineering 143 and 145. Methodology and philosophy of evaluating exposures to air contaminants in the workplace. Course is divided into lectures, case-study analyses, and hands-on term project. Three lecture hours per week. Spring. Todd.

ENVR 150 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. Spring. Singer and Leith.

ENVR 151 Process Dynamics in Environmental Systems (3). Description: Prerequisites, Math 124 or equivalent, permission of the instructor. 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. Spring. DiGiano.

ENVR 152 Fluid Dynamics (Geology 181, Marine Sciences 151, Physics 151) (3). Prerequisites, Physics 103 or permission. The
physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrational incompressible flow. Three lecture hours per week. Spring. Scotti.

ENVR 153 Groundwater Hydrology (3). Prerequisites, 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. Fall. Miller.

ENVR 154 Marine Systems Modeling (Geology 141, Marine Sciences 152) (3). Prerequisites, Math 32 or permission of instructor. 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. Three lecture hours per week. Spring. Werner, Rial.

ENVR 160 Environmental Systems Modeling (Environmental Studies 106, Geology 116, Marine Sciences 116) (3). Prerequisites, Math 83, Physics 25, or Physics 27 (may be taken concurrently) or permission of instructor. Methods for developing explanatory and predictive models of environmental processes are explored. Includes discussion of the relevant scientific modes of analysis, mathematical methods, computational issues, and visualization techniques. Two lecture and one computer laboratory hour per week. Spring. Staff, Rial, Werner.


ENVR 165 Methods of Applied Mathematics I (Mathematics 198) (3). Topics: Contour integration in the complex plane, asymptotic expansions and steepest descent/stationary phase methods, special functions often arising in physical applications, elliptic functions and theta functions, Sturm-Liouville spectral theory. Three lecture hours per week. Fall. McLaughlin.

ENVR 166 Methods of Applied Mathematics II (Mathematics 199) (3). Topics: Perturbation methods for ODE and PDE; WKBJ method, averaging, modulation theory for linear dispersive PDEs and nonlinear wave equations; long-time asymptotics of Fourier integral representations of PDEs; Green’s functions; physical applications. Three lecture hours per week. Spring. Camassa.

ENVR 167 Advanced Functions of Temporal GIS (Environmental Studies 167) (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. Fall. Serre.


ENVR 176 Quantitative Risk Assessment in Environmental Health Microbiology (3). Prerequisites, microbiology, epidemiology, and infectious diseases recommended. 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. Spring. (Even numbered years). Sobsey.

ENVR 185 American Environmental Policy (City and Regional Planning 185, Public Policy 185) (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. Fall. Andrews.

Department of Health Policy and Administration

PEGGY LEATT, Chair

Laurel A. Files, Associate Chair

Professors

Clinical Professors
Thomas J. Bacon, Deborah Bender, Robert A. Berenson, Carmen Hooker Buell, Gordon H. DeFriese.

Adjunct Professors

Associate Professors
Research Professor
Kathleen Dalton, Sheila Leatherman, Jessica Lee, Kathleen Lohr, Thomas Konrad, William A. Sollecito.

Adjunct Associate Professors

Assistant Professors

Clinical Associate Professor
Edward F. Brooks, Dean Harris, Janet E. Porter, Pam Silberman.

Clinical Assistant Professors
Oscar R. Aylor, Benjamin Gilbert, James V. Porto Jr., Vaughn M. Upshaw.

Adjunct Assistant Professors

Clinical Instructors
Gary S. Palmer, Sarah L. Strunk.

Adjunct Instructors

Adjunct Lecturers
David S. Abernethy, Kathryn B. Ahlport, Marjorie A. Satinsky.

Professors Emeriti
Harry T. Phillips.

Clinical Professors Emeriti
Jacob Koomen Jr., Robert A. Loddfgaard.

Associate Professors Emeriti

Course Descriptions
HPAA 57 Data Base 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. Fall. Mandelkhor.


HPAA 71 Orientation to Health Services Organizations (2). Corequisite, HPAA 70. Permission of Health Policy and Administration B.S.P.H. program director, except for Health Policy and Health Behavior and Health Education majors. Opportunities for those with limited exposure to health-related organizations to visit several operating agencies as an approach to understanding the United States health system. Fall. Staff.


HPAA 75 Foundations of Health Care Financial Management (3). Prerequisite, BUSI 71. Permission of instructor for non-B.S.P.H. students. Basic methods and techniques in financial management of health-care programs including financial statement analysis, cost determination and allocation, pricing of services, and budgeting. Spring. Porto.

HPAA 82 Introduction to Law and Ethics in Health Administration (3). Prerequisite, Health Policy 70. An introduction to health law and ethics for health administration undergraduates. Fall. Harris.

HPAA 83 Introduction to Health Organization Structure, Functions, and Design (3). Prerequisite, senior standing, or permission of instructor. Basic concepts of organization structure, functions, and design, and relevant administrative behavior, as applied to health and human services organizations. Fall. Files, Bender, Weiner.

HPAA 85 Computers in Health Administration (3). Prerequisite, permission of instructor required for non-Health Policy and Administration majors. The purpose of this course is to provide the student with a general introduction to the theory and to the major applications of computers, especially microcomputers. Fall. Porto.

HPAA 91 Readings in Health Policy and Administration (3-6). For undergraduates enrolled in the department's bachelor's degree program. Permission of instructor required. Directed readings or research; written reports are required. Fall, spring, summer. Bender.

HPAA 97 Field Training in Health Policy and Administration I (3). Prerequisite, Health Policy and Administration majors only. The first six weeks of a supervised twelve-week administrative internship in a health care organization. Required of all B.S.P.H. students in HPAA. Summer. Staff.

HPAA 98 Field Training in Health Policy and Administration (1-6). Prerequisite, Health Policy and Administration majors only. 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 summer internships. (Field Training Fee: $400.00.) Summer. Staff.

HPAA 99 Honors Research (3). Prerequisites, overall GPA 3.3 by end of junior year in all UNC-Chapel Hill courses, permission of department chair. Readings and seminars for undergraduates who show potential and talent to do research. Students will carry out a special project and prepare an honors thesis based on the project. Fall, spring, summer. Bender.

HPAA 100 Independent Honors Research (1-3). Prerequisites, HPAA 99 and permission of instructor. Students conduct a special
project, prepare an honor thesis and present finds in presentation/poster format. Spring. Bender.

HPAA 101 Information Management in Health Policy and Administration (3). Introduces students to methods for critically evaluating public health literature and using computers to identify, file, and retrieve information. Fall. Staff.

HPAA 102 Concepts of Health Administration (3). Survey of health and human services organization and management, including concepts of administrative systems, government, legal and public interest aspects, organizational behavior, and relations. Spring. Allen.

HPAA 104 Issues in Managing Health Care Organizations (Var.). Through presentations of leaders in the health care field and class discussion, problems, issues, and changes in health care policy and administration will be explored. Spring. Staff.

HPAA 105 Issues in Health Policy (1-3). Lectures on current topics in health policy. Spring. Staff.


HPAA 107 Theory and Practice of Public 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. Fall, spring. Staff.

HPAA 109 Concurrent Practice (1-3). Permission of HPAA program director required. Supervised activities in an approved health organization, to include one or more specific projects, approved by HPAA faculty member, and directed by an approved preceptor/mentor in the organization. Fall, spring. Staff.


HPAA 119 Introduction to Health Policy and Administration (2). Provides an overview of the US health system, emphasizing role of policy development and administrative decision making through case examples. Fall. Upshaw, Hobbs.

HPAA 120 Access and Quality of Care for Latino Populations (1-3). Prerequisites: intermediate level Spanish and permission of instructor. Through presentations of issues related to access and quality, the course presented in Spanish, introduces Spanish public health terminology. Spring. Bender.

HPAA 121 Hospital Organization and Administration (3). Comprehensive overview of general hospitals, including organizational structure, governance, medical staff, external relationships, departmental organization, strategic planning, financing regulation, accreditation, and quality assessment. Addressed from perspective of chief executive officer. Fall. Staff.

HPAA 122 Long-Term Care Administration I (3). Prerequisite, HPAA majors only. 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. Fall. Allen.

HPAA 123 Long-Term Care Administration II (3). Prerequisite, Health Policy 122 or permission of instructor. Nursing home care, organization monitoring, costs, and financing. Exploration of trends and issues such as cost controls, productivity, quality assurance, medical staffing, and organization. Spring. Allen.

HPAA 124 Long Term Care and Aging Policy Issues (3). Long-term care and aging policy in the US from the early 1960’s through the late 1990s will be reviewed along with Medicare, Medicaid and public/private long-term policies. Spring. Rabiner.

HPAA 125 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. Fall, spring. Silberman.

HPAA 126 Physician Practice Management. (3). Prerequisite, permission of instructor required for 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. Spring. Staff.

HPAA 127 Introduction to Dental Public Health (3). Prerequisite, permission of instructor required. Survey of the theory and practice of dental public health with an emphasis on basic knowledge and skills necessary for planning and evaluating dental public health programs. Fall. Rozier.

HPAA 130 Organizational Design and Behavior of Health Institutions (3). Overview of organizational theory and empirical findings appropriate to the design and behavior of health care organizations. Topics include the design of the organization, its performance, and relationship to the environment. Spring. Kaluzny.

HPAA 140 Readings in Health Policy and Administration (1-6). Staff.

HPAA 141 Marketing for Not-for-Profit Organizations (3). Prerequisite, permission of instructor: Application of basic principles of marketing and marketing decision models to problems in health care, and other not-for-profit organizations. Spring. Staff.


HPAA 144 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. Fall, spring, summer. Veney.

HPAA 145 Introduction to Strategic Planning and Marketing (3). Prerequisite, permission of instructor. An introduction to the philosophy, methods, and models of strategic planning in health care systems. Related disciplines include marketing, management, organizations, systems, and decision analyses. Spring. Staff.

HPAA 155 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. Spring. Scoville.

HPAA 161 Strategies for Prevention (3). This course discusses the effects of public policies for prevention on rates of illness, injury, and premature death. Fall. Staff.
HPAA 163 Geriatric Health and Medical Care (3). Presents a comprehensive survey of geriatric health and medical care from a clinical and policy perspective. Spring. Staff.

HPAA 164 Health Policy and Aging (Health Behavior and Health Education 164) (3). Prerequisite, permission of instructor. Critical examination of aging policy in light of empirical findings on the elderly’s economic power. Utilization patterns, prevalence of dependency, and the cost-effectiveness of policy options, including long-term care. Spring. Staff.

HPAA 170 Economic Perspectives in Health Policy and Administration (3). Prerequisite, Economics 10, and permission of instructor. Introduction to health economics principles as applied to major sectors of United States health care delivery system. Spring, summer. Kilpatrick.

HPAA 176 Introduction to Health Services Research (3). Prerequisites, M.P.H. student. Provides systematic introduction to selected methods for health services research, literature, and research writing. Fall, spring. Staff.

HPAA 185 Ethical Issues in Health Policy and Administration (3). Introduction to ethical issues in HPAA including rationing, managed care, clinical research, organizational ethics and compliance programs, administrative ethics, and bio-ethical issues such as assisted suicide. Spring. Harris.

HPAA 190 Psychosocial Aspects of Aging (HBHE190, PHNU 190) (3). Prerequisite, permission of instructor required. Psychosocial aspects of the aging process and of old age. Needs of the elderly and their reactions to agencies and programs for the aged. Fall. Mutran.

HPAA 195 Medical Journalism (3). 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. Fall. Linden.

HPAA 196 Medical Reporting for the Electronic Media (3) Conceiving, scripting, reporting, producing, and editing medical stories for the electronic media, especially television. Students work in teams to produce projects for professional media outlets. Fall. Linden.

HPAA 197 Science Documentary Television (3). Students learn skills needed to produce a science documentary for broadcast on television, including research and script writing. Spring. Linden.

HPAA 198 Seminar in Health Outcomes Research I (1). Fall. Tolleson-Rinehart.

HPAA 199 Seminar in Health Outcomes Research II (1). Spring. Tolleson-Rinehart.

Department of Nutrition

STEVEN H. ZEISEL, Chair

Professors

Associate Professors
Alice S. Amerman, Melinda Beck, Marc K. Campbell, Pamela S. Haines, Joyce Harp, Anna Maria Siega-Riz, Boyd R. Switzer.

Assistant Professors
Jessie Abouta, Penny Gordon-Larsen, Yashomati Patel.

Research Professors
Martin Kohlmeier, Rudolf Saliganik.

Clinical Professors
John B. Longenecker, William D. Heizer.

Research Associate Professors
Craig D. Albright, Miroslav Styblo.

Research Assistant Professors

Clinical Assistant Professors
Carolyn J. H. Barrett, Chung-Suk Lee.

Research Instructors
Bobette A. Jones, Barbara Laraia.

Clinical Instructor
Karen Lindell.

Adjunct Professors

Adjunct Associate Professors
Katherine M. Flegal, Jeffrey M. Gimble, Frank W. Kari.

Adjunct Assistant Professors
Majorie Busby, Arnette T. Cowan, Sanford Garner, Jarol Knowles, Gwen Murphy, William Notte, Miriam Peterson.

Professors Emeriti
Joseph Chike Edozien, Mildred Kaufman.

Associate Professor Emerita
Rebecca Broach Bryan.

Clinical Associate Professor Emerita
MaryAnn C. Farthing.

Course Descriptions


NUTR 98 Undergraduate Research in Nutrition (3). For undergraduates enrolled in the department’s bachelor’s degree program. Permission required from faculty research director. Directed readings or laboratory study on a selected topic. May be taken more than once for credit. Fall, spring, and summer. Faculty.

NUTR 99 Honors Research in Nutrition (3). Permission required from faculty research director. Directed readings or laboratory study on a selected topic. Requires a written proposal to be submitted to and approved by B.S.F.H. committee and faculty research director. A written report is required. May be taken more than once for credit. Six laboratory hours per week. Fall, spring, and summer. Faculty.

NUTR 100 Introduction to Medical Nutrition (3). Prerequisites, Nutrition 40, Chemistry 11, 21 and Biology 11. 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 Nutrition 110. Spring. Switzer.
NUTR 110 Nutritional Biochemistry and Normal Cell Function (3). Prerequisites, Nutrition 100, Chemistry 11, 21, and Biology 11 or equivalent. Covers normal cell biochemistry and physiology, emphasizing roles of nutrients throughout the life cycle; chemistry and metabolism of proteins, nucleic acids, carbohydrates, lipids; endocrine/neuroendocrine regulation of metabolism. Fall. Patel.

NUTR 111 Nutrition of Children and Mothers (3). Prerequisite, Nutrition 100 or equivalent, to be taken parallel with NUTR 110. 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, adolescents, and aging adults. Fall. Gordon-Larsen and Siega-Riz.

NUTR 112 Nutrition in the Elderly (1). Prerequisite, NUTR 100 or equivalent. Special dietary and nutritional needs and conditions of the elderly. Includes overview of biology and demography of aging discussion of nutritional requirements and assessments of the elderly as well as nutrition in health and various disease states of the elderly. Fall. Kohlmeier.

NUTR 120 Nutritional Biochemistry and Disease Processes (3). Prerequisite, Nutrition 110. Covers biochemistry and pathophysiology of diseases with emphasis on roles of nutrients in prevention causation and/or therapy. Materials from prerequisite used as basis for study of molecular mechanisms responsible for disease processes. Spring. Anderson.

NUTR 121 Medical Nutrition Therapy (3). Corequisite, Nutrition 120. Course designed to examine the rationale and implementation of diet therapy and nutrition support in the prevention of treatment of disease. Spring. Barrett.

NUTR 132 Nutrition Assessment and Counseling Skills (3). Prerequisite, Nutrition 40 or equivalent. 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. Fall. Barrett.

NUTR 140 Food Science and Meal Preparation (2). Prerequisite, Nutrition 100. Introduction to foods important in the American diet; composition and properties; factors affecting the selection, handling, and preparation of foods; menu planning and meal preparation. Laboratory fee: $50.00. One lecture hour and two laboratory hours per week. Fall. Barrett.

NUTR 141 Food Service Systems Management (3). Instructor’s permission required for non-majors. Basic concepts of institutional food service systems management applied to small and medium-sized health care facilities in the community. Two lecture hours and two laboratory hours per week. Spring. Notte.

NUTR 142 Food Production, Processing, and Packaging (2). Prerequisite, Nutrition 100 or equivalent. Impact of all parts of food industry on availability and nutritive value of foods, and food safety. Spring. Carroll.

NUTR 150 Nutrition Policy and Programs (2). Prerequisite, Nutrition 40. Introduction to program and policy approaches for improving nutritional status of populations. Broad basis and rationale for nutrition policy introduced. Design, implementation of relevant food, nutrition, health programs examined. Spring. Haines.

NUTR 170 Readings on Nutrition (Var.). Permission of instructor is required. Reading and tutorial guidance in special areas of nutrition. Fall, spring, summer. Faculty.

NUTR 190 Nutrition Research (Var.). Permission of instructor required. Individual arrangements with faculty for bachelors and masters students to participate in ongoing research. Fall, spring, summer. Faculty.

The William and Ida Friday Center for Continuing Education

NORMAN LOEWENTHAL, M.Ed., Director
Timothy Sanford, Ph.D., Associate Director for Academic Programs and Student Services
Annette Madden, M.Ed., Associate Director for Conferences and Institutes
Ruthie Lawson, B.S., Associate Director for Friday Center Conference Services
June Blackwelder, B.A., Associate Director for Policy, Planning, and Communication
R. J. Vaccarelli, B.S., Associate Director for Finance
Linda Carl, Ph.D., Associate Director for Distance Education and E-Learning
Brick Oettinger, M.A., 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 Independent Studies, students may complete degree-related correspondence courses under the direction of UNC-Chapel Hill faculty members and 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. Self-paced Study Online offers courses via the Internet that can be completed on a flexible schedule.

Continuing 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.

The Office of Conferences and Institutes 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.

The Developmental Disabilities Training Institute provides training to persons working with mentally retarded and developmentally disabled individuals at the community and institutional levels.
Acaademic Procedures

Regulations and Requirements

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. 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. The diploma and the official transcript will both indicate the degree and the two majors.

Students completing the requirements for both a Bachelor of Science degree and a Bachelor of Arts major earn only the Bachelor of Science degree and receive only that diploma. Note that the student must complete the junior/senior-level perspectives in addition to the requirements of the Bachelor of Arts major. The diploma and the official transcript will both 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. The diploma and the official transcript will both indicate the degree (with its major) and the second Bachelor of Science major program for which requirements were completed.

Related Policy

All degree requirements must be completed before a degree can be awarded. 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 re-apply to graduate on a degree award date which 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.

Adjustments may ordinarily 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 (AB or IN) can be completed after the date of graduation and the GPA changes accordingly; however, the student status at the time of graduation is not affected. Graduation "with Distinction," for instance, is based only on the GPA 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 for one year after the graduation date.

The University does not recognize the regulations published in this bulletin as valid beyond the academic year for which it is 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 that was in force when they first entered the University. The University, however, is not strictly obligated to fulfill this expectation or to offer in any particular year a course listed in this bulletin.

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 program or academic problems, but this does not relieve any student of individual responsibility for meeting the University's requirements and observing University regulations.

Registration

General Policies

The majority of UNC-Chapel Hill students use the Web site StudentCentral.unc.edu or the touch-tone telephone registration system CAROLINE, 962-UNC1 (8621) local or 1-877-962-UNC1 (8621) toll free, to register for courses.

There are two registration periods for each fall, spring, first and second summer terms. The time periods are referred to as Early Registration and Term Registration. Specific steps toward accomplishing registration are outlined in the Directory of Classes, which is published in March for the summer and fall terms, and in October for the spring term. Students should refer to the directories for instructions regarding registration. This information is also found on the Registrar's Web site at: Regweb.unc.edu.

Students who register during Early Registration must pay tuition and fees or give notice of anticipated aid to the University Cashier 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 during Term Registration must pay estimated tuition and fees or give notice of anticipated aid to the University Cashier before they can register for that semester.

North Carolina law also 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, which indicates that the student has received immunizations required by law. New students must provide the director of student health with an immunization record certified by a physician. Students who fail to present the required certificate of immunization within thirty days of enrollment will not be permitted to continue their enrollment at the University.
Students who register after the date designated for official registration must pay an additional fee of $20.00 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 registrar’s office.

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 which are limited to dropping courses may be effected by the student during the first ten 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.

First- and Second-Year Students

New students will be notified of their academic advisor’s name and location before they arrive on campus for their first semester. During their first year, students must see their advisor or a member of their advising team for registration advising each semester. Students should prepare for these sessions by downloading a major or “undecided” worksheet from the advising Web site at www.unc.edu/advising and by reviewing this worksheet to identify questions they may have. Advisors will answer students’ questions and review students’ tentative course selections to ensure appropriate academic progress.

Sophomores receive registration advising from their academic advising team in Steele Building. Students should consult the advising Web site about registration requirements that may vary according to their major, and should follow instructions received from the Office of the Registrar, which may be accessed by logging into studentcentral.unc.edu and clicking on the menu item “Registration Information.”

Third- and Fourth-Year Students

Juniors and seniors receive registration advising according to the directives set out by their college and major. Juniors and seniors in the College of Arts and Sciences have a departmental advisor in their major department and an advising team in the Steele Building offices of the Academic Advising Programs. It is the department in which the student’s major is housed that determines the procedures juniors and seniors must follow for registration. In some cases, the student’s major departmental advisor must approve his or her course selection before the student will be able to register. Departmental advisors are excellent resources for students’ questions that are specific to the major and can also discuss graduate and career opportunities in the field. However, only advisors in the Academic Advising Programs are authorized to determine the student’s total graduation requirements.

In a few cases—e.g., some interdisciplinary curricula—students will not have a major department advisor and therefore will receive assistance regarding registration advising from members of their advising team in the Academic Advising Programs. Again, students should review the “Registration Information” section at studentcentral.unc.edu.

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 on 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: 1) not cleared financially; or 2) not academically eligible to continue in school; or 3) shows a Cashier Stop, Undergraduate Admissions Stop, Dean’s Office Stop, or Student Health Services Cancellation Stop.

A Registration Cancellation Notice is processed on any student who has not registered for courses as of the tuition and fees due date each term.

Students may either come by the University Registrar’s Office or call to request a “Registration Cancellation.” However, after classes begin, students must process the cancellation through their school dean’s office.

Administrative Changes to Course Registration

It is the student’s responsibility to properly 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 will systematically drop classes from the student’s schedule. However, if such action is taken by a department, the registration openings resulting from these drops will be offered official add period (first five days of classes) or thereafter, as determined by the instructor of the class, the department or school.

Before the last day to reduce course load for financial credit, departments can drop students’ courses via the computerized registration system. To effect such a drop after that date, the department 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 of Courses

To audit a course, students must get written permission from the course instructor and from the department chairperson. Students can request this permission only after the end of the official registration period.

Full-time students cannot audit (1) courses in the Division of Continuing Education (Continuing Studies, Carolina Courses Online, Independent Studies, or Tutorial Programs), or (2) a course preparing the student for “Credit-By-Examination.” Students usually audit lecture courses because they accommodate auditors more easily than other classes.

Students auditing a course do not write examinations or papers and do not participate in class discussions unless otherwise directed by the course instructor. They do not appear on the instructor’s
class roll and may not request grades. The Registrar’s Office will
not accept final grades for auditors.

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 $10.00 fee to the University
Cashier and must file a copy of the receipt with the course instruc-
tor at the beginning of the term.

Changes in Fall and Spring
Semester Schedules

Course Schedule Changes before the End of the Sixth 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 registration systems if
their academic advisor has granted prior approval for registration
in these courses.

After the first five days of classes, the addition of a course to a stu-
dent’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 school. Students are
required to have their school dean’s signature when registering for
the first time or making any course additions after the last day to
add a course and the end of late registration. In these cases, deans
will only approve those registrations or course additions which
have first been approved by the instructor. The form must be sub-
mitted to the Registrar’s Office (Hanes Hall) on the day of issuance.

During the first two weeks of classes, students may drop a
course using the registration systems; however, they are
responsible for insuring that any registration schedule changes do
not result in less than a twelve-academic hour semester
registration (one-hour Physical Education Activity [PHYA] courses
are not counted as academic hours). After the second and before the
end of the sixth week of classes, students must obtain a
Registration/Drop/Add Form from their academic advisor, the
concerned department, or their school. Students are required to
have their advisor’s or dean’s signature on the form. If permission
is granted, the student must submit a Registration/Drop/Add
Form to the Registrar’s Office (Hanes Hall) on the day of issuance.

Course Schedule Changes after the Sixth Week of Classes

After the sixth week of classes, students must petition to drop
courses through the dean’s office of the school in which they are
enrolled. The notation of “W” (withdrawn without penalty) is
employed for course drops made after the end of the sixth week of
classes, unless an exception is made by the dean (see Other
Procedures below).

Other Procedures

Students enrolled in a professional school should become
acquainted with the specific procedures used for making official
changes in their course registration schedules. General College
and College of Arts and Sciences students must use the following
procedures after the first five days of classes:

Students admitted as first-year students or sophomore transfers
are required to maintain continuous enrollment in English 11 and
12 (English 10, 11, and 12, if applicable) until they have
completed their Basic Skills writing requirement. Any change in a
student’s registration schedule involving the dropping of English
10, 11, or 12, at any time during the semester, must be approved by
a dean in the Academic Advising Programs in the General College
and College of Arts and Sciences.

To drop a course after the sixth 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 to consider
requests from students after examining the evidence presented in
each petition. Reasons for requesting a course drop after the sixth
week of classes are serious illness, personal or family problems,
financial problems requiring employment, or other serious prob-
lems that prevent students from meeting their academic responsi-
bilities. Students must first discuss their reasons for requesting a
late course drop with a member of their academic advising team or,
in the case of medical petitions, 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, the course instructor, and any pertinent
documentation (e.g., statements from employers, physicians, etc.)
that supports a compelling reason for the appeal. The student must
submit the completed form to the appropriate person in the
Academic Advising Office in General College or College of Arts
and Sciences as designated by the advisor or dean. Submission of a
petition does not assure that the request will be granted; therefore,
students must continue to attend classes until informed of the
committee’s decision. Students are also responsible for contacting
the person to whom the petition was submitted within seven days
after the committee meeting.

If a course drop is approved, the Registration/Drop/Add Form
is processed through the Registrar’s Office. All drops approved by
the committees appear with the notation of W (withdrawn without
penalty) unless an exception is made and the dean’s office lists “no
W” on the Registration/Drop/Add Form. If a petition is denied,
the student may submit a second petition with additional support-
ing evidence.

Students enrolled in professional schools should acquaint them-
sew with the appropriate appeals procedures in their schools.

Any student who ceases to attend a class without officially being
dropped may receive a temporary grade of AB or IN or a perma-
nent grade of FA. A temporary grade of AB is computed as an F
grade and is converted to a permanent F grade at the end of the
next regularly scheduled semester (fall or spring) after the AB
grade is awarded. A temporary grade of IN is computed as an F
grade and is converted to a permanent F grade at the end of the first
eight weeks of the next regularly scheduled semester (fall or spring) after the IN grade is awarded. The grade of FA is comput-
ed as a permanent F grade upon assignment. 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. The conditions that
apply to the assignment of temporary grades are described under
Grading System.

Policies and Guidelines for a
Cooperative Learning Environment

Teaching and learning occur simultaneously through a partner-
ship 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. In
most cases, students and instructors communicate clearly and
effectively. However, misunderstanding does occur. In an attempt
to foster a positive academic environment, the Faculty Council, upon recommendation of the Educational Policy Committee, establishes these 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 non-faculty 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;
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 Dean of Students' office. 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.

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 Teaching and Learning. 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.

Evaluation process 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 in advance, 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. However, they are responsible for learning the content of any course of study for which they are enrolled. Instructors may assign a grade based on incorrect facts or poorly supported arguments or opinions. 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 event. In order to be full participants in the educational community, and to maximize the educational value of a class, pre-class 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

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, family emergency, etc.) A student should present his or her explanation for any absences to the instructor at the next meeting.

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.

The University calendar does not recognize religious holidays. The faculty are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays.

Final Examinations

Undergraduate courses taught on campus must include a final assessment (i.e., final examination) unless an exception is granted by the Provost. 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. Exceptions to the scheduled time and location of a traditional examination can be granted only by the Provost after review and approval of the appropriate department head and the dean.

Department chairpersons must give permission for faculty to use nontraditional examinations, such as a portfolio of a semester's work or a take-home examination. Faculty employing an alternative form of final assessment must adhere to the general final examination schedule, must allow adequate time for completion, and should bear in mind that the students have other scheduled examinations.

The chairperson should submit to the appropriate dean an annual summary of the exceptions that were granted. For multidisciplinary and co-taught courses, permission to give a nontraditional examination must be granted solely by the chairperson of the instructional unit in which the course is based.

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 (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, after review and approval by the appropriate department head and dean. 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.

All regular final examinations must be held in Chapel Hill. In exceptional cases a student may apply to his or her dean for permission to take examinations in absentia. (A fee of $10.00 is charged for each examination so taken.)

Students who are absent from an examination receive a course grade of Absent (AB), which is equivalent to F. 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 Student Health Service or their academic dean. An absence may be excused only for significant physical or emotional illness, or for serious personal or family problems.

A student who has three final examinations scheduled by the Registrar's Office within a twenty-four hour period may petition his or her dean 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 are inpatients in the infirmary, or otherwise seriously ill, during the time of their final examination(s) should consult Student Health Service 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 to take Final Examination to remove grade of AB" from the Office of the Registrar. 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 the infirmary but do not appear on the Infirmary List, they should see the dean of their college as soon as possible.

If students know in advance that they must miss (a) final examination(s) because of illness or other serious problems, they should see the dean of the school in which they are enrolled before the final examination(s) is given. If this is not possible, they should see their dean as soon after the fact as possible.

Assuming that a student did not take a final examination(s) 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. Documentation of a student's illness or problems may be required by the dean.

If a student presents an "Examination Excuse" or an "Official Permit" to an instructor or the instructor's departmental chair or dean, then a final examination must be given to the student.

In all cases in which an examination is to be rescheduled, the instructor may reschedule that examination during the final examination period, but not later than the end of the following semester. Any petition for a change in the examination schedule because of this rule must be made before the first day of the final examinations, through the department head and dean, with final approval of the Provost.

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 Registrar's Office.

Each student is required to sign a full and explicit pledge certifying that he or she has neither given nor received aid during the examination.

Credit by Examination

Enrolled students who have gained (through independent study or experience) knowledge of the content of courses offered by the University for undergraduate credit may, with the approval of the department and school or college involved, receive credit (without grade) for such courses by special examination. Such an examina-
tion 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 thirty days before the examination is taken.

Academic Course Load

Fall and Spring Semesters

To meet the minimum graduation requirement of 120 academic hours in eight semesters, students should average fifteen hours each semester, exclusive of physical education activity courses. For first-year students, however, four-hour foreign language courses and four-hour laboratory science courses often account for course loads of sixteen to eighteen hours. Other students may not enroll in more than seventeen academic hours unless they have earned a 3.00 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. Seniors meeting graduation requirements during their final semester in residence may enroll in twenty 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 twelve academic hours (one-hour physical education activities do not count as academic hours). Students may not go below the twelve-credit minimum without permission of their dean. All students should discuss semester enrollment of fewer than fifteen academic hours with their advisor because such enrollments may affect academic eligibility.

Summer Sessions

Two three-semester-hour courses constitute the normal academic load for one summer session. 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 advisor or dean.

Twenty-Five Percent Tuition Surcharge

Beginning in fall 1994, new undergraduate students seeking a baccalaureate degree at UNC-Chapel Hill will be subject to a 25 percent tuition surcharge as required by Section 89 (b), Senate Bill 27, of the 1993 Session laws.

Counted Credit Hours

The undergraduate credit hours to be counted for this requirement 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 the summer session or degree-credit extension division on your campus or at another UNC institution.

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:

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.

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.

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.

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 and each letter-graded course receives a numerical value of quality points (quality points = grade points times semester credit hours per course) for the purpose of determining a student’s grade-point average (per credit hour) for a term’s work and for averaging grades for all terms’ work to find a student’s cumulative grade-point average (per credit hour).

The letter grades and the grade points represented by each (as of August 24, 1978) are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A-</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Grade Points</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C+</td>
<td>2.3</td>
<td>3.0</td>
<td>6.90</td>
</tr>
<tr>
<td>B</td>
<td>B+</td>
<td>2.7</td>
<td>3.0</td>
<td>8.10</td>
</tr>
<tr>
<td>C</td>
<td>B</td>
<td>2.0</td>
<td>4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>D</td>
<td>C+</td>
<td>1.7</td>
<td>3.0</td>
<td>5.10</td>
</tr>
<tr>
<td>E</td>
<td>A-</td>
<td>3.7</td>
<td>1.0</td>
<td>3.70</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>0.0</td>
<td>3.0</td>
<td>0.00</td>
</tr>
<tr>
<td>G</td>
<td>A</td>
<td>4.0</td>
<td>1.0</td>
<td>4.00</td>
</tr>
</tbody>
</table>

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 an advisor’s 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 four methods to gain access to term grades: (1) telephonically by calling toll free 1-877-962-8621 or locally 962-8621 (grades are reported within 24 to 48 hours after instructors submit them to the University Registrar); (2) using a personal data browser on the World Wide Web at: StudentCentral.unc.edu; (3) 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 105 Hanes Hall, UNC-Chapel Hill, Chapel Hill, N.C. 27599-2100. The request should include the following information: student’s full name, person identification number, term for which grades should be mailed, and college/school in which the student is enrolled, or (4) in person at the Registrar’s Office, 105 Hanes Hall. Call the Office of the University Registrar at 919 962-0495 if you have questions about the grade reporting services.

Temporary Grades (IN and AB)

Students who do not complete all requirements in a course by the end of the semester receive a temporary grade of IN or AB in place of a permanent letter grade. Grades of IN and AB carry the force of an F grade (zero quality points) and are used in the computation of a semester and cumulative quality point average. Students who do not complete the course requirements within a specified period of time are assigned permanent P grades on their academic transcripts by the Registrar’s Office.

A. 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 P unless the student arranges to take the final examination before the close 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.

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 Registrar’s Office). 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 University Student Health Service. An absence may be excused for significant physical or emotional illness, or for serious personal or family problems.

Student Health Service. Students who are inpatients in the infirmary, or otherwise seriously ill, during the time of their final examination(s) should consult Student Health Service about having their names entered on the “Infirmierry List.” In some cases, outpatient treatment can also result in a student’s name being entered on the Infirmierry List. Students on the Infirmierry List may obtain an “Official Permit to take Final Examination to remove grade of AB” from the Office of the Registrar. 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 the infirmary but do not appear on the Infirmierry List, they should see the dean of their college as soon as possible.

Academic Dean. If students know in advance that they must miss (a) final examination(s) because of illness or other serious problems, they should see the dean of the school in which they are enrolled before the final examination(s) is given. If this is not possible, they should see their dean as soon after the fact as possible.

Assuming that a student did not take a final examination(s) 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. The dean may require documentation of a student’s illness or problems.

If a student presents an “Examination Excuse” or an “Official Permit” to an instructor or the instructor’s departmental chair or dean, then a final examination must be given to the student.

B. 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 such as signing the honor pledge and who, by virtue of completing that missing work, might pass the course. An IN translates to an F 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 P.

When submitting an 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 Registrar’s Office. 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.

C. 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 end 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 P 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 P grade in the computation of a cumulative grade point average.

**Other Grades and Notations**

A grade of PS (Pass) indicates a passing grade in a course taken “pass/fail.” The rules governing the use of “pass/fail” are presented later in this section.

A notation of W (Withdrawn Passing) is entered in the grade column of students’ academic transcripts if they are permitted to drop a course after the sixth week of classes. This notation is automatically entered unless the student’s academic dean specifies otherwise. The symbol W is not employed in Summer School. A notation of BE (By Exam) 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. This is to be distinguished from any placement examination taken before enrollment in a course.

A notation of PL (Placement) is entered in the grade column of students’ academic transcripts if they are awarded credit for a course as a result of an evaluation which would ordinarily place them in a succeeding course. For example, credit for English 11 and 12 awarded on the basis of CEEB verbal test scores or Achievement Test Scores should be recorded in this manner.

A grade of SP is 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.

A blank grade is shown on courses when the instructor has not submitted the Official Grade Roll for the course.

**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 in writing 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 (2.00) must be earned in a course specifically required in the student’s academic major in order 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 (C or higher) 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 120-credit hour graduation requirement. 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 the Undergraduate Bulletin. A particular Physical Education Activity (PHYA) course may be taken repeatedly. However, a different level of the same course (elementary, intermediate (Y), and advanced (Z)) must be taken during each separate enrollment.

**Grades Earned at Other Institutions**

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 short only credit hours.

**Grade Protests**

The grades of “H,” “HP,” “P,” “LP,” “L,” “A,” “A-,” “B+,” “B,” “C+,” “C,” “C-,” “D+,” “D,” “PS,” “E,” “FA,” “P,” 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 upon race, sex, religion, or national origin of the student;
- personal malice;
- student conduct cognizable under the Instrument of Student Government.

A grade appeal must be made no later than the last day of classes for the next succeeding fall or spring semester.

**A 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 next succeeding fall or spring semester. Such a change must be reported to the University Registrar’s Office 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, and, for graduate students, the approval from the dean of the Graduate School.

B. Other Grade Appeals. Any student who protests a course grade shall first attempt to resolve this disagreement with the instructor concerned. (An instructor may change a permanent grade only when a clerical or arithmetical error is involved — see paragraph 1 above.) 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 next succeeding fall or spring semester.

Students should present the appeal in writing to the dean of their school. The dean will refer the appeal to the administrative board of his/her school and the chair of the department concerned. The department chair will 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 University Registrar’s Office.

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 average. Grades of D+, D, or F under the pass/D+/D/fail option count as hours attempted and are treated 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 eleven 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 may not be declared pass/D+/D/fail:

- courses used to satisfy General College or Arts and Sciences perspective requirements or General College basic skills (math, English, or foreign language) or the Cultural Diversity requirement;
- courses in one’s major or minor department (or crosslisted with those departments), even if used as an elective;
- courses specifically required by the major or minor;
- Summer School courses;
- Carolina Courses Online;
- an Honors course or Honors section of a course;
- First-Year Seminar courses.

F. Physical Education activity courses MAY be taken pass/D+/D/fail even if used to satisfy a graduation requirement.

Notes:

(1) Students who change their major (or minor) may count in the new major (or minor) one course previously completed with the grade PS.

(2) One exception: 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 General College skills requirement (e.g., level 4 for students who placed into level 1 or 2 or 3).

Pass/D+/D/Fail Declaration Procedure

To declare a course on the pass/D+/D/fail grading system, a student must complete the PS/D+/D/F course registration 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 PS/D+/D/F declarations begins on the fifth day of classes of each semester and concludes at the end of the sixth week of classes. Pass/D+/D/F request forms may not be submitted or withdrawn after the sixth week of classes.

Academic Eligibility

The University expects all students to study and perform to the best of their abilities. The eligibility standards listed below do not suggest acceptable academic performance, but rather minimum levels. Students failing to meet these standards are not making good use of their educational opportunities.

The standards indicated below are stated in terms of “good standing” (cumulative grade-point average) and “satisfactory progress toward graduation” (cumulative academic semester hours passed).

Cumulative Academic Eligibility Standards

A student who enters the University after May 15, 1982 must meet the following minimum requirements:

A. a 1.500 cumulative grade-point average and 24 academic semester hours passed (cumulative) to begin the third semester-in-residence;

B. a 1.750 cumulative grade-point average and 51 academic semester hours passed (cumulative) to begin the fifth semester-in-residence;

C. a 1.900 cumulative grade-point average and 78 academic semester hours passed (cumulative) to begin the seventh semester-in-residence;

D. a 2.000 cumulative grade-point average and 105 academic semester hours passed (cumulative) to begin the ninth semester-in-residence.

Required physical education activities courses (PHYA) do not count as academic semester hours.
Except for degree programs that require enrollment beyond a ninth semester, permission to enroll in a tenth semester or beyond must be secured in advance from the appropriate officials in the college or school in which the student is enrolled.

Semester hours completed at another institution in which grades of at least C (2.00 on the 4.00-point scale) have been earned will be used in computing the total cumulative semester hours passed; however, actual grades earned at another institution are not considered in the computation of the UNC-Chapel Hill cumulative grade-point average.

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.

**Minimum Eligibility Standard for Any Semester**

Students who do not earn at least a 1.00 grade-point average and pass at least nine academic hours in any semester will be declared “Academic Review” and will be reviewed by the dean or appeals committee of the schools or colleges in which the students are enrolled to determine their academic eligibility.

**Academic Warning Notification**

An academic warning will be issued to students who are not making acceptable academic progress at the end of the first, third, fifth, and seventh semesters-in-residence. The ACADEMIC WARNING status will carry no academic penalty and will not be entered on the transcript or any other permanent record.

Students will receive an academic warning if after:

A. the first semester-in-residence they have not earned at least a 1.500 cumulative grade-point average and passed 12 academic semester hours (cumulative) of course work;
B. the third semester-in-residence they have not earned at least a 1.750 cumulative grade-point average and passed 36 academic semester hours (cumulative) of course work;
C. the fifth semester-in-residence they have not earned at least a 1.900 cumulative grade-point average and passed 63 academic semester hours (cumulative) of course work;
D. the seventh semester-in-residence they have not earned at least a 2.000 cumulative grade-point average and passed 90 academic semester hours (cumulative) of course work.

**Exceptions**

Students who entered the University as first-semester freshmen prior to May 15, 1982 or as transfer students in the spring 1984 or earlier may be subject to different academic eligibility rules. These students should consult the dean of their college or school for more information.

Under exceptionally extenuating circumstances beyond the control of the student and upon the recommendation of the student’s dean, an appeal from the foregoing eligibility requirements may be considered by the appropriate appeals committee. The committee’s decision is final.

**Academic Eligibility Standards for Transfer Students**

(Approved by the Faculty Council on March 18, 1983)

**Semesters-in-Residence Based on Credit Hours Transferred**

Several academic procedures, including determination of academic eligibility, depend on semesters-in-residence. UNC-Chapel Hill accepts for academic credit some work completed at other colleges, including the University’s Continuing Studies program. In determining a student’s semesters-in-residence, the following formula should be applied to academic semester hours (1 quarter hour = 2/3 semester hour) accepted by UNC-Chapel Hill from another college or from Continuing Studies:

A. less than 12 semester hours transferred = 0 semesters-in-residence;
B. at least 12 but less than 24 semester hours transferred = 1 semester-in-residence;
C. at least 24 but less than 36 semester hours transferred = 2 semesters-in-residence;
D. at least 36 but less than 51 semester hours transferred = 3 semesters-in-residence;
E. at least 51 but less than 66 semester hours transferred = 4 semesters-in-residence;
F. The student’s dean should make the determination of semesters-in-residence for a student who is eligible to transfer at least 66 semester hours from another college or from Continuing Studies.

**Academic Eligibility Standards for Transfers from Continuing Studies**

Students who transfer to UNC-Chapel Hill from the University’s Continuing Studies Program must meet the same standards that apply to students who enroll as first-semester freshmen at UNC-Chapel Hill in a fall semester. These standards govern cumulative academic eligibility, minimum academic eligibility for one semester, and notification of academic warning. However, in applying the standards to Continuing Studies transfers, the above formula should be used to determine semesters-in-residence (UNC-Chapel Hill semesters + Continuing Studies semesters transferred).

**Academic Eligibility Standards for Other Transfer Students**

The minimum eligibility standard for one semester applies to all students, including students who transfer from another college. Junior transfer students first admitted in summer 1999 or later are required to pass nine cumulative UNC-Chapel Hill academic credit hours and achieve a 1.500 cumulative UNC-Chapel Hill GPA to be academically eligible to enter their second semester at UNC-Chapel Hill.

Students who transfer to UNC-Chapel Hill from another college will receive the ACADEMIC WARNING status at the end of their first semester-in-residence in Chapel Hill unless they pass 12 academic hours (required physical education activities courses are not included) with a UNC-Chapel Hill grade-point average at least as high as:

A. 1.500 if 1 semester-in-residence has been transferred to UNC-Chapel Hill;
B. 1.750 if 2 semesters-in-residence have been transferred to UNC-Chapel Hill;
C. 1.750 if 3 semesters-in-residence have been transferred to UNC-Chapel Hill;
D. 1.900 if 4 semesters-in-residence have been transferred to UNC-Chapel Hill;
E. 1.900 if 5 semesters-in-residence have been transferred to UNC-Chapel Hill;
F. 2.000 if 6 or more semesters-in-residence have been transferred to UNC-Chapel Hill.
Students who transfer to UNC-Chapel Hill from another college will be declared academically ineligible to begin a third semester of study in Chapel Hill unless they have passed 24 academic hours of UNC-Chapel Hill work (required physical education activities courses are not included) with a UNC-Chapel Hill GPA at least as high as:

A. 1.500 if 1 semester-in-residence has been transferred to UNC-Chapel Hill;  
B. 1.750 if 2 semesters-in-residence have been transferred to UNC-Chapel Hill;  
C. 1.750 if 3 semesters-in-residence have been transferred to UNC-Chapel Hill;  
D. 1.900 if 4 semesters-in-residence have been transferred to UNC-Chapel Hill;  
E. 1.900 if 5 semesters-in-residence have been transferred to UNC-Chapel Hill;  
F. 2.000 if 6 or more semesters-in-residence have been transferred to UNC-Chapel Hill.

Transfer students who remain academically eligible to begin a third semester-in-residence in Chapel Hill must thereafter meet the same standards which apply to students who enrolled at UNC-Chapel Hill as first-semester freshmen in a fall semester. These standards govern cumulative academic eligibility, minimum eligibility for one semester, and issuance of academic warning. However, in applying these standards, semesters-in-residence should be interpreted as total semesters-in-residence (UNC-Chapel Hill semesters + transferred semesters) and GPA should be interpreted as cumulative UNC-Chapel Hill GPA.

**Academic Eligibility Standards for Students Enrolled in Continuing Studies**

There are academic eligibility standards unique to students pursuing part-time enrollment through Continuing Studies. All UNC-Chapel Hill course work attempted is taken into consideration in determining whether a student meets the following minimum grade-point averages to maintain academic eligibility to remain in Continuing Studies:

- After 6 hours attempted, a student must earn a cumulative UNC-Chapel Hill grade-point average of at least 1.000.  
- After 12 hours attempted, a student must earn a cumulative UNC-Chapel Hill grade-point average of at least 1.500.  
- After 24 hours attempted, a student must earn a cumulative UNC-Chapel Hill grade-point average of at least 1.750.  
- After 36 hours attempted, a student must earn a cumulative UNC-Chapel Hill grade-point average of at least 1.900.

**Restoration of Academic Eligibility.**

The University reviews academic eligibility after students complete their second, fourth, sixth, and eighth semesters, and every semester after the eighth except in certain readmission cases. In some cases, academic review may be initiated at the end of the odd semester-in-residence.

Ineligibility is determined before students begin their third, fifth, and seventh semesters, before every semester after the eighth, and, in the special review cases, before the beginning of each even semester-in-residence. Students who may be ineligible to return (fall and spring) will receive notification from their academic dean at their home address a few days after the final examination period or will be instructed how to locate information regarding their academic eligibility status at studentcentral.unc.edu.

Students failing to meet the minimum cumulative grade-point average and transfer students who have not passed the minimum number of academic credit hours in UNC-Chapel Hill courses may attempt to restore or retain their academic eligibility by:

A. taking courses in the Summer School at UNC-Chapel Hill;  
B. taking courses through the Independent Studies program (correspondence) at UNC-Chapel Hill;  
C. taking courses through the Carolina Courses Online (Internet courses) program at UNC-Chapel Hill;  
D. taking courses through the Self-Paced Study Online  
E. removing excused AB or IN grades.

Students satisfying the minimum cumulative grade-point requirement, 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 (grade of C or higher) from another institution. (Note: that this option is not available to transfer students who have not passed the minimum number of academic credit hours in UNC-Chapel Hill courses prior to a second or third semester at UNC-Chapel Hill.) Students wishing to use transfer credit for this purpose should obtain approval from the Admissions Office and their academic dean or advisor before enrolling in these courses.

**Independent Studies Courses.**

Students planning to restore academic eligibility through completion of one or more correspondence courses should be familiar with the following rules and recommendations that apply to time limits and course selection:

A. may enroll and begin work at any time during the year. They may be enrolled in a maximum of two courses at any one time.  
An Independent Studies course enrollment expires nine months from the date of enrollment.

B. Students should allow at least three months for the completion of an Independent Studies course. The following policies govern the minimum time within which correspondence courses may be completed:

- The minimum time for completing an Independent Studies course is twelve weeks from the receipt of the first assignment.  
- Students may not submit more than one-fifth of the total number of assignments in the course at one time.  
- Students may not submit assignments more often than once every two weeks unless all assignments previously submitted have been graded and returned by the instructor.  
- Examinations taken on the UNC-Chapel Hill campus must be scheduled at least one week prior to the examination date, and those to be taken elsewhere must be scheduled at least two weeks prior to the examination date.  
- Examinations may not be taken until all assignments have been submitted.

C. Only grades earned in Independent Studies courses labeled UNC-Chapel Hill can be considered for restoration of academic eligibility. In order to avoid problems, students should clear their course selection(s) with their advisor or dean before enrolling in Independent Studies.
D. The following policies apply to students seeking restoration of academic eligibility in the General College or in the College of Arts and Sciences, effective January 1, 1984.

1. The College of Arts and Sciences and the General College will count toward restoration of undergraduate academic eligibility for a given semester only the Independent Studies courses for which a final course grade has been recorded in the Friday Center for Continuing Education by the last day of the official registration period of that semester.

2. No professional school courses offered through Independent Studies except those which are explicitly required for professional school degrees, shall be used to restore undergraduate academic eligibility in the General College and in the College of Arts and Sciences. The professional schools are: Journalism and Mass Communication, Business, Education, and Division of Health Affairs programs. Students should consult their dean before enrolling in one or more professional school courses. Grades earned at another institution, however, cannot be transferred.

In addition, students should understand the following regulations concerning restoration of academic eligibility:

A. If students enroll at another institution for twelve or more semester hours per academic term (fall or spring) before applying for readmission to the University, those semesters will count as semesters-in-residence and will determine requirements for restoring academic eligibility.

B. Students who are academically ineligible or who have pending academic ineligibility because of their cumulative grade-point average should NOT attend another institution if they intend to return to the University at some future date.

C. Students who are declared academically ineligible, who attend another institution (summer, fall, or spring), and who apply for readmission must have at least a 2.0 (C) average in work at the other institution.

D. Academically ineligible students who have a housing assignment or a housing contract on file for the following semester should either notify the Department of Housing and Residential Education at the University of their plans to seek continued admission by restoring their academic eligibility or cancel their application or contract.

**Carolina Courses Online**

Carolina Courses Online is a distance education program that offers courses via the Internet. Class sessions are not required, but courses follow the semester schedule. Students must have access to the World Wide Web and e-mail, with a browser the equivalent of Netscape 3.0 or higher. The courses are administered through the Friday Center for Continuing Education, (919) 962-1134, www.fridaycenter.unc.edu. To enroll, contact the Friday Center or visit the Web page. Certain restrictions may apply. Students should consult the dean's office of their school for details.

**Readmission**

Students first entering the University after May 15, 1982, and withdrawing for any reason must meet the following requirements to be readmitted:

- For readmission to a second semester-in-residence—a 1.000 cumulative grade-point average and 9 academic semester hours passed (cumulative) are required. An academic warning is issued if the student has less than a 1.500 cumulative grade-point average and less than 12 academic semester hours (cumulative).
- For readmission to a third semester-in-residence—a 1.500 cumulative grade-point average and 24 academic semester hours passed (cumulative) are required.
- For readmission to a fourth semester-in-residence—a 1.500 cumulative grade-point average and 36 academic semester hours passed (cumulative) are required. An academic warning is issued if the student has less than a 1.750 cumulative grade-point average.
- For readmission to a fifth semester-in-residence—a 1.750 cumulative grade-point average and 51 academic semester hours passed (cumulative) are required.
- For readmission to a sixth semester-in-residence—a 1.750 cumulative grade-point average and 63 academic semester hours passed (cumulative) are required. An academic warning is issued if a student has less than a 1.900 cumulative grade-point average.
- For readmission to a seventh semester-in-residence—a 1.900 cumulative grade-point average and 78 academic semester hours passed (cumulative) are required.
- For readmission to an eighth semester-in-residence—a 1.900 cumulative grade-point average and 90 academic semester hours passed (cumulative) are required. An academic warning is issued if the student has less than a 2.000 cumulative grade-point average.
- For readmission to a ninth semester-in-residence—a 2.000 cumulative grade-point average and 105 academic semester hours passed (cumulative) are required.
- Transfer students who withdraw for any reason must meet the following requirements to be readmitted to a fall or spring semester at UNC-Chapel Hill:
  - For readmission to a second semester at UNC-Chapel Hill, a first-year or sophomore-year transfer student must have achieved a minimum 1.000 cumulative UNC-Chapel Hill grade-point average and passed at least 9 cumulative UNC-Chapel Hill academic semester hours.
  - For readmission to a second semester at UNC-Chapel Hill, a junior transfer student (admitted summer 1999 or later) must have achieved a minimum 1.500 cumulative UNC-Chapel Hill grade-point average and passed at least 9 cumulative UNC-Chapel Hill academic semester hours.
  - For readmission to a third semester at UNC-Chapel Hill, a transfer student must have passed at least 24 cumulative UNC-Chapel Hill academic semester hours and achieved a cumulative UNC-Chapel Hill grade-point average of at least:
    - A. 1.500 if 1 semester-in-residence has been transferred to UNC-Chapel Hill;
    - B. 1.750 if 2 semesters-in-residence have been transferred to UNC-Chapel Hill;
    - C. 1.750 if 3 semesters-in-residence have been transferred to UNC-Chapel Hill;
    - D. 1.900 if 4 semesters-in-residence have been transferred to UNC-Chapel Hill;
    - E. 1.900 if 5 semesters-in-residence have been transferred to UNC-Chapel Hill;
    - F. 2.000 if 6 or more semesters-in-residence have been transferred to UNC-Chapel Hill;
  - For readmission to a fourth or later semester at UNC-Chapel Hill, a transfer student must meet the same standards for readmission
which apply to students who enrolled at UNC-Chapel Hill for their first college semester, with “semesters-in-residence” defined as total semesters (UNC-Chapel Hill semesters + transferred semesters).

Readmitted students receiving academic warnings should consult their academic dean about their status. Readmission will be blocked for any student unless prior tuition and other obligations due the University have been paid.

It should be carefully noted that the readmission requirements stated above are based on (1) the total number of academic terms in college, both here and at other institutions, and (2) the cumulative grade-point average achieved on courses taken at the University without regard to grades earned elsewhere.

Also, a former student applying for readmission after attending another institution must have at least a 2.0 (C) average on all work taken and be eligible in all respects to return to other institutions attended since leaving the University.

Students who have withdrawn from the University during a regular term (fall or spring) or who have been out because of academic ineligibility or for any other reason must apply to the director of undergraduate admissions for readmission to any term at least one month prior to the beginning of classes. Readmission is not automatic in any case. Each applicant is considered carefully in light of all attendant circumstances, including enrollment limitations within the University.

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 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 or 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 of readmission issued by the Admissions 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. Students readmitted to the University under the nontraditional readmission policy are ineligible to receive degrees “with distinction.”

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. 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 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, the student should contact the Student Health Services or Counseling and Psychological 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 the Student Health Services or Counseling and Psychological Services. A medical withdrawal is effected without grades and without a semester-in-residence.

Academic Withdrawal

If a student decides to withdraw for reasons other than illness, 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 the 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 awarded 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.

Withdrawal from a summer session is not counted as a semester-in-residence. However, failing grades are recorded if the student is reported as below passing in more than one academic course. Students enrolled as summer session visitors must withdraw through the Office of the Director of the Summer School.

If a student completes an official withdrawal 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 deduction of 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 over a period of three weeks at a rate of one-fourth of the summer session’s bill after deduction of 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

No retroactive withdrawal from a semester or summer session shall be approved for any reason, medical or otherwise, unless a written request for such action has been submitted within seventy-two hours of the end of the final examination period of that semester or summer session.

Appeals for exceptions on the basis of extraordinary circumstances must be addressed to the appeals committee of the administrative board of the college or school having jurisdiction over the student during the semester or summer session in question. The decision of that appeals committee is final.

Dean’s List

To be eligible for the Dean’s List, students must meet one of the following requirements:

1. a 3.200 grade-point average with no grade lower than a C if enrolled in fifteen or more hours of letter-grade credit, exclusive of physical education activities courses;
2. a 3.500 grade-point average with no grade lower than C if enrolled in at least twelve but fewer than fifteen hours of letter-grade credit, exclusive of physical education activities courses.

No changes to the Dean’s List will be permitted after the list has been published by the Registrar’s Office.

Graduation

To qualify for an undergraduate degree, a student must successfully complete at least 120 semester hours, not including physical education activities courses (quantitative requirements are higher than this minimum in some Bachelor of Science degree curricula). Also, the student must have a 2.000 (C) average on all work attempted at the University of North Carolina at Chapel Hill.

The required 2.000 average must be earned in a total number of hours not to exceed 45 hours beyond the minimum graduation requirements for the degree being sought. A minimum of forty-five academic credit hours must be earned from UNC-Chapel Hill courses, and at least twenty-four of the last thirty academic credit hours applied to the degree requirements must be earned from UNC-Chapel Hill courses. These may include courses taken by correspondence or via Carolina Courses Online or courses offered in study-abroad programs sponsored by the University. In the College of Arts and Sciences, at least 18 semester hours of work with grades of C (not C-) or higher are required in the student’s major (some majors may require more), and at least half of the student’s major must be completed in this University. Beginning with the first day of classes in the term for which the students expect to graduate, students should file an application for a degree in the office of the dean. A student who has not filed an application for graduation on or before the announced deadlines for fall graduation and for spring graduation may not be included in the list of graduating seniors.

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” one must have completed at least forty-five 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. Students readmitted to the University under the nontraditional readmission policy may not graduate “with distinction.”

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. If the student’s scholastic progress has been such as to prevent his or her continuance in the University and eligibility has not been retained or restored, a plain statement of this fact will be included.

A statement of honorable dismissal will not be granted to students whose conduct and character would not entitle them to remain in the University. In every transcript full mention will be made 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 University Registrar’s Office: in person or by writing. These methods require the student’s signature in order for the University Registrar’s Office to release the transcript. Students may inspect their academic records at the Registrar’s Office, 105 Hanes Hall. For more information on how to request a transcript, please call (919) 962-2350.

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:

A. Space must be available in the course.
B. The student’s academic dean must certify that the course is appropriate for the student’s degree program, and that an equivalent course is not available at this University during the same term.
C. Enrollment in interinstitutional registration is normally 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.
D. 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.

Additional information, procedural instructions, and forms are available at the Registrar’s Office, 105 Hanes Hall.

Veterans Educational Benefits

Students who expect to use their veterans’ educational benefits must contact the Veterans Services Section in the University Registrar’s Office in 105 Hanes Hall. For further information, please visit regweb.unc.edu/veterans/index.html or call (919) 962-8292.
Loan Deferrals, Certification/Verification of Enrollment Status

The University Registrar's Office 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/official/forms/enroll_cert.html, call (919) 962-3954, come to 105 Hanes Hall, or mail their request to the University Registrar's Office, CB# 2100, 105 Hanes Hall, Chapel Hill, N.C. 27599-2100.
Division of Student Affairs

DEAN L. BRESCIANI, Interim Vice Chancellor for Student Affairs and Associate Vice Chancellor for Student Services
Cynthia Wolf Johnson, Associate Vice Chancellor for Student Learning
Melissa Exum, Dean of Students
Sarah Jonczak, Director of Finance and Personnel
Sheila Hrdlicka, Coordinator of Parent Programs

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; and to develop a clear sense of self, improved interpersonal skills, and the ability to choose wisely.

Information on each of these departments and programs is presented below. Students are encouraged to explore the opportunities offered by the Division of Student Affairs throughout their University careers, either directly through the respective departments or through the Office of the Vice Chancellor.

The Office of the Vice Chancellor in 104 Steele 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 various University committees to represent the division's several constituencies.

Departmental Programs and Services

Carolina Leadership Development promotes effective leadership and citizenship through experiential learning, training, and resources. Several programs, academic seminars, and resources are available to all students. The North Carolina Fellows Program, founded in 1968, is a highly selective four-year program designed to support and accelerate the development of highly motivated undergraduates with exceptional leadership potential. One of two such programs in the state, it seeks to instill in students a strong sense of responsibility toward those whom they serve. Students participate in educational retreats, an academic seminar, 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.

The Women's Mentoring Program is a one-year program for first-year women students interested in leadership. Women faculty and staff join the students and serve as mentors. Together they attend sessions focused on issues related to women in leadership.

The Emerging Leaders Program is a one-year leadership development program open to sophomores, juniors, and seniors. The program includes skills training workshops, experiential learning seminars, and organizational development sessions. Those who complete the program may apply to continue the next year by participating as small-group facilitators through the Facilitating, Assessment, Coordination, and Training (FACT) Program. Students interested in furthering their skills may then apply to serve as programming leadership coordinators (PLCs).

Two academic courses are offered: Dynamics of Effective Leadership and Advanced Leadership Development Seminar. For more information about any of these programs, please contact Carolina Leadership Development, Morehead Planetarium Building, (919) 962-7724, lead@email.unc.edu, or visit the Web site at leadership.unc.edu.

The Office of Greek Affairs provides services, programs, and assistance to the forty-nine 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 (NPFHC, Panhellenic, IPC, and GAC), 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 50,000 hours of community service each year and raising more than $110,000 for charities annually; being involved in other student organizations; and nurturing a small-group, supportive environment that makes all this possible. Being Greek at Carolina is a popular option, as nearly seventeen percent of the undergraduate students are members of fraternities and sororities. If you have a question, please call the Office of Greek Affairs, CB# 5100, (919) 962-8298; e-mail greeks@unc.edu; or visit the Web site at greeks.unc.edu.

The Orientation Office is responsible for familiarizing new students with the University. To do this, the Orientation Office strives to lessen new students' anxiety and increase their confidence, and to help them become comfortable within the University environment. The orientation program promotes a smooth transition to the new academic and physical environment, familiarizes new students with University procedures, and offers early social opportunities. The office administers orientation programs for all new undergraduate first year and transfer students. The programs are designed to address the specific needs and different concerns of these two groups. General College's placement testing, academic advising, and course registration are included in the summer orientation program. Student employees and student volunteers contribute significantly to the orientation process. For more information, visit orientation.unc.edu.

The philosophy or mission of the Department of Disability Services is to develop and provide services that permit students to meet (as independently as possible) the demands of University life; the goal is to ensure that all programs and facilities of the University are accessible to all members of the University community.

Services and accommodations are designed based on each enrolled student's individual need, whether the student is at the undergraduate, graduate, or professional level. Documentation
supporting the request for service must indicate a substantial limitation relating to the demands of University life. Once appropriate remedies are determined, they are offered at no charge to the student.

**Services and Accommodations**

While the following are the most common forms of assistance, this is not an exhaustive list.

**Registration Assistance**

- to assist students who do not have access to the registration process

**Academic**

- Note-takers for students who cannot take notes because of a physical or hearing impairment
- Interpreters for hearing-impaired students
- Class materials, tests and quizzes in an accessible medium (Braille/large print); additional time

**Campus Transportation**

- consult with Transportation and Parking regarding lift-equipped vans (P2P) between various campus locations; freshman parking permits

Students face numerous issues in the University environment; therefore the Department of Disability Services works with programs, offices, and departments throughout the University to ensure access.

The staff, in the basement of Steele Building, can be contacted by telephone at (919) 962-8300 (V/TDD), by electronic mail at disabilityservices@unc.edu, or on the Web at disabilityservices.unc.edu.

**Counseling and Psychological Service (CAPS)**, located on the third floor of the James A. Taylor Student Health Services building, offers confidential evaluation, crisis intervention, psychological counseling, and short-term psychotherapy for all full-time enrolled students at UNC-Chapel Hill. Mental health professionals who are trained in psychology, psychiatry, and clinical social work provide CAPS services. CAPS is dedicated to the principle that the college years should be rewarding and growth-enhancing; therefore, CAPS offers services designed to assist students in adjusting to and performing well at the University. Students make many important decisions and go through many changes, and these challenges invariably create stress. It is natural that a student may want help in dealing with these stresses and the place to go for assistance is CAPS. CAPS services are strictly confidential and anonymity is assured. Appointments are preferred; please call (919) 966-3658 to schedule. Walk-in services at CAPS are available for crises from 8 a.m. to 5 p.m. each weekday. Students experiencing a personal crisis after regular hours are advised to call the Student Health Service’s After Hours Care number (919-966-2281) or the UNC Hospitals Emergency Room (919) 966-4721. CAPS Web site: caps.unc.edu

**University Career Services (UCS)** provides information, career 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, and acquire job/internship search skills. Services include workshops on career planning, resume writing, interviewing, networking, internship and job seeking; resume mailing to employers; individual career counseling; on-campus interviewing; interest testing, job and internship vacancies on-line; 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 address: UCS@unc.edu. Telephone: (919) 962-6507.

The Student Health Service (SHS), located next to Kenan Stadium in the James A. Taylor Student Health Services Building, provides a broad range of ambulatory, primary care, and prevention services. Specialty care services also are available, including orthopedic, 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.

Any student who has paid the student health fee for the current semester or summer session is eligible for health care at the SHS. The fee covers the cost of most services provided by SHS professionals, including physicians, physician extenders, nurses, physical therapists, and health educators. Additional charges are made for after-hours care, drugs, and miscellaneous supplies. Laboratory and X-ray studies at SHS require a co-payment by the user. There also may be additional charges for 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 student health fee at SHS. Hours of operation vary according to the academic calendar. Please call to verify hours of operation Monday through Friday and on the weekends. Preferred SHS office hours are 9:00 a.m. to 4:30 p.m., Monday through Friday, when students are seen on an appointment basis. For convenience, students are encouraged to call (919) 966-2281 for an appointment. After hours care is available from 4:30 p.m. to 11:00 p.m. Monday through Friday, and 8:00 a.m. to 5:00 p.m. on weekends. Physician extenders are available with medical and psychiatric back up. Services are considered a premium service with a visit charge during these times. If other ancillary services are required, an additional fee will apply. Major problems may be referred to the UNC Hospital Emergency Department by the SHS staff when open or by the HealthLink nurse (919)-966-2281 when the SHS is closed. Students should be aware that the student health fee does not cover medical care at UNC Hospitals or other facilities. You will be responsible for charges incurred at the UNC Hospital Emergency Department anytime that you use those services.

Because the health fee does not cover hospitalization, surgery, and intensive care, it is strongly recommended that students have additional health insurance. The University has made arrangements with Blue Cross/Blue Shield/North Carolina to offer group health insurance coverage including major medical benefits to enrolled single and married students, their spouses, and children. For information, contact Hill, Chesson, and Woody (Insurance Brokers), P.O. Box 3666, Chapel Hill, N.C. 27515; telephone (919) 967-5900; or access their Web site at www.hillchesson.com.

North Carolina law mandates that all new students at the University document the completion of immunization requirements. Failure to comply results in cancellation of registration thirty (30) days after classes begin. Vaccines are offered at the Student Health Service at reduced rates for students who need to complete
their immunization requirement. For additional information on the SHS, access the Web site at studenthealth.unc.edu.

The Center for Healthy Student Behaviors (CHSB) is the primary prevention unit of the Student Health Service (SHS). The SHS provides two locations for the CHSB. The first is located on the second floor of the James A. Taylor SHS Building and the second, or satellite facility, is located on the first floor of the Student Recreation Center. The staff provides prevention and educational programs in lifestyle and self-care skills such as exercise, nutrition, weight control, chemical and substance abuse services, and stress management. Several Student Advocacy Groups, working with the professional staff, provide outreach activities in all of these areas.

The Carolina Health Education Counselors for Sexuality (CHECS) of the CHSB offers presentations on contraception, sexually transmitted diseases (STDs), acquired immune deficiency syndrome (AIDS), and other sexual health issues on individual (by appointment) or group (by request) basis. The CHSB serves as a confidential HIV testing site for students.

Other services within the CHSB include special multidisciplinary treatment teams to assess and treat students experiencing substance abuse and eating disorder problems. The CHSB is an authorized site for testing and follow-up of DWI (Driving While Impaired) convictions.

The International Center, located on the second floor of Nash Hall, assists students and faculty from other countries with their adjustment to life in Chapel Hill. The center advises individuals and University departments on immigration issues and matters pertaining to international students and faculty. Activities are offered which, in addition to helping international students benefit as much as possible from their stay here, also promote interaction between students from the United States and international students. The activities also encourage the University and local community to benefit from the presence of international students and faculty. Activities include International Student Orientation, the International Friendship Program, the English Conversation Partners Program, the International Women’s English Conversation Group, and various cultural programs.

The Class of ’38 Summer Abroad Fellowship Program is administered by the center.

Since its founding in 1860, the Campus Y has been a starting point for the development of many programs responding to students' concerns. In particular, the Y serves as a bridge between the University and the local community, providing opportunities for cooperation in addressing the needs of both groups. Students participate in Y-sponsored committees, some of which incorporate community outreach with social justice issues. Some Y-sponsored committees include Big Buddy, Students for the Advancement of Race Relations, Youth for Elderly Services, Project Literacy, and Special Populations.

In addition to involvement in these and other committees (nineteen in 2001), the opportunity exists for students to serve on the Y Student Executive Committee, for which elections are held in the spring. All students are welcome to visit the Campus Y office in Room 102 of the Campus Y Building to learn about community service and University, local, 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 aspects of their co-curricular lives. Governed by a board of directors made up of students and faculty, the Carolina Union's role is to bring 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. Made up of a president and committee leaders (selected through open interviews each spring), the Carolina Union Activities Board provides valuable leadership experiences for those involved. Students are welcome to the office in Union 3514 to find out how they may join committees that create the variety of programs presented throughout the year.

The Frank Porter Graham Student Union building also houses the Sonja Haynes Stone Center for Black Culture and History and several student media organizations (The Daily Tar Heel, Cellar Door, Yacketty Yack, WXYC, and STV) as well as the offices of major student organizations such as Student Government, the Graduate and Professional Student Federation, the Black Student Movement, and the Residence Hall Association.

Official University recognition of all student organizations, along with major event planning of student activities, is provided through the Union’s main administrative office in Union 3512. The Office of Events Planning (Union 3509) schedules meeting rooms for recognized student organizations in the Union and in other campus facilities.

The Union is the gathering place for the University community. It offers program spaces and meeting rooms, comfortable lounge space, art galleries, an auditorium where movie screenings and other activities take place, the Great Hall for large gatherings, bowling lanes, pinball and video games, billiards, big-screen TVs, snack bar and vending machines, an information desk, and a box office. Recent additions include a full service copy center and wireless online access in the main common areas.

The Union Expansion and Renovation Project continues through 2003-2004 with operations focused in the new addition while the renovation of the oldest section of the building is done. When the project is finished, services, programs, and facilities will expand to accommodate the needs of students in every aspect of their lives outside the classroom.

The Carolina Union Box Office (Union 2504) sells tickets to numerous on-campus events and performances, including the Carolina Union Performing Arts Series, which presents professional artists and touring productions. The Carolina Union is the place to meet friends, to relax, to learn, to have fun, to get involved, and to just be the place where the campus community comes together.

The Office of the Dean of Students (located in 01 Steele Building) is actively concerned with broad areas affecting student services and student involvement at the University. The staff members serve as advocates for a variety of non-academic student needs and the office operates as an information center for referrals and questions regarding student life throughout the University community.

The staff assists the University in upholding its ideals of academic integrity and appropriate conduct through educating all members of the University community about the Honor Code, alcohol policy, and harassment policies. Members of the staff also advise the student honor system. The office is also available to help students, parents, and staff with crises involving students.

The office also actively works to educate students about sexual and relationship violence as well as lesbian, gay, bisexual, and transgender (LGBT) issues. The LGBT Office (within the Office of the Dean of Students) opened in spring 2003 and offers counseling,
a resource library, and educational programs. Website: www.unc.edu/depts/dos.

The Department of Housing and Residential Education serves to provide campus housing to enhance the intellectual climate, inclusive environments that promote student learning and citizenship, and opportunities for involvement and leadership. Housing and Residential Education staff develops and coordinates inclusive learning communities that augment and extend the intellectual climate of the University; it educates and promotes student citizenship, civility, and responsibility as well.

Students who live on campus are more likely to interact with professors outside of class, attend cultural events, seek employment on campus, and participate in clubs and organizations. By getting involved, students develop an identity with the University community, quickly develop social networks, and find opportunities for intellectual, spiritual, physical, and occupational growth.

As the residence halls have changed to meet the needs of students, they have become more than just places to sleep, eat, and socialize with friends. In the past few years, the opportunities for students to learn as well as live in the residence halls have broadened, connecting the academic environment and the living environment. Among the offerings at Carolina:

- **Theme Housing and Substance Free Living** allows students to live and learn with residents who share an interest in a particular subject or lifestyle. Current Theme Housing options include Living Well, Academic Enhancement, Language Houses, UNITAS, Women’s Perspectives, and Health Sciences. Students play an integral part in the design, leadership, and implementation of all programs. Substance Free housing options are available.

- **The First Year Initiative** is a unique community, intentionally designed to meet the academic and social needs of first-year students and to integrate learning experiences from both inside and outside the classroom. In this program, first-year students participate in small group dialogues with faculty, graduate mentors, and undergraduate assistants; community service activities; and critical issue forums, and they attend performing arts events and a variety of social events.

- Every residence hall offers direct, in-room connections to the campus computer network, live-in peer “resident computer consultants,” and access to the campus 24-hour computer help desk.

- A wide variety of educational support, learning, and recreational programs are offered in every residence hall including extended quiet study hours, study groups, and computer labs.

Expanding the range of housing options available to students has had a measurable impact. Research shows that students living in the residence halls have a much higher graduation rate with higher GPAs. Academic and thematic programs in the residence halls also have been beneficial for increasing faculty involvement and promoting understanding of different aspects of students’ lives.

**Co-curricular Involvement**

Undergraduate students encounter many experiences outside the classroom that contribute to personal and skills development. Involvement in co-curricular activities is one such experience. Through meeting and working with others in co-curricular activities, students gain in self-understanding, develop relationships, establish personal values and beliefs, and further develop their abilities and intellect. Each year, the University recognizes approximately 500 co-curricular organizations formed by students. The organizations include academic, cultural and international, honorary and service societies, music and performance, publications and media, religious, fraternities and sororities, sports and recreation, student government, and special interest organizations. 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 Leadership Development (Division of Student Affairs). Teaching of program planning and event management is available through the Office of Student Activities and Organizations, Room 201, Carolina Union. There are also opportunities for involvement in community service and related organizations on the campus, such as the Campus Y and the Carolina Union. Involvement in these organizations provides students with the potential for personal and skills development.

Students interested in learning more about how to get involved and about the opportunities available are encouraged to visit the Assistant Director for Student Activities and Organizations, 3512 Carolina Union.

**Recognition of Co-curricular Student Organizations**

The University requires that co-curricular student organizations be officially recognized each academic year. This recognition process is designed to ensure that student organizations affiliated with the University do not discriminate on the basis of race, color, religion, national origin, disability, age, veteran status, gender, or sexual orientation. In addition, official recognition provides student groups with the following benefits: 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. Applications for official University recognition must be completed annually, in order to ensure that active students are aware of University policies and to provide staff with current information concerning University-recognized student organizations.

Applications are available from the Assistant Director for Student Activities and Organizations, 3512 Carolina Union. All information in and attached to the application is considered public information upon the granting of recognition.

**Student Judicial Governance**

For over 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 in any academic process and sets expectations outside the classroom, by requiring students to conduct themselves in a manner that does not significantly 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

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

Mutual Responsibilities of the Faculty and Students
(excerpted from The Instrument of Student Judicial Governance).

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.

A. Responsibility of Students

* To 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.
* To 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.
* To sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
* To 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 view of others.
* To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.
* To report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. Such reports should be made to the Office of the Student Attorney General or the Office of the Dean of Students.
* To 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. Nothing herein shall be construed to contravene a student’s rights enumerated in Section V.A.2.b. of The Instrument.

B. Responsibility of Faculty

* To inform students at the beginning of each course and at other appropriate times that the Honor Code, which prohibits giving or receiving unauthorized aid, is in effect. Where appropriate, a clear definition of plagiarism and a reminder of its consequences should be presented, and the extent of permissible collaboration among students in fulfilling academic requirements should be carefully explained.
* To identify clearly in advance of any examination or their graded work the books, notes, or other materials or aids which may be used; to inform students that materials or aids other than those identified cannot be used; and to require unauthorized materials or aids to be taken from the room or otherwise made inaccessible before the work is undertaken.
* To require each student on all written work to sign a pledge when appropriate that the student has neither given nor received unauthorized aid. Grades or other credit should not be awarded for unpledged work.
* To take all reasonable steps consistent with existing physical classroom conditions—such as requiring students to sit in alternate seats—to reduce the possibility of cheating on graded work.
* To exercise caution in the preparation, duplication, and security of examinations (including make-up examinations) to ensure that students cannot gain improper knowledge of their contents.
* To avoid, when possible, reuse of instructor-prepared examinations, in whole or in part, unless they are placed on reserve in the Library or otherwise made available to all students.
* To exercise proper security in the distribution and collection of examination papers; and to be present in the classroom during an examination when the instructor believes that his or her presence is warranted or when circumstances, in his or her opinion, make his or her presence necessary.
* To report to the Office of the Student Attorney General or the Office of the Dean of Students any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. When possible, consultation with the student should precede reporting. Private action as a sanction for academic cheating, including the assignment for disciplinary reasons of a failing grade in the course, is inconsistent with faculty policy and shall not be used in lieu of or in addition to a report of the incident.
* To 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.

Non-Academic Conduct

It shall be the further responsibility of every student to conduct himself or herself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

Procedure for Reporting

Violations of the Honor Code should be reported to the Student Attorney General (Room 3505 Carolina Union, 966-4084) or the Office of the Dean of Students (Room 01 Steele Building, 966-4042). Faculty members who have cause to report a student should handle the case in the same manner.
Other Information

Complete information on the Honor System including the Honor Code, procedures of hearings, appeals, sanctions, and student rights may be obtained in The Instrument of Student Judicial Governance (instrument.unc.edu), which is always available in the Honor System office and the Office of the Dean of Students.

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 may delegate, and has delegated, authority to exercise disciplinary and administrative functions in student life to agencies of Student Government. Thus, within the context of this delegated authority and responsibility, the student body at the University has for decades been self-governing.

Student Government at Carolina is more than one hundred years old, and hundreds of students are involved in the various branches every year. From serving on the Board of Trustees to the appropriation of student fees, from instituting governmental service to enforcing the Honor Code, Student Government affects every day of student life.

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 lifestyles. Student Government serves to maintain this freedom and the advisory, not supervisory, relationship.

If you are interested in serving on the Honor Court or the Student Attorney General's staff, contact the Honor System Office (966-4084) for information about how to apply.

In 1876 the Honor System officially ended all vestiges of the monitory 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.

Roughly patterned after the federal system of government with its three branches, Student Government at UNC-Chapel Hill consists of an executive branch, a legislative branch, and a judicial branch. Heading the executive branch is the President of the Student Body, assisted by the Vice President, Executive Assistants, and the Treasurer. The President designs a Cabinet and committees to work in areas of student concern.

Listed below are some of the officers and the three branches of Student Government:

A. 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 State of North Carolina. Major officers include the student body president, student body vice president, student body treasurer, and student body secretary. Other officers include committee chairs overseeing hardship parking, elections board, student services, information technology, student affairs, minority affairs, human relations, and public service (as determined by the needs of the student body).

B. Judicial Branch

Undergraduate Court. This body maintains original jurisdiction with respect to all violations of the Code of Student Conduct except those in which another court may have specified jurisdiction.

Office of the Student Attorney General. The staff investigates alleged violations of the Code of Student Conduct and brings to trial those charges sufficiently supported by evidence; the staff also advises and assists students accused of violations.

University Hearing Board. This court has original jurisdiction in cases deemed inappropriate for hearing within another court and appellate jurisdiction with respect to cases appealed from other courts.

Student Supreme Court. This body adjudicates all issues of student constitutional law to be decided under the Student Government Code.

C. Legislative Branch

The Student Congress (SC). The legislative branch of Student Government is unicameral (one house), consisting of thirty-seven representatives elected by the student body, with the President and the Treasurer of the Student Body serving as nonvoting ex officio members. The Speaker of the SC is elected from among the thirty-seven representatives. Graduate and professional students and on- and off-campus undergraduates are proportionally represented in the Congress.

The Congress handles a vast amount of legislation and, as one of its primary responsibilities, prepares an appropriations budget. A predetermined amount, approved by the Trustees, of fees paid by each student provides the source for the Student Government Budget. The Student Body can petition for fee increases at any time.

The 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.
Facilities and Services

The University of North Carolina at Chapel Hill is determined to maintain physical and instructional facilities that respond to increased enrollments while remaining commensurate with the University’s standards of academic excellence. Supplementary facilities and modern equipment have been added to older classrooms and laboratories, and new buildings have been constructed and new programs developed that aid the students’ academic progress and enhance their total education. The following information describes the University’s facilities and services.

Ackland Art Museum

The Ackland Art Museum, on Columbia Street just south of Franklin Street, houses an internationally known collection of more than 15,000 works of art from Asia, Africa, Europe, and America, ranging from ancient times to the present. The museum is especially rich in European painting and sculpture of the Renaissance and Baroque periods and the nineteenth century, in Asian painting and sculpture, and in North Carolina folk art. The collections of old master and modern drawings and of nineteenth- and twentieth-century photography are among the most important in the Southeast.

Groups of ten or more students may schedule tours of the museum’s collection by calling the museum’s university educator at (919) 962-3343 (voice) or 962-0837 (TTY). Find out about exhibitions, programs, and special events by calling the Ackland at 966-5736 or visiting the museum’s Web site at www.ackland.org.

Students with an interest in fine arts and public service are encouraged to become involved as volunteers at the Ackland. Volunteer docents, trained by museum staff, provide educational services to the University community, including gallery tours, lectures, and special programs organized in conjunction with exhibitions. Students are encouraged to join the museum’s membership group at the student membership rate. Members receive the museum newsletter, and are invited to special events at the Ackland.

Information Technology Services (ITS)

UNC-Chapel Hill’s campus computing services are organized under a central office, Information Technology Services (ITS). Applicants to Undergraduate Admissions can apply to the University using the World Wide Web. Enrolled undergraduate students can view their academic record and update their permanent and grade billing addresses over the Web through services provided by ITS. These services and more can be accessed at www.unc.edu, the UNC-Chapel Hill homepage.

ITS manages the following academic computing services:

Electronic mail (email)

Students enrolled at UNC-Chapel Hill are eligible for an ONYEN™ that can be used for email and Internet services, including Web page publication. To create an ONYEN, point a Web browser to the ONYEN Services page at onyen.unc.edu and click on the “Create/Manage an ONYEN” link. For information and tips on email and Internet use, go to help.unc.edu.

Each residence hall has direct access to the Internet. Off-campus students may want to consider one of the several Internet service providers (ISPs) operating in the area. For a monthly fee, these ISPs permit high-quality Internet access. Information about them is provided in the ITS documentation at help.unc.edu.

The Information Technology Response Center (ITRC)

The ITRC offers free technical support to students, staff, and faculty for desktop and laptop computers, Internet issues, software questions, and more. You can contact the ITRC in one of the following ways:

• Via the web at help.unc.edu.
• By telephone at 962-HELP (962-4357), 24 hours a day, 7 days a week.
• In person in the basement of the Undergraduate Library.

Computer Labs:

ITS supports twelve public computer labs throughout campus. Each lab has high-quality computers and laser printers as well as a full suite of software to cover the wide variety of student needs. All lab computers have high-speed Internet connections, so you can check your email or access the Web. Labs are located across campus on varied schedules. Check the ITS Computer Lab homepage at www.unc.edu/atm/labs or call 962-4404 for information on lab locations and hours of operation.

Computer Training

You can receive training on your own computer with computer-based training (CBT), which makes it possible for you to learn at your own speed on your computer. To learn more, visit cbt.unc.edu.

ResNet (Residential Networking Program)

ResNet is UNC-Chapel Hill’s wiring project to provide cable television and data (Ethernet) connections from residence hall rooms to the Internet. This program allows you to email professors, have online discussions with classmates, surf the Web, check your class schedules and grades, and watch cable television from your room. You can learn more at www.unc.edu/atm/resnet.

Additionally, ITS makes SCOLA foreign language news broadcasts available 24 hours a day. Language majors use this service in their studies and international students especially enjoy hearing the news from home in their native language.

Cable TV (ResTV)

University residence halls are equipped with connections to the ResTV system. ResTV offers 42 channels of informational, educational, and entertainment programming free of charge. All costs are included in basic room rental. Optional premium services are available: learn more at www.telecom.unc.edu/student.

Local/Long Distance Telephone Services

All residence halls and student family housing units are equipped with active local telephone service. Handsets must be provided. Long distance accounts may be established by contacting the Student Telecommunications Office at 962-2700. Voice mail is free when you subscribe to our long distance service. Learn more about other Student Telecommunications offerings, including prepaid cards, travel cards, and cellular programs, at www.telecom.unc.edu/student.
The North Carolina Botanical Garden

The North Carolina Botanical Garden, a conservation 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 250-acre North Carolina Botanical Garden main visitor area and trails (containing 1,996 taxa), the 5-acre Coker Arboretum in the heart of the campus (containing 1,132 taxa), and the 367-acre Mason Farm Biological Reserve (containing 806 taxa).

The garden's main visitor site is located near the intersection of Manning Drive and Fordham Boulevard (U.S. 15-501 Bypass) on the UNC-Chapel Hill campus.

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, 100 years old in 2003, is revered by students, faculty, alumni, and other visitors. The five-acre site 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 garden is an outdoor laboratory and museum that supports University teaching and research. Its collections and trails offer a variety of opportunities for general education and quiet recreation in the display gardens and nature trails; in the garden's public classes, workshops, and lectures; and in interpretive exhibits.

The UNC Herbarium, which became a part of the garden in June 2000, houses over 660,000 museum 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. Development of digital and electronic technology is making possible the loan of virtual specimens via the Internet.

Admission to all sites is free. University students, faculty, and staff are welcome and encouraged to use 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 invitations to special member events.

Campus Safety

Campus safety is emphasized by programs and services developed to provide Carolina students and other members of the University community with up-to-date information about safety measures, support services, and education regarding sexual assault and other crimes.

Several University agencies and student groups work together to meet the needs of the campus and have formed a comprehensive approach to addressing issues of personal safety. Campus security issues are coordinated by the Campus Security Committee, which publishes an Annual Security Report on behalf of the Chancellor. Copies of the report are available online near the beginning of the fall semester each year. Prospective students may request a copy from the Office of Undergraduate Admissions.

The University Response Plan for Sexual Assault Victims provides support and educational material to victims of sexual assault. The plan gives medical, counseling, law enforcement, academic assistance, and housing options to victims. Safe Shuttle will provide transport between the hours of 11:00 p.m. and 3:00 a.m. from the student union every hour and then every 20 minutes and 40 minutes past the hour.

During the fall and spring semesters, the P2P Xpress operates between 7 p.m. and 3 a.m. on a fixed route, stopping at predetermined points around campus roughly every fifteen minutes. P2P also operates an after-dark shuttle service with trips arranged by telephone (962-7867) for those students in areas not served by the Xpress minibuses. The service is available during daylight hours for transport of disabled students and trips to and from Student Health Services. Also, Physical Plant workers, with support from the Campus Security Committee and Student Government, regularly check lighting, emergency call boxes, and other security aids on campus.

The Office of the Dean of Students, in cooperation with student organizations and community agencies like the Orange County Rape Crisis Center, trains and educates students on issues such as date rape, sexual harassment, and personal security. University Police also offers educational and informational programs, while regularly publishing campus crime statistics.

For information on University regulations on the use of firearms and other weapons on campus, please refer to this publication's appendix. The University's policy on illegal drugs also is located in the appendix.


Emergency Disciplinary Action

The responsibility for assuring reasonably safe conditions on campus occasionally requires that emergency action be taken to separate a student from the University, in order to protect University property or members of the University community or to prevent disruption of the academic process. The Chancellor has, therefore, created the Emergency Evaluation and Action Committee. The committee acts, with respect to disciplinary matters, 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 four categories:

A. 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;

B. 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 themselves, other members of the University community, or University property;

C. Students 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
ose a serious threat of disruption of the academic process or a continuing danger to the students themselves, other members of the University community, or University property;
D. 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.

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/policies/tapedec98.pdf.

The Library System
The UNC-Chapel Hill Library System is one of the premier collections in the South. Everyone is welcome to use all campus libraries, including Davis Library (the main humanities and social science collection), Wilson Library (home of the University’s rare and special collections) and fifteen campus libraries with various subject specialties. The libraries’ Web page (www.lib.unc.edu/) contains links to many useful resources and to information about all the libraries.

The Robert B. House Undergraduate Library re-opened in fall 2002 after a comprehensive two-year renovation. The beautiful new House Library features print and online collections carefully selected for undergraduate research needs, all-night hours, quiet and group study space, online and print reserves, a state-of-the-art Media Resources Center, computer workstations and network connections, the ATN help desk and a computer lab, and a student lounge. Reference librarians expert in undergraduate assignments and research can help with all phases of students’ work, and the instructional staff works with faculty to ensure that students learn how to find the information they need.

Morehead Planetarium and Science Center
The Morehead Planetarium building, home to one of the largest planetariums in the United States, is located on the north end of the University campus. The Morehead Planetarium building and grounds, complete with a 68-foot, domed Star Theater, scientific exhibits, Infinity Shop, 24-inch reflecting telescope, observation decks, Visitors’ Center, Morehead Memorial Art 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 that will blossom over the next few years.

Public star shows, which run weekends and Thursday through Saturday evenings at the planetarium, explore the latest topics in astronomy and space science (see www.morehead.unc.edu for current show schedule). From the Hubble Space Telescope to space probes targeting the planets, the star shows encourage exploration of the universe for all ages. Planetarium staff members often host “North Carolina Skies,” a popular live, interactive narrated show. Weekend matinees give children a chance to explore the stars through such characters as the cocky robot in “Solar System Adventure.” Many planetarium productions are Morehead originals, produced on the UNC-Chapel Hill campus. The planetarium generates involvement from the entire community through non-credit classes for adults and children, special programs, public observing sessions of astronomical events, and memberships at a variety of levels.

The Morehead Planetarium building was a gift 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 to the Apollo-Soyuz program.

The Morehead Planetarium Building serves as the University’s academic front door. In addition to the Star Theater, the John Motley Morehead Foundation and the UNC-Chapel Hill Visitors’ Center are headquartered within the building, while the UNC Department of Physics and Astronomy and the UNC-Chapel Hill Undergraduate Admissions Office also have a presence here. The domed State Dining Room, a 350-seat banquet facility, and the Faculty Lounge located within the building are part of the special event activities administered by the Johnston Center for Undergraduate Excellence.

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.

News Services is a resource for the University community. Staff members work with national, state, and local media every day and can answer questions about what reporters do and why. If you have questions or concerns about the media, please call 919-962-2091 or access www.unc.edu/news/newsserv.

Physical Education and Athletics
Physical Education and recreational sports facilities include Woolen and Fetzer gymnasiuums; multiple outdoor fields, indoor and outdoor pools, Finley Golf Course, the Student Recreation Center, tennis courts, and others. Varsity athletic teams compete at Carmichael Auditorium, Boshamer Baseball Stadium, Henry Stadium, Kenan Stadium, Koury Natatorium, Fetzer Field, the Dean E. Smith Center, and other modern venues.
Physical education and athletics play an important role in undergraduate activity. Formal courses in physical education are required of freshmen. Varsity teams compete with those of comparable institutions and often achieve national rankings. Intramural teams are numerous, and competition among residence halls and student organizations is spirited.

PlayMakers Repertory Company and Department of Dramatic Art Performances

PlayMakers Repertory Company is a full-season professional Equity theatre and a member of the League of Resident Theatres (a national association of nonprofit regional theatres) located on campus and associated with the Department of Dramatic Art. Each year, guest professional directors, designers, and actors work with the resident company of faculty, resident artists, and qualified preprofessional students to produce a season of five or six plays. The varied repertory includes a mix of classic and modern plays during a forty-week season.

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.

The Department of Dramatic Art produces fully-staged, faculty-directed plays each semester and sponsors a variety of other productions, including a playwright’s program known as Studio 2.

The student-produced Lab! Theatre produces twelve to fourteen shows a year, which are selected and produced by an elected board, and performed at Playmakers Theatre on Cameron Avenue and the new Elizabeth Price Kenan Theatre at the Center for Dramatic Art. These are low budget productions with a limited number of performances. The emphasis in the Lab! Theatre is on the acting and directing experience. All productions mounted in the Lab! Theatre are produced by a three-member student board elected in the spring.

In addition to the Lab! Theatre, the Department of Dramatic Art offers six to ten productions per year through its Studio series. These range from fully produced plays directed by faculty and guest artists to readings and productions of student-written scripts, including the winner of the annual Samuel Selden Playwriting Prize contest.

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 free-form educational music station broadcasting from UNC’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 drawing connections between different kinds of music. This includes regular rotation of new releases and reissues from local, national, and international acts, plus music drawn from throughout the twentieth and twenty-first 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 a local music show, a Thursday night feature show, and a sports show; throughout, 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.

The Research Laboratories of Archaeology

The Research Laboratories of Archaeology is one of the preeminent institutes for archaeological research in the South. Located on the first two floors of the Alumni Building, its facilities include laboratories, a library, a darkroom, microcomputers, and extensive collections of archaeological records and artifacts. The collections consist largely of materials excavated from North Carolina and adjacent states. They also contain ethnographic and archaeological specimens from Latin America, Europe, Africa, and Asia. Exhibits on North Carolina archaeology are maintained on the first floor of the Alumni Building and are open to the public during normal business hours.

This unit regularly holds public programs on archaeology for students and community members alike. It also provides numerous opportunities for undergraduates to participate in archaeological research. Students interested in archaeology are encouraged to visit the Laboratories.

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. General student recitals and workshops occur on Wednesdays at 4 p.m., and degree recitals are given by students throughout the year at different times.

Special events include the Annual Jazz Festival and the William S. Newman Concert Series. Students are encouraged to actively enjoy music as members of ensembles, as students in music classes, and as members of concert audiences.

The Department of English sponsors a year-long 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.

Campus Ministers’ Association

The Campus Ministers’ Association at UNC-Chapel Hill seeks to work cooperatively, respecting the learnings from the distinctive and enduring legacies of different religious communities, and developing interfaith educational programs that emphasize common values. Baptist, Episcopal, North Carolina Hillel, Lutheran, Presbyterian, Roman Catholic, United Methodist, and Unitarian Universalist are members. Meeting times for these groups are as follows:
**Baptist**
Baptist Campus Ministry
203 Battle Lane
Thursdays at 5:45 p.m.
Rev. Bob Phillips, Campus Minister
Telephone (919) 942-4266
rphillip@email.unc.edu

**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, fellowship
Chaplain: The Rev. Stephen R. Stanley
Telephone (919) 929-2193
sstanley@thechapelofthecross.org
ECM Online: www.unc.edu/ecm

**North Carolina Hillel**
210 W. Cameron Ave.
Fridays at 6:15 p.m. — Sabbath services and dinner
Rabbi Sharon Mars
Telephone (919) 942-4057, ext. 105
rabbisharon@nchillel.org

**Lutheran**
Lutheran Campus Ministry
300 E. Rosemary St.
Wednesdays at 5:30 p.m. — Eucharist and student meal
Rev. Mark Coulter, Campus Minister
Telephone (919) 942-2677
prmark@holytrinitychapelhill.org
holytrinitychapelhill.org/htlc_lcm.html

**Presbyterian (USA)**
Presbyterian Campus Ministry
110 Henderson St.
Thursdays at 6:00-7:45 p.m. — student dinner and program
Rev. Caroline Craig, Campus Minister
Telephone (919) 967-2311
pcm@email.unc.edu
www.unc.edu/pcm

**Roman Catholic**
Newman Catholic Student Center
218 Pittsboro St.
Wednesday Student Nights at 5:30 — dinner and program
Rev. Phillip Leach, Pastor and Campus Minister
Michael Chepul, Associate Campus Minister
Kathy Martyn, Associate Campus Minister
Telephone (919) 929-3730
kmartyn@nc.rr.com
www.newman-chapelhill.org

**Unitarian Universalist**
UNC-Chapel Hill Unitarian Universalist Fellowship
106 Purefoy Rd.
Thursdays at 5 p.m., 209 Union — food, fellowship, and worship
Mark Glovin, Campus Minister
Telephone (919) 942-2050

**United Methodist**
Wesley Foundation
214 Pittsboro St.
Wednesdays at 5:45-8:00 p.m. — communion, dinner, and program
Rev. Jan Rivero
Telephone (919) 942-2152
wesleyunc@earthlink.net

**Evangelical Campus Ministries**
The Evangelical Campus Ministries is an organization of campus ministers from various religious groups. Member groups (which are UNC-recognized student groups) are represented by ordained and non-ordained persons who, by job description and designation by their respective organizations, engage in campus ministry at UNC-Chapel Hill. Member groups pay annual dues and their representatives meet regularly for mutual support, discussions of campus life and ministry, and for informational sessions with resource persons from the University. The members of the ECM are Campus Christian Fellowship, Campus Connection, Campus Crusade, Carolina Hope, Chi Alpha Christian Fellowship, Chapel Hill Bible Church, Church of the Good Shepherd Campus Ministry, InterVarsity Christian Fellowship, Victory Campus Ministry, and Young Life. Associate members are Fellowship of Christian Athletes and Music Makers.

For more information, contact Scott C. Vermillion at (919) 361-4991 or scott_vermillion@ivstaff.org.

**Campus Connection**
Luis A. Garayua III, Campus Pastor and Director
(919) 358-6629
campusconnection@msn.com
www.campusconnection.us
Affiliated with Grace Church (non-denominational)
200 Sage Road
Chapel Hill, N.C. 27514
(919) 968-4120
www.gracelife.com

**Campus Christian Fellowship at UNC**
Frank Dodson, Campus Minister
Michael McDonough, Assistant Campus Minister
PO Box 758, Chapel Hill, NC 27514 (for both)
(919) 942-8952 (for both)
fodson@email.unc.edu
mlmcdonough7@hotmail.com

**Campus Crusade For Christ**
Miles Oneill
12 Balthroppe
Chapel Hill, N.C. 27514
(919) 260-6344
miles.oneill@uscnc.org

**Chapel Hill Bible Church University Ministry**
Tim Conder
Pastor/University and Young Adults
260 Erwin Rd. Chapel Hill, NC 27514
(919) 406-0310
TimConder@aol.com
www.biblechurch.org
**Chi Alpha Christian Fellowship**
Brian and Mindy Hargett
1923D North Hills Rd.
Raleigh, N.C. 27612
(919) 786-4879
brianmindyxa@aol.com
www.xa-unc.com
Brad & Shelly Novosad
825 Madison Ave.
Cary, N.C. 27513
(919) 468-9105
brad@xa-ncsu.com
shelley@xa-ncsu.com
www.xa-unc.com

**The Church of the Good Shepherd**
Byron Peters
College Pastor
3741 Garrett Road
Durham, N.C. 27707
(919) 942-2182
byronpeters@cbsonline.org

**Fellowship of Christian Athletes**
Core Leader: Derek Denton ddenton@email.unc.edu
Outreach Coordinator: Settle Flyer hphlyer@email.unc.edu
Administrative Coordinator: Courtney Young
uncy@email.unc.edu
Todd L. Austell, Ph.D.
UNC-Chapel Hill FCA Faculty Advisor
Venable Hall 234
Department of Chemistry, CB# 3290
Chapel Hill, N.C. 27599-3290
(919) 962-9429 (office)

**Intervarsity Christian Fellowship (IVCF)**
Scott Vermillion
Area Director for UNC-Chapel Hill
506 Cottage Lane
Durham, N.C. 27713
(919) 929-6254

**South Campus Intervarsity Staff**
Brian Wilcox
(919) 418-8933
SouthChapter@yahoo.com
Brian.ivstaff@verizon.net

**North Campus Intervarsity Staff**
Jack Jirak
(919) 933-1173
j.jirak@juno.com

**Granville Towers/Off Campus Intervarsity Staff**
Sarah Shallcross
(919) 918-7926
seshallcross@yahoo.com

**Greek Fellowship Intervarsity**
Dave Shepley
(919) 490-0760
daveshepley@greekiv.org

**Multiethnic Fellowship Intervarsity Staff**
Shawn Morrison
Shawn_Morrison@ivstaff.org

**Music Makers Christian Fellowship**
Amy Brothers — President
Mike McCall — Treasurer
Erinn Brunell — Worship Leader
Kyle Bartley and Ashley Gainer — Speaker Coordinators

**Victory Campus Ministries**
Rollan Fisher
Campus Minister
7305-301 Calibre Park Dr.
Durham, N.C. 27707
(919) 225-2183
rollanfisher@hotmail.com
Charles Kiefer and Reginald Roberson

**Campus Ministers**
5500 Fortunes Ridge Dr. #74B
Durham, N.C. 27713
kiefercharles@hotmail
newcofmt@hotmail
Ashley Dunbar
804 Harrier Court
Durham, N.C. 27713
(919) 544-8757
adunbar@email.unc.edu

**Young Life**
Address for all:
P.O. Box 4621
Chapel Hill, N.C. 27515
(919) 286-9697
Jeff McSwain
jeffmcswain@yahoo.com
Buffy Smith
ylbuffy@mindspring.com
Dave Reule
davereule@hotmail.com
Brad Turnage
btturnip@yahoo.com
Julie Sessoms
julessessoms@hotmail.com
FINANCES AND FINANCIAL AID

Student Finances

Living Expenses

The estimated expenses for the 2003-2004 academic year (two semesters) are approximately $12,526 for an in-state student and $24,310 for an out-of-state student. These expenses are listed separately below.

Tuition and fees are assessed on a semester basis and are due prior to registration. Students registering in Early Registration will be mailed a bill at their billing address prior to the beginning of that term. To avoid registration cancellation, tuition and fees plus all past charges must be paid or deferred by the due date on the bill. Students who are receiving financial aid and wish to defer these charges must complete the Tuition and Fees Deferment Form on the back of the bill and send it to the University Cashier along with a payment for any unfunded balance by the due date on the bill. Students registering during Term Registration must either pay tuition and fees or provide the University Cashier with documented eligibility of financial aid plus payment for any previous charges or unfunded tuition and fees prior to being cleared to register.

It is extremely important for students to refer to the Directory of Classes, which is published by the University Registrar, prior to each semester or summer session and to follow instructions concerning payment/deferment due dates to avoid registration cancellation. If the student’s billing 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.

Payments may be made in person or by mail. To avoid the inconvenience of standing in line to make a payment, please mail your check (payable to the University of North Carolina at Chapel Hill) to the University Cashier, CB# 1400, 103 Byrum Hall, Chapel Hill, N.C. 27599-1400. Show your full name and student ID number on all payments. Drop boxes for payments are also located in Byrum Hall.

Payment may also be made using MasterCard or VISA. If you decide to make your payment with a credit card, a non-refundable “transaction fee” will be added to your bill. The transaction fee is currently two percent of the total charges and is subject to change. To make a payment by MasterCard or VISA, please call (919) 962-8621 or toll-free (877) 962-8621.

An installment payment plan is offered for the fall and spring semesters for tuition, fees, and on-campus housing only. If you are enrolled in this plan, all other charges and past due amounts must be paid in full to avoid cancellation. This plan is being offered through Tuition Management Systems Inc. (TMS). Please contact TMS at 1-800-722-4867 or at www.afford.com or visit the UNC-Chapel Hill Cashier’s Office on the Web at cashier.unc.edu for more information. The enrollment deadline for the installment payment plan for fall semesters is July 31, and December 1 for spring semesters.

The estimated expenses for an undergraduate student for the 2003-2004 academic year include:

<table>
<thead>
<tr>
<th>N.C.</th>
<th>Resident</th>
<th>Non-resident</th>
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<tbody>
<tr>
<td>Tuition</td>
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<td>Fees</td>
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<td>Books and Supplies</td>
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<td>$800.00</td>
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<tr>
<td>Residence Hall Room Rent (average double room)</td>
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<td>Meals</td>
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<tr>
<td>Travel</td>
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</tr>
<tr>
<td>Personal Expenses</td>
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<td>$1,160.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$12,526.00</td>
<td>$24,310.00</td>
</tr>
</tbody>
</table>

Estimated tuition and fees as of February 2003. For the most updated information, please visit regweb.aic.unc.edu/handbook/current/tfschedule.html.

Mandatory student fees include Student Health Service, Athletic Association, A.P.P.L.E.S. Program, Intramural Recreation Program, Safety and Security, Student Body Scholarship, Student Endowment Library Fund, Student Government, Student Legal Services, Student Recreation Center operating expense, Student Union operating expense, Undergraduate Teaching Award, Student Facilities Debt Service, Student Dining Debt Service, registration fee, transit fee, and an educational and technology fee. All new students are required to pay an orientation fee (freshmen $35.00, junior transfer students $22.00) and a student ID services fee ($15.00) for their initial semester. In addition to these fees, special lab and designated program fees also may be charged. The returned check fee is $25.00 and the late registration fee is $20.00.

Students who are over age sixty-five and are North Carolina residents may qualify for waiver of their tuition and fees. Students must complete and then submit a “Request for Waiver of Tuition and Fees for Senior Citizens” to the University Cashier.

Each student is responsible for payment of his or her University charges. If someone other than the student is responsible for paying the charges, the University Cashier should be notified well in advance so that a bill may be sent to the proper person or agency in order that payments can be made when due.

Students who are expecting to receive financial aid or scholarship funds should bring with them sufficient funds (cash or traveler’s checks) to take care of living expenses for approximately fifteen 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 over a period of nine weeks at an approximate rate of one-tenth of the semester’s charges per week. 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 up to $1,500 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 post-secondary 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.

Twenty-five Percent Tuition Surcharge

As required by the N.C. General Assembly Senate Bill 27, 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 twenty-five percent tuition surcharge. 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 University Cashier will deposit excess funds from your student account to either a checking or savings account at your bank. Please return a Direct Deposit Consent form to the University Cashier as soon as possible. It will take six (6) business days to validate the bank account information. You must inform the University Cashier of any changes to your banking information.

Scholarships and Financial Aid

The University of North Carolina at Chapel Hill has a long-standing commitment to assure that qualified students have the opportunity to study at the University, regardless of their ability to pay the full costs of attendance. Tuition at UNC-Chapel Hill is lower than at most other 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 costs of attendance and the amount the student and family should be able to pay toward expenses. There are also loan programs open to all students, regardless of financial circumstances. A limited number of academic scholarships are awarded to entering freshmen with exceptional academic ability.

The Office of Scholarships and Student Aid awards and administers more than $119 million in financial aid to more than 11,000 students. Scholarships and financial aid funds come from federal, state, University, and private sources. Awards are made according to procedures established by donors and agencies and 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 at least half-time 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 by information reported on the application form that the financial resources of the student and family are not sufficient to meet the costs 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 U.S. 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. The guidelines expect the student to contribute to costs with earnings during the summer and/or school year, based on the amount earned by the student during the previous year. 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 treated 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.

Preference Deadline

The Office of Scholarships and Student Aid gives priority for financial aid to students who submit the necessary forms to the processing agencies by March 1 prior to a summer or academic year 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. The FAFSA may be obtained from high school counselors and college financial aid offices, or by going online to [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). There is no fee for processing the FAFSA, and it must be mailed by February 15, 2003 (in order to be received by the federal processing agency by March 1) with the UNC-Chapel Hill code number 002974 listed in the appropriate section. Students who applied for federal student aid in the previous year may receive a Renewal Application directly from the Department of Education, and the renewal form may be used in place of the FAFSA. The form is preprinted with data reported by the student in the previous year, and the current year’s data must be edited and updated. The student must check that information is to be sent to UNC-Chapel Hill, code number 002974.

Undergraduate students must also complete the PROFILE Application of the College Scholarship Service (CSS) in order to be considered for University scholarships and grants. An entering student may register for PROFILE by calling toll-free 1-800-778-6888 between 8:00 a.m. and midnight or by connecting on the Internet to College Board Online at [www.collegeboard.com](http://www.collegeboard.com). About a week after registering, each student will receive from CSS a PROFILE Application packet, customized for the schools the student may be considering. A returning undergraduate student may register for the PROFILE Application by either of these methods or may obtain the PROFILE Renewal Application from the Office of Scholarships and Student Aid. The PROFILE form should be completed by the student and mailed preferably by February 15, 2003 to be received by the processing agency no later than March 1. There is a processing fee, which must be paid by credit card or sent to CSS when the form is mailed.

**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 June. Both entering and returning graduate and professional students are usually informed of aid decisions in June if applications are filed by March 1. Students who do not meet the March 1 preference deadline cannot be assured of award notifications nor 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 jobs. 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 or a preference for gift funds. The award will include as much scholarship or grant aid as resources will 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 Application 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 upon the student's eligibility and academic achievement and on 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. Every year, approximately sixty entering freshmen 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 freshmen 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 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 $4,000 for in-state students, and $9,200 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 most needy students, and eligibility is measured by a formula approved by the U.S. Congress. A Pell Grant award for an eligible student will be included as part of his or her financial aid package.
**UNC Campus Scholarships Programs — Undergraduates**

The University of North Carolina 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 scholarship 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 freshmen to own an Intel-based laptop computer (PC). If you are a freshman and you qualify for financial aid based on the Profile Application, you 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 credits 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 programs, 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.

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 five 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 Subsidized Federal Stafford Loan as part of a student's financial aid award. The Office of Scholarships and Student Aid prefers that students borrow from College Foundation Inc. (CFI), North Carolina's primary lender. Unless a student indicates another lender at the beginning of the financial aid application process, the Office of Scholarships and Student Aid will electronically forward information about the student's loan eligibility to CFI.

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 also include as part of a financial aid package. Undergraduate students are employed in hourly paid jobs that require ten to fifteen 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 costs of attending the University and other financial aid awards.

Annual loan limits for dependent undergraduate students from the Subsidized and Unsubsidized Stafford Loan Programs combined are: $2,625 for freshmen, $3,500 for sophomores, $5,500 for juniors, seniors, and fifth-year students. Independent undergraduate students may borrow up to $6,625 for the first year, $7,500 for the second year, and $10,500 for the third and subsequent years. Graduate and professional students may receive up to $18,500 per year. Borrowers are responsible for interest payments during in-school and deferment periods. Unsubsidized Stafford Loans have origination and insurance fees of up to three percent, deducted proportionately from each loan disbursement. Just as with Subsidized Federal Stafford Loans, students who wish to be considered for 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. These loans, like Stafford Loans, are made by the College Foundation in North Carolina. A parent with a good credit history may borrow up to the difference between costs of attending the University and any other assistance the student may be receiving. The interest rate on PLUS Loans varies up to nine percent; origination and insurance fees of up to three percent are charged. Repayment generally begins within sixty 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 freshmen. These competitive scholarship programs recognize and encourage academic excellence. Criteria for the University's academic schol-
arships 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 100 new scholarships will be awarded this year to students in a freshman class of 3,500. 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. Except for the Pogue Scholarship, there is no separate application for academic scholarships.

For full consideration for academic scholarships, students must apply for admission to the University by the January 15 deadline. Scholarship applicants will be notified in early March. 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 freshmen and are renewable for three years of undergraduate study at the University, provided students maintain the required grade point average.

**College Fellows Scholarships**

The College Fellows Scholarships are endowed by alumni and friends of the University’s College of Arts and Sciences. Awards are made to outstanding students who demonstrate academic excellence, leadership ability and potential for continued success at the University. College Fellows scholarships provide $2,500 per year to students from North Carolina.

**Carolina Scholars Awards**

The Carolina Scholars Program represents the University’s longstanding 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 freshmen, 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 $7,500 per year for students from North Carolina, and $15,000 per year 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 and Duke University. The primary goal of the Robertson Scholars Program is to foster collaboration between the two institutions, which selects approximately thirty scholars to participate each year. Half of these scholars matriculate at UNC and exhibit exceptional leadership potential, commitment to public service and proven interest in the diversity of peoples and cultures both within the United States and beyond its borders. Robertson Scholars at UNC are awarded full tuition and living stipends, summer community-building and enrichment opportunities in the U.S. 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 in late March.

**Pogue Scholarships**

The Pogue Scholarships were established to attract the most outstanding students in the state of North Carolina to the University, with special emphasis on minority applicants. However, students from all ethnic backgrounds are considered for this award. 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 the principles of diversity and display maturity and wisdom in trying to impact important issues. Competition for the Pogue Scholarships requires a separate application, available at the website of the Office of Scholarships and Student Aid (studentaid.unc.edu). Applications are due December 1, and Pogue applicants must also be sure to apply for admission to the University by November 15. Candidates selected as finalists for the Pogue Scholarships are invited to Chapel Hill in February for a two-day visit and interview. The Pogue Scholarships provide $7,500 per year to students from North Carolina.

**Other Academic Scholarships**

Several other 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 $12,000 per year to students from other states. Some of these scholarships give special attention to students from certain North Carolina counties.

**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 sixty entering freshmen, 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**

UNC ranks thirteenth nationally 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 is their first choice are considered for an award. The minimum amount of the award is $1,000 per year, but can be as much as $2,000, depending on the level of financial need.

**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 freshmen an opportunity to learn from some of the University’s most distin-
guished faculty in small classroom settings. There is no separate application process for the Honors Program. Honors participants are selected from the pool of top accepted freshmen and invited to join the program by April.

The University offers a wide range of need-based scholarships and financial aid opportunities, and students are encouraged to consider the financial aid process along with the academic scholarship competition. To be considered for scholarships and aid based on financial need, students must complete the Free Application for Federal Student Aid (FAFSA) and the Profile Application of the College Scholarship Service. These forms should be available in the high school’s guidance office by January. The University’s priority date for submitting the FAFSA and Profile Application is March 1.

Morehead Awards

Morehead Awards are given by the John Motley Morehead Foundation (a private foundation established in 1945) to approximately sixty incoming freshmen 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 either be nominated for the Morehead 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 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 Award are scholarship, leadership, character, and physical vigor. In addition to receiving an academic stipend, Morehead Scholars receive grants to participate in the Morehead 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 and the Campus Code are positive forces for good citizenship, not exemptions from its sterner responsibilities. University regulations therefore are not specifications for acceptable conduct or detailed lists of offenses subject to penal action. They are intended to provide an informational basis for systematic procedures and equitable decisions in many situations involving individual students and officers of the University.

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 his 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, the Board of Trustees shall have a policy specifying whether an appeal is allowable. No appeal to the president is permitted. When the sanction is expulsion, the final campus decision is appealable to the Board of Governors.

Alcoholic Beverages

The University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of the University of North Carolina at Chapel Hill sets forth the conditions under which alcoholic beverages use consistent with Federal, State, and local laws and ordinances is permitted in University facilities and on University property.

According to North Carolina law:

A. Generally persons twenty-one or older may purchase or consume alcoholic beverages and may possess alcoholic beverages at their homes or temporary residences.

B. It is against the law for any person under twenty-one to purchase or possess any alcoholic beverage.

C. It is against the law for anyone to sell or give any alcoholic beverage to a person under twenty-one or to aid or abet such a person in selling, purchasing, or possessing any alcoholic beverage.

D. No alcoholic beverages may be sold by any person, organization, or corporation on a college campus except by a hotel or nonprofit alumni organization with a mixed beverages or special occasion permit. Both direct and indirect sales are unlawful.

According to Chapel Hill ordinance, it is against the law for anyone to possess any open alcoholic beverage 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 World Wide Web at the following address: www.unc.edu/student/policies/alcohol.html.

A. 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.

B. 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.

C. Common source containers of alcohol (e.g., kegs) are not permitted on campus.

D. Students and their guests aged twenty-one 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.

E. No Student Activity Fees or other University-collected fees may be used to purchase alcohol.

F. No other funds of an officially recognized student group deposited or administered through the Student Activities Fund Office may be used to purchase alcohol.

G. Student groups are not prohibited from having events off campus at which individual group members aged twenty-one 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/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.

Emergency Disciplinary Action

The responsibility for assuring reasonably safe conditions on campus occasionally requires that emergency action be taken to separate a student from the University, in order to protect University property or members of the University community or to prevent disruption of the academic process. The Chancellor has, therefore, created the Emergency Evaluation and Action Committee. The committee acts, with respect to disciplinary matters, 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 four categories:

A. 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;

B. 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 themselves, other members of the University community, or University property;

C. Students 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 the students themselves, other members of the University community, or University property;

D. 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.

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/policies/tapedec98.pdf.

**Transportation and Parking**

**Parking**

Every student at UNC-Chapel Hill and UNC Hospitals who parks an automobile between 7:30 a.m. and 5 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 p.m. on weekdays, however, students may park in any unreserved space except those in resident student lots, which are reserved until 9 p.m.

Motor vehicle parking permits may be applied for during normal 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. Appeals also can be entered by telephone by calling the Appeals Office at 962-3953, Monday through Friday, from 7:30 a.m. to 5 p.m.

The Parking Control Division also operates the Motorist Assistance Program (MAP), offering jumpstarts or lock-out key retrieval to any vehicle on campus. Contact M.A.P. at the Parking Control Office at 962-8006 between 7 a.m. midnight and 9 p.m. or by calling UNC Police at 962-8100 between midnight and 7 a.m.

**Alternatives to Parking**

The UNC-Chapel Hill Department of Public Safety sponsors many programs offering viable alternatives to parking on campus, such as:

**Transit**

All Chapel Hill Transit routes, including service to and from campus and area park and ride lots, are fare-free. The exchange of money, coupons, or display of a bus pass is not needed when boarding. Campus “U” route and “Reverse U” shuttles run continuous routes serving nearly every area on campus. Consult the Chapel Hill Transit Guide for information on specific routes.

Regional transit (to and from RDU, Raleigh, and Durham) is available aboard Triangle Transit Authority (TTA) buses. For more information, call TTA at 919-549-9999.

**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. It is a free program designed to reward campus community members for their use of bicycling, walking, transit and park and ride services, and ridesharing. CAP requires only that a registrant commute to UNC and not be registered for a parking permit. To request a CAP brochure, call the Department of Public Safety or visit the department’s Web site at www.dps.unc.edu.

**UNC Bicycle Registration**

The Department of Public Safety offers a bicycle registration program 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 better plan for improved bicycle parking facilities around campus in the future.

**Point-to-Point**

Point-to-Point Transportation (P2P) offers fare-free fixed-route service aboard their P2P Express minibuses, operating on a continuous loop around campus during evening hours, 7 p.m. until 3 a.m., seven nights a week during Fall and Spring academic semesters. Students must show their UNC ONE Card to board the P2P Express. 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. After dark, this service can be accessed by students in areas which are not served by the P2P Express route.

**For More Information**

Visit the Department of Public Safety during regular business hours (weekdays, 7:30 a.m. - 5 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: 962-3951, 3952
- Police Emergencies: 911
- Police Non-emergencies: 962-8100
- Parking Enforcement: 962-8006
- Accounts Receivable: 962-3097, 7143
- Parking Appeals: 962-3953
- 24-hour Parking Information: 558-5960
- 24-hour Special Event Information: 558-5961
Visitation Policy in Residence Halls

Regulations concerning visitation are applicable only to University-owned and approved residence halls. In those living areas, students are permitted to visit in the rooms of members of the opposite sex in accordance with the visitation policy published by the Department of Housing and Residential Education. Within the parameters of the guest policy, there are three visitation options within University housing. The housing contract allows you to check if there is a visitation option to which you do not wish to be assigned.

The three visitation options include:

Standard Visitation
Sunday - Thursday 9:00 a.m. - 1:00 a.m. (with roommate consent)
Friday and Saturday 9:00 a.m. - 2:00 a.m. (with roommate consent)

Extended Weekend Visitation
Sunday - Thursday 9:00 a.m. - 1:00 a.m. (with roommate consent)
Friday and Saturday 24-hour visitation (with roommate consent)

Open Visitation
Any day of the week 24-hour visitation (with roommate consent)

Currently, twenty-five of the thirty residence halls have a 24-hour visitation policy. A “quiet hours” rule is in effect from 9:00 p.m. until 9:00 a.m. Members of each hall should conduct themselves in a manner that shows respect for the rights of other members of the University community and residents of University housing.
THE UNIVERSITY OF NORTH CAROLINA:
SIXTEEN CONSTITUENT INSTITUTIONS

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
sixteen 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 eighteenth 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 pre-
pare 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 insti-
tutions: 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 ten remaining public
senior institutions, each of which had until then been legally separa-
tate: 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 the current six-
teen-campus University. In 1985 the North Carolina School of
Science and Mathematics, a residential high school for gifted stu-
dents, was declared an affiliated school of the University.

The UNC Board of Governors is the policy-making body legally
charged with "the general determination, control, supervision, man-
agement, and governance of all affairs of the constituent institu-
tions." It elects the president, who administers the University.
The thirty-two voting members of the board are elected by the
General Assembly for four-year terms. Former board chairmen and
board members who are former governors of North Carolina may
continue to serve for limited periods as nonvoting members emer-
iti. The president of the UNC Association of Student Governments,
or that student's designee, is also a nonvoting member.

Each of the sixteen constituent institutions is headed by a chan-
cello, 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 pres-
ident 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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Secretary of the University
Gretchen M. Bataille, B.A., M.A., Ph.D.
Senior Vice President for Academic Affairs
Alan R. Mabe, B.S., M.S., Ph.D.
Vice President for Academic Planning
Russ Lea, B.S., Ph.D.
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APPENDIX

Residence Status 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.

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 twelve 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 twelve-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 reenroll 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 as 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 intervals corresponding with the established primary divisions of the academic calendar.

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.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students

A 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 obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as part of the admissions application packet. Some applicants for admission will thereafter 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. All applications for resident status must be filed with the proper admissions office 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.

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 before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within 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.

The pamphlet Information About Resident Status for Tuition Purposes contains more details about the residency application process and is available at all admissions offices.

Fraudulent Applications

If a student is classified as 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 reexamine any application suspected of being fraudulent and, if warranted, will change the student’s resident 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 reenrolling. To overcome this prima facie showing of nonresidence, a person must produce evidence that he or she is a domiciliary of North Carolina.

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 par-
ents 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 twelve months from the date of change in legal residence, and if the twelve-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 twelve-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 twelve 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 fifteen 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 ten days of receipt of the committee’s decision) to the chairman of the Residence Status Committee, and the chairman 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 to abandon a foreign domicile (B, F, J, P, Q, and S visas) 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 (C, D, M, and R visas) 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.

**Married Persons**
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 differently, at least in twelve 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 twelve-month period.

**Military Personnel**
The domicile of a person employed by the federal government 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.

**Minors**
A minor is any person who has not reached the age of eighteen 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:

1. 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 eighteenth 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 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 eighteenth birthday, then, upon becoming eighteen, he or she will be deemed a legal resident of North Carolina of at least twelve 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 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.

Military Tuition Benefit

The information in this section comes from two 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, revised September 1985, (3) Chancellor’s Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuition Benefit. Certain members of the Armed Services and their dependent relatives who are not residents for tuition purposes may become eligible to be charged less than the out-of-state tuition rate under N.C. Gen. Stat. Sect. 116-143.3, the military tuition benefit provision. Anyone 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. To remain eligible to receive the military tuition benefit, he or she must file another application for the benefit before the first day of classes of the first term in which he or she is enrolled in each academic year. 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

Eligible members of the Armed Services pay a rate of tuition computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. Application of the statutory formula yields the following results: if the service member’s education is being fully funded by the Service employer, the amount of tuition owed is equal to out-of-state tuition; if the service member’s education is not being funded by his or her Service employer, he or she pays an amount equal to in-state tuition; and if the Service employer is providing partial educational funding, the amount of tuition owed depends on the amount of funding contributed by the Service employer.

To be eligible for this military tuition benefit, the individual must be:

a. 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
b. abiding in North Carolina incident to active military duty performed at or from a duty station in North Carolina.

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.

If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the station on military orders (other than absences on routine maneuvers and temporary assignments), he or she is deemed to have moved his or her abode from North Carolina. If a dependent relative of a service member has become eligible for the military tuition benefit, and after the beginning of the term of eligibility the service member moves his or her abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that academic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision (including an explanation of the formula used to compute the tuition rate for service members), 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 (as amended September 1985). 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 and in the Reserve Reading Room of the Health Sciences Library.

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 fifteen 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 file a statement in writing of that fact to the chairman of the Residence Status Committee within ten days of receipt of the committee’s decision. The chairman will promptly process the appeal for transmission to the State Residence Committee.

North Carolina Teachers Tuition Benefit

The information in this section comes from two sources: (1) North Carolina General Statutes Section 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. Additional persons may be a teacher of another 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 any school of UNC-Chapel Hill.

Additionally, to be eligible, he or she 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 twelve 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 N.C. Teachers Tuition Benefit application,
• a completed “Principal’s Declaration for In-State Tuition Benefit for N.C. Teachers,” and
• 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 and is also available at all admissions offices and the Residence Status Committee office.

Appeals of Eligibility Determinations of Admissions Officers must be in writing and signed by the applicant. Appeals must be filed by the applicant with that admissions officer within fifteen 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 chairman of the Residence Status Committee within ten days of receipt of the committee’s decision. The chairman will promptly process the appeal for transmittal to the State Residence Committee.

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 115.1 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; and
• the survivor is the child, spouse, or parents of the deceased or disabled emergency worker.
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 warrant must be the survived widow or widower 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;  
• 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:  
  • Certification of the permanent and total disability from the N.C. 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 administrative offices and the Residence Status Committee Office. Applications can be acquired at the proper admissions office.  

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 fifteen 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 denial of eligibility by the Residence Status Committee must request notice of that fact to the chairman of the Residence Status Committee within ten days of receipt of the committee’s decision. The chairman will promptly process the appeal for transmittal to the State Residence Committee.  

Proration of Tuition  
If a student withdraws from the University during a fall or spring semester, tuition and fees will be prorated over a period of nine weeks at a rate of approximately one-tenth of the term’s bill each week. If a student withdraws during a summer session, tuition and fees will be prorated over a period of three weeks at a rate of one-fourth of the term’s bill each week. If a student drops the only course he or she is taking, this constitutes a withdrawal from the University.  

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.  

The University will disclose personally identifiable information from a student’s education records to officials of another school or school system in which the student seeks or intends to enroll to officials of another school or school system in which a currently-enrolled UNC-Chapel Hill student is contemporaneously enrolled.  

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 a legitimate educational interest in the student’s behavior.  

If the University, pursuant to campus disciplinary procedures, finds that a student has committed a violation of the Code of Student Conduct that constitutes a crime of violence or a nonforcible sex offense, the University will, upon request, disclose the name of the student, the violation committed, and any disciplinary sanction imposed on the student.  

The University will release information from a student’s education records to the following school officials (including teachers, officials, and employees of UNC-Chapel Hill) who have a legitimate educational interest in the information. A school official has a “legitimate educational interest” if it is in the educational interest of the student in question for the official to have the information, or if it is necessary or desirable for the official to obtain the information in order to carry out his or her official duties 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 e-mail 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 (freshman, senior, etc.); enrollment status (full-time, half-time, or part-time); Student ID Number (PID); anticipated graduation date; participation in officially recognized athletics 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 some professional and graduate students publish directories in their departments or schools.  

Students who wish to restrict how address information is printed in the Campus Directory, or who wish to have all directory information restricted, must notify the Office of the University Registrar. A “Request for Non-Disclosure of Information” form available in 105 Hanes Hall, gives students certain options about release of information on campus. The Office of the University Registrar will accept request forms at any time; however it cannot guarantee a proper listing in the Campus Directory unless it receives the request by the end of the first week of classes in the fall.  

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 in the University Library and available for interlibrary loan. 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. Students also have the right to file a complaint with the U.S. Department of Education alleging that the University has not complied with FERPA.  

Questions about FERPA should be addressed to Associate University Counsel (CB#134C). The University’s FERPA policy and the text of the federal FERPA regulations are available on the Web at www.unc.edu/polices/ferpapolicy.  

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.  

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 or in any University-owned or operated facility. Such conduct may also constitute a violation of the Campus Code.  

Class 1 misdemeanors, punishable by fine and/or imprisonment, to possess or carry any BB gun, air gun, rifle, air pistol, bowie knife, dirk, dagger, slingshot, ledged cane, switchblade knife, blackjack, metallic knuck- les, 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 Campus 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 immu-
nization 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 the UNC-Chapel Hill Medical History Form containing the certificate of
immunization is not in the possession of the UNC-Chapel Hill Student Health
Service ten days prior to the registration date, the University will present a
notice of deficiency to the person. The person shall have thirty 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 thirty calendar days will be administratively withdrawn from the
University.

Students' Education Records at the Office of the
President, The University of North Carolina:
Annual Notification of Rights

Certain personally identifiable information about students ("education
records") may be maintained at the University of North Carolina Office of
the President, 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 the
Office of the President 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 viola-
tion of the student’s privacy rights, the student may request amendment to the
record. FERPA also provides that a student’s personally identifiable informa-
tion may not be released to someone unless (1) the student has given a
prior written consent for disclosure or (2) provisions of FERPA or federal regula-
tions 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 com-
plaint concerning failure of the Office of the President or an institution to com-
ply with FERPA.

The policies of the University of North Carolina Office of the President con-
cerning FERPA may be inspected in the office at each constituent institution
designated to maintain the FERPA policies of the institution. Policies of the
Office of the President may also be accessed in the Office of the Secretary of
the University of North Carolina, 910 Raleigh Road, Chapel Hill, N.C.

Further details about FERPA and FERPA procedures at the Office of the
President are to be found in the referenced policies. Questions about the poli-
cies may be directed to Legal Section, Office of the President, The University
of North Carolina, Annex Building, 910 Raleigh Road, Chapel Hill, N.C. (mail-

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 main-
tains a program of education designed to help all members of the University community avoid involvement with illegal drugs. This educa-
tional program emphasizes these subjects — the incompatibility of the use or
sale of illegal drugs with the goals of the University; -the legal conse-
quences 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 com-
munity-based organizations. Persons who voluntarily avail themselves of
University services are hereby assured that applicable professional sta-
dards of confidentiality will be observed.

Enforcement and Penalties

A. The University of North Carolina at Chapel Hill shall take all actions nec-
essary, 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 pre-
pared 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 respon-
sible, as citizens, for knowing about and complying with the provisions of
North Carolina law that make it a crime to possess, sell, deliver, or manu-
facture those drugs designated collectively as controlled substances in
Article 5 of Chapter 90 of the North Carolina General Statutes. Any mem-
ber of the University community who violates that law is subject both to
prosecution and punishment by the civil authorities and to disciplinary pro-
cedings 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 institute 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 mem-
bers, 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 Exempt 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 Judicial Council of the University of North Carolina, 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 expulsion 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
ing but not limited to, cocaine, lsd, marijuana, methamphetamine, phencyclidine,
orin, opium, cocaine, methadone, methaqualone), 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 sub-
stance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-
94, (including but not limited to, marijuana, anabolic steroids, pentobarbital,
codine), 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, the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum peri-
od of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject
eto 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 sub-
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 maxi-
mum 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 sub-
stance 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 deter-
mioned on a case-by-case basis. A person on probation must agree to partici-
pate in a drug education and counseling program, consent to regular drug
testing, and accept such other conditions and restrictions, including a pro-
gram of community service, as the Chancellor or the Chancellor’s designee
deems appropriate. Failure or refusal 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 impos-
posed, including expulsion of students, and discharge of faculty mem-
bers, administrators, or other employees.

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, 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; provid-

ed, 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 reports shall include, as a minimum, the following:
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.

Alcoholic Beverages

The University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of the University of North Carolina at Chapel Hill sets forth the conditions under which alcoholic beverages use consistent with Federal, State, and local laws and ordinances is permitted in University facilities and on University property.

According to North Carolina law:
A. Generally, persons twenty-one or older may purchase or consume alcoholic beverages and may possess alcoholic beverages at their homes or temporary residences.
B. It is against the law for any person under twenty-one to purchase or possess any alcoholic beverage.
C. It is against the law for anyone to sell or give any alcoholic beverage to a person under twenty-one or to aid or abet such a person in selling, purchasing, or possessing any alcoholic beverage.
D. No alcoholic beverages may be sold by any person, organization, or corporation on a college campus except by a hotel or nonprofit alumni organization with a mixed beverage or special occasion permit. Both direct and indirect sales are unlawful.

According to Chapel Hill ordinance, it is against the law for anyone to possess any open alcoholic beverage 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 World Wide Web at the following address: www.unc.edu/student/policies/alcohol.html.

A. 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.
B. 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.
C. Common source containers of alcohol (e.g., kegs) are not permitted on campus.
D. Students and their guests aged twenty-one 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.
E. No Student Activity Fees or other University-collected fees may be used to purchase alcohol.
F. No other funds of an officially recognized student group deposited or administered through the Student Activities Fund Office may be used to purchase alcohol.
G. Student groups are not prohibited from having events off campus at which individual group members aged twenty-one 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/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.

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.

Student Right-to-Know Act

Pursuant to the federal Student Right-to-Know Act, we report that, in 2001-2002, the completion or graduation rate for undergraduates who entered the University of North Carolina at Chapel Hill in 1996 on a full-time basis was 80.4 percent.
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