The meeting was called to order at 3:05pm on Wednesday, October 1, 2008 in Steele Building, and was chaired by Dean Bobbi Owen.


Guests: Kim Bussey (Office of Undergraduate Curricula), Alice Dawson (Academic Advising), Paula Goodman (Office of Undergraduate Education)

Dean Owen welcomed everyone and after brief comments by Interim Dean Bruce Carney explained the purpose of the Administrative Boards to the new members. Introductions were made.

1. **Transfer Student Classification (Document attached)**

The Boards approved the revision of Standards for Continued Academic Eligibility for Continued Academic Enrollment, including new standards for Classification (class standing) and for conferring of External Semesters, effective Fall 2008 for incoming transfer students, and Fall 2010 for native students.

- Less than 15 awarded hours of transfer credit – freshman standing
- 15-50.9 awarded hours of transfer credit – sophomore standing
- 51 or more awarded hours of transfer credit – junior standing

2. **Comprehensive Articulation Agreement (CAA) (Document attached)**

The Boards reviewed the agreement as it impacts UNC-Chapel Hill. The CAA, which states that transfer students who have completed two years of course work at community colleges, are regarded as having satisfied their General Education requirements, with some important exceptions. Under the so-called Perspectives Curriculum, students will still need to complete these requirements: foreign language, Physical Activity, and Non-western History if the equivalents are not transferred in; undergraduates are also held to the Arts and Sciences-level perspectives. Under the so-called Connections Curriculum, students will still be required to complete these requirements: foreign language, Lifetime Fitness, Experiential Education, and Global Issues courses if the equivalents are not transferred in; undergraduates seeking a BA degree will also be held to the supplemental General Education requirements. Individual transferred courses equivalent to 200-level or higher UNC-Chapel Hill courses would be eligible to fulfill the supplemental education requirement. The mapping of requirements from the Perspectives to the Connections requirements is effective immediately and impacts all students who matriculate from Fall 2008 forward and who are subject to the CAA.

3. **Curriculum Proposals – (proposals are attached to the end of this document)**

The Boards approved the following Curriculum Proposals:

**Archaeology** – Changes made to the lists of courses for major and minor for the Undergraduate Bulletin and worksheets, to correct inconsistencies. The Boards ask that CLAR 448 & CLAR 449 remain on the major list for 5 years, and that ANTH 089 be removed from the list, since the 089 number is a place holder. Effective Fall 2009. (Correction: Amst/Anth 054, not 051, *First-Year Seminar: The Indians’ New Worlds*)

**Biology** – (1) Addition of MATH 241 & MATH 283 to the QR courses approved for the B.A. and MATH 241 and 283 to QR courses approved for the B.S. major. (2) All courses in Biostatistics approved for credit as an Allied Science course for Biology majors, with clarification of wording to be entered into the bulletin. (3)
Addition of new Quantitative Biology track within the Biology major, with the understanding that the Boards have no authority to approve funding for additional faculty. Changes will be effective Fall 2009.

**American Studies/Cherokee Language** – The Boards approved the creation of a subject code CHER for 5 language courses, with the understanding that they will not count towards the major, and that, once submitted for Gen Ed approval, they will likely qualify as a Foreign Language (FL) requirement, not Foreign Language Enhancement (FI). CHER course code will be requested from the Registrar. Effective immediately.

**Interdisciplinary Studies (IDST)** – A change to a rule governing IDST majors. For course requirements, instead of “eight courses from three departments”, the change will be “eight courses from at least three different departments”. Correction will be in the Undergraduate Bulletin for Fall 2009 (but with the understanding that students can take advantage of the new rule immediately).

**Islamic & Middle Eastern Studies (ISME)** – Proposal to create an Interdisciplinary Minor in Islamic & Middle Eastern Studies was approved with clarification of the languages that may count for the minor; the number and distribution of area courses needed; and whether the program would like to restrict the number of courses from Duke applicable towards minor requirements. No ISME course code will be created until after the ERP implementation and therefore cross-lists were not approved. Effective Fall 2009.

Requirements for the Minor in Islamic and Middle Eastern Studies

1. The minor consists of five courses, which must be taken in at least two different departments; at least one course must be from Religious Studies, and at least one course must be at an advanced level (400 and above).
2. The two required core courses for the minor are the following:
   a. Introduction to Islamic Civilization: HIST 138 or RELI 180, which covers material from the 7th century to 1500.
   b. One of the following three courses:
      i. RELI 181, Modern Islamic Civilization, which picks up where RELI 180 ends, and continues to the present time.
      ii. HIST 139, Later Islamic Civilization and the Modern Muslim World, a continuation of HIST 138 to the present.
      iii. HIST 276, Modern Middle East.
   c. Three of the five required courses in the minor (including the core courses) must be selected from one of the two subject categories—either Islamic Studies or Middle Eastern Studies, as listed below. The other two courses must come from the other category. A single language course at the 5th semester level or higher in Arabic, Hebrew, Persian, or Turkish can count as a course toward the minor. Up to two courses in Islamic and Middle East studies at Duke University may count toward the minor, on approval by the Director of the Carolina Center for the Study of the Middle East and Muslim Civilizations.

Islamic studies and Muslim societies courses:

ART 154, Introduction to Art and Architecture of Islamic Lands (8th-16th c. CE)
ART 450, City as Monument
ART 458, Islamic Palaces, Gardens and Court Culture
ART 561, Art and Society in Medieval Islamic Spain and North Africa
ASIA 451, Orientalist Fantasies and Discourses on the Other
ASIA 452, Muslim Women in France and the U.S.
GEOG 448, Transnational Geographies of Muslim Societies
HIST 135, History and Culture of Hindus and Muslims: South Asia to 1750
HIST 136, History of India, Pakistan, and Bangladesh: South Asia since 1750
HIST 138, Introduction to Islamic Civilization
HIST 139, Later Islamic Civilization and the Modern Muslim World
RELI 064, First-Year Seminar: Reintroducing Islam
RELI 180, Introduction to Islamic Civilization
RELI 181, Modern Islamic Civilization
RELI 218, Christianity and Islam in the Middle Ages
RELI 480, Modern Muslim Literatures
RELI 481, Religion, Fundamentalism, and Nationalism
RELI 581, Sufism  
RELI 582, Islam and Islamic Art in South Asia  
RELI 584, Qur’an as Literature  
RELI 681, Readings in Islamicate Literatures  
SOCI 419, Sociology of the Islamic World  

Middle East courses:  
ARAB 150, Introduction to Arab Culture  
ARAB 151, Survey of Arabic Literature  
ARAB 350, Women and Leadership in the Arab World  
ARAB 433, Medieval Arabic Literature in Translation  
ARAB 434, Modern Arabic Literature in Translation  
ARAB 452, Imagining Palestine  
ARAB 453, Film, Nation, and Identity in the Arab World  
ASIA 050, Real World Arabic  
ASIA 051, First-Year Seminar: Cultural Encounters: The Arabs and the West  
ASIA 455, Arabs in America  
GEOG 059, First-Year Seminar: Space, Identity, and Power in the Middle East  
GEOG 447, Gender, Space, and Place in the Middle East  
HIST 275, History of Iraq  
HIST 276, Modern Middle East  
HIST 277, The Conflict over Israel/Palestine  
HIST 536, Revolution in the Modern Middle East  
HIST 537, Women in the Middle East  
HIST 538, The Middle East and the West  
RELI 343, Religion in Modern Israel  
RELI 583, Religion and Culture in Iran, 1500-Present

Math – Requirement changes for the Applied Option for the B.S. degree were approved (section 2 of the department’s proposal). Clarification of and correction to the suggested courses for students pursuing different interests is required before inclusion of that additional information in the Undergraduate Bulletin. Effective Fall 2009.

Medieval and Early Modern Studies (MEMS) – The Boards approved the addition of the MEMS minor, to be housed in the History department. Effective Fall 2009.

The Boards approved deletion of the Medieval Studies minor which has been housed in the Department of Classics. Any student who has already declared the minor will be allowed to complete the requirements. All other interested students should be referred to the Department of History for information about the new minor in Medieval and Early Modern Studies (MEMS). The Medieval Studies Minor will be removed from the Classics Department’s section in the Undergraduate Bulletin and all other publications/website as soon as possible. The minor in Medieval and Early Modern Studies was approved with the exception of the following topics courses, which are not approved to count towards the minor:  
ART [2]90; HIST 391, 395, 397, 490

The Boards approved the following emendment to the “Coursework” section of the proposal:

Coursework

Five courses are taken for the minor. These courses must be distributed over three departments. One of these courses is a core course. There are currently six core courses:

ART 264: Medieval Art in Western Europe  
ART 154: Introduction to the Art & Architecture of the Islamic Lands  
HIST 107: Introduction to Medieval History  
HIST 158: Early Modern European History, 1450-1815  
ENGL 319: Introduction to Medieval English Literature  
ENGL 327 Renaissance Literature and Its Intellectual Contexts
These core courses are intended to provide an overview of medieval or early modern culture in that discipline and to provide a foundation for broader interdisciplinary study. Substitutions are permitted as student and advisor work out the theme and rationale for each individual curriculum. Additional advising comes after the student’s choice of a core course, as he or she works with their advisor to develop a strategy for the meaningful integration of the minor into the rest of the student’s curriculum or career plans. It is required that four of the five courses taken toward the minor must be above the 200 level, with at least one at the 300 level or above (students who take ENGL 319 or 327 as their core course will have already fulfilled this requirement.).

**Psychology** – Out of department requirement changes for the B.A. and B.S. degrees were approved. The change is that either MATH 241 and MATH 283, or both, count towards the Psychology degrees. Effective Fall 2009.

The addition of courses to the **Social and Economic Justice** minor was rejected by the Boards.

The proposals for **Sexuality Studies** and **American Studies: Southern Studies concentration** will be brought back to the Boards at a later date.

### 4. Course Additions

The Boards approved the following course additions:

- **AFRI 431 – Internship in African Studies** (BN, EE) – Effective Fall 2009
- **HIST 355 – American Women’s History to 1865** (HS, NA, US) – Effective Fall 2009
- **HIST 356 – American Women’s History, 1865 to the Present** (HS, NA, US) – Effective Fall 2009
- **RUSS 469 – Bulgakov** (BN, LA) – Effective Fall 2009

### 5. Course Revisions

The Boards approved the following course revisions:

- **PHIL 134 – Philosophy of Western Religion** (NA, PH) – Effective Fall 2009
- **PHIL 210 – Ancient Greek Philosophy** (NA, PH, WB) – Effective Fall 2009
- **PHIL 230 – Western Perspectives on Experience and Reality** (NA) – Effective Fall 2009
- **PHYS 295 – Research and Special Topics for Juniors and Seniors** (EE) – Effective Fall 2009
- **PHYS 395 – Research and Special Topics for Juniors and Seniors** – (EE) – Effective Fall 2009

COMP 523 will be brought back to the Boards at a later date, after clarification of what general education requirements are requested, if all students give presentations or just groups, and if the word “insignificant” is a typo in the course description.

ENGL 121 will be brought back to the Boards at a later date, after clarification of CI is made.

The meeting adjourned at 4:40pm

**Miscellaneous Approvals by the Associate Dean for Undergraduate Curricula**

- **Dramatic Art** major: DRAM 487 and 488 added to the courses on the “other” list for dramatic literature/theatre history/criticism.
- **Political Science** major: Approved the following language restricting courses below 100-level from applying towards the Political Science major: “The remaining courses are left wholly to the discretion of the student and can be taken from any of the department’s undergraduate offerings at the 100 level or above. Note: First-Year Seminars do not count toward the Political Science major.”
- **Asian Studies: Arab Cultures** concentration: The following courses may be added to the list of approved courses: ART/ASIA 561, ART 458, RELI/ASIA 584.
- **Asian Studies: Arabic minor**: The following courses are approved: ART/ASIA 561, ART 458, RELI/ASIA 584.
To: Administrative Boards of the General College and College of Arts and Sciences
RE: Classification (Class Standing) for Transfer Students
From: Bobbi Owen, Senior Associate Dean for Undergraduate Education
Date: September 24, 2008

Faculty Council Resolution 2007-3 to “Revise the Standards for Continued Academic Eligibility for Continued Academic Enrollment” included new standards for Classification (class standing) and for conferring of External Semesters. The new classification standards will be in effect for native students with the implementation of Peoplesoft/ERP in 2010-11, but were implemented for incoming transfer students effective Fall 2008. This was to ensure that external semesters were awarded accurately and consistently. New academic eligibility rules and the eight-semester limit were approved in that same resolution.

Students with one year at another college or university apply as sophomore transfers and students with two years apply as junior transfers. Because transfer students sometimes do not receive as many credit hours at UNC-Chapel Hill as they have been credited with at their previous institution, some sophomores and juniors were admitted for fall 2008 with fewer than the minimum number of academic hours for sophomore or junior standing, respectively 30 hours for sophomore standing; 60 hours for junior standing. This created some problems related to transportation and parking, financial aid awards, summer orientation, and the honors program.

To amend this situation, I recommend that class standing be awarded according to the following formula, for transfer students only, and only those students who would be in the General College/College of Arts and Sciences over whom you have domain:

- Less than 15 awarded hours of transfer credit – freshman standing
- 15-50.9 awarded hours of transfer credit – sophomore standing
- 51 or more awarded hours of transfer credit – junior standing

This amendment does not affect the 15-30-45-60-75 credit hour basis for awarding external semesters, as approved by Faculty Council Resolution 2007-3, nor does it change the classification schema for native students. It respects the time spent at another campus and clarifies expectations and services provided to these students.
### The Comprehensive Articulation Agreement and the North Carolina Common Curriculum: A Comparison of the Pre-2006 Perspectives Curriculum and the Making Connections Curriculum at UNC-Chapel Hill

<table>
<thead>
<tr>
<th>Pre-2006 Perspectives Curriculum</th>
<th>2006 Making Connections Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General College</strong> (lower-level) perspectives fulfilled, with exceptions</td>
<td><strong>Foundations</strong> fulfilled, with exceptions</td>
</tr>
<tr>
<td></td>
<td><strong>Approaches</strong> fulfilled</td>
</tr>
<tr>
<td></td>
<td><strong>Connections</strong> fulfilled, with exceptions</td>
</tr>
<tr>
<td><strong>Exceptions</strong>: foreign language; physical activity; non-Western history (these must be taken if equivalent not transferred in)</td>
<td><strong>Exceptions</strong>: foreign language; Lifetime Fitness; Global Issues; Experiential Education (these must be taken if equivalent not transferred in)</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences</strong> (upper-level) perspectives not fulfilled; courses transferred under NCCC not eligible to be used to fulfill these requirements</td>
<td><strong>Supplemental Education</strong>: individual transferred courses equivalent to 200-level or higher UNC-Chapel Hill courses are eligible to fulfill requirement</td>
</tr>
<tr>
<td><strong>Major</strong>: individual courses eligible to fulfill major requirements</td>
<td><strong>Major</strong>: individual courses eligible to fulfill major requirements</td>
</tr>
</tbody>
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To: Jay Smith, Associate Dean Office of Undergraduate Curriculum

From: Donald Haggis, Acting Chair Curriculum in Archaeology, and Margaret Scarry, Acting Undergraduate Advisor Curriculum in Archaeology

Re: Changes in Course Lists for the Curriculum in Archaeology Major and Minor

Date: September 15, 2008

We have reviewed the course lists for the Curriculum in Archaeology’s major and minor. We request that the changes listed below be made in the Undergraduate Bulletin and on the worksheets for majors and minors. The changes we request will correct inconsistencies between the two lists, adjust the lists for changes in courses offered due to faculty departures and additions, and incorporate courses and course changes that have been recently approved and/or are pending approval. Below you will find a list of the changes for both the major and minor. This is followed by the current major and minor requirements with the requested changes indicated in bold font. Please note that the archaeology minor is listed in the Undergraduate Bulletin in three places—Curriculum in Archaeology, Department of Anthropology, and Department of Classics. The changes to the minor should be made in all three places.

Changes to be made to lists of courses for Archaeology Curriculum major and minor:

- **Course Number Change for both Major and Minor**
  - Archaeology of North American Indians has been changed from Anth 350 to 450 [renumbering approved Spring 2008]

- **Courses to be deleted from Major and/or Minor**
  - CLAR 448 Constantinople: The City and Its Art [Remove from major list taught by individual no longer on faculty]
  - CLAR 449 In Constantinople [Remove from major list taught by individual no longer on faculty]

- **Courses to be added to both lists**
  - ANTH 051 First-Year Seminar: The Indians’ New Worlds [Add to Topical courses]
  - ANTH 089 First-Year Seminar: Crisis and Resilience: Past and Future of Human Societies [Course submitted for approval, Add to topics lists]
  - RELI 063 First-Year Seminar: The Archaeology of Qumran and the Dead Sea Scrolls [Add to Topical courses]
- Courses inadvertently left off list for major
  - ANTH 143 Human Evolution and Adaptation [Add to Comparative Perspectives]
  - CLAR 488 The Archaeology of the Near East in the Iron Age [Add to Topics in Archaeology]
- Courses to be moved in major list
  - ANTH 148 Human Origins [Move from Comparative Perspectives to Long-Term History]
- Courses inadvertently left off list for minor
  - CLAR 242 Archaeology of Egypt [Add to Area Studies Courses]
  - CLAR 489 The Archaeology of Anatolia in the Bronze and Iron Ages [Add to Area Studies Courses]
  - CLAR 075 First-Year Seminar: The Archaeology of Death in the Ancient Mediterranean [Add to Topical Courses]
  - CLAR/ART 263 Roman Art [Add to Topical Courses]
  - CLAR/ART 460 Greek Painting [Add to Topical Courses]
  - ANTH/GEOL 421 Archaeological Geology [Add to Topical Courses]
- Course listed in two places for Minor
  - ANTH 456 Archaeology and Ethnography of Small-Scale Societies [Remove from topical course list]
  - CLAR 050 First Year Seminar: Art in the Ancient City [Remove from topical courses]
- Courses to be moved in minor list
  - CLAR 050 First Year Seminar: Art in the Ancient City [Move from area studies to comparative courses]
  - ANTH 148 Human Origins [Move from Comparative Courses to Topical Courses]
  - ANTH 412 Paleoanthropology [Move from Comparative Courses to Topical Courses]
- Change to advising worksheet for majors
  - Due to a confusion over numbering with the switch to the new curriculum the First Year Seminar – Art in the Ancient City received several numbers (CLAR 76 and CLAR 50). The correct number is CLAR 50. On the major’s worksheet under Comparative courses please delete CLAR 76 (there is no such course) and replace it with CLAR 50.
Archaeology Major Course List

Logic of Archaeological Inference (choose one):
ANTH 220 Principles of Archaeology
CLAR 411 Archaeological Field Methods

Archaeological Practice (choose one field school and one lab course):
ANTH 411 Laboratory Methods in Archaeology
ANTH 413 Archaeobotany Lab Methods
ANTH 414 Laboratory Methods: Human Osteology
ANTH 415 Zooarchaeology
ANTH 417 Laboratory Methods: Lithic Seminar
ANTH 418 Laboratory Methods: Ceramic Analysis
ANTH 451 Field School in North American Archaeology
ANTH 453 Field School in South American Archaeology
CLAR 650 Field School in Classical Archaeology

Comparative Perspectives (choose two):
ANTH 121 Ancient Cities of the Americas
ANTH 143 Human Evolution and Adaptation [Inadvertently left off list]
ANTH 145 Introduction to World Prehistory
ANTH 148 Human Origins [Move to Long-Term History]
ANTH 456 Archaeology and Ethnography of Small-Scale Societies
ANTH 468 State Formation
CLAR 050 First Year Seminar: Art in the Ancient City
CLAR 120 Ancient Cities

Long-Term History (choose one):
ANTH 148 Human Origins [Move from Comparative Perspectives]
ANTH 231 Archaeology of South America
ANTH 450 Archaeology of North American Indians [number change approved Spring 08]
ANTH 359 European Prehistory
CLAR 241 Archaeology of Ancient Near East
CLAR 242 Archaeology of Egypt
CLAR/ART 244 Greek Archaeology
CLAR/ART 245 Archaeology of Italy
CLAR/ART 262 Art of Classical Greece
CLAR/ART 263 Roman Art
CLAR/ART 460 Greek Painting
CLAR 475 Rome and the Western Provinces
CLAR 561 Mosaics: The Art of Mosaic in Greece, Rome and Byzantium
RELI/CLAR/JWST 110 The Archaeology of Palestine in the New Testament Period

Topics in Archaeology (choose one):
Anth 089 (FYS) Crisis and Resilience: Past and Future of Human Societies [Course submitted for approval]
Anth 051 First-Year Seminar: The Indians’ New Worlds [Add to Topical courses]
ANTH 252 Prehistoric Foods
ANTH 412 Paleoanthropology
ANTH 416 Bioarchaeology
ANTH/GEOL 421 Archaeological Geology
ANTH 452 The Past in the Present
ANTH/FOLK 455 Ethnohistory
ANTH/WMST 458 Archaeology of Sex and Gender
ANTH/ENST 460 Historical Ecology
CLAR 075 First-Year Seminar: The Archaeology of Death in the Ancient Mediterranean
CLAR 243 Minoans and Mycenaean: The Archaeology of Bronze-Age Greece
CLAR 375 The Archaeology of Cult: The Material Culture of Greek Religion
CLAR 448 Constantinople: The City and Its Art [Remove from list taught by individual no longer on faculty]
CLAR 449 In Constantinople [Remove from list taught by individual no longer on faculty]
CLAR/ART 464 Greek Architecture
CLAR/ART 465 Architecture of Etruria and Rome
CLAR 488 The Archaeology of the Near East in the Iron Age [Inadvertently left off list]
CLAR 489 The Archaeology of Anatolia in the Bronze and Iron Ages
Reli 063 First-Year Seminar: The Archaeology of Qumran and the Dead Sea Scrolls [Add to Topical courses]
RELI/CLAR/JWST 512 Ancient Synagogues

Electives (choose three):
One elective must come from the lists above; and two must come from related fields (e.g., geology, history, languages, linguistics, statistics, computer science), subject to approval by the advisor for the major.
Archaeology Minor Course List

Core Courses (choose two, no more than one of which is a field school):
ANTH 220 Principles of Archaeology
ANTH 451 Field School in North American Archaeology
ANTH 453 Field School in South American Archaeology
CLAR 411 Archaeological Field Methods
CLAR 650 Field School in Classical Archaeology

Comparative Courses (choose one):
CLAR 050 First Year Seminar: Art in the Ancient City [Move from Area-Studies courses to Topical Courses]
ANTH 121 Ancient Cities of the Americas
ANTH 145 Introduction to World Prehistory
ANTH 148 Human Origins [Move to Topical Courses]
ANTH 412 Paleoanthropology [Move to Topical Courses]
ANTH 456 Archaeology and Ethnography of Small-Scale Societies
ANTH 468 State Formation
CLAR 120 Ancient Cities

Area-Studies Courses (choose one):
ANTH 231 Archaeology of South America
ANTH 450 Archaeology of North American Indians [number change approved Spring 08]
ANTH 359 European Prehistory
CLAR 050 First Year Seminar: Art in the Ancient City [Move to comparative courses]
CLAR 241 Archaeology of Ancient Near East
CLAR 242 Archaeology of Egypt [Inadvertently left off list]
CLAR 243 Minoans and Mycenaeans: The Archaeology of Bronze Age Greece
CLAR 244 Greek Archaeology [cross-listed in ART]
CLAR 245 Archaeology of Italy [cross-listed in ART]
CLAR 262 Art of Classical Greece [cross-listed in ART]
CLAR 375 The Archaeology of Cult: The Material Culture of Greek Religion
CLAR 464 Greek Architecture
CLAR 465 Architecture of Etruria and Rome [cross-listed in ART]
CLAR 475 Rome and the Western Provinces
CLAR 488 The Archaeology of the Near East in the Iron Age
CLAR 489 The Archaeology of Anatolia in the Bronze and Iron Ages [Inadvertently left off list]
RELI 110 The Archaeology of Palestine in the New Testament Period [cross-listed in CLAR, JWST]

Topical Courses (choose one):
Anth 051 First-Year Seminar: The Indians’ New Worlds [Add to Topical courses]
Anth 089 First-Year Seminar Crisis and Resilience: Past and Future of Human Societies [Course submitted for approval]
ANTH 143 Human Evolution and Adaptation
ANTH 148 Human Origins [Moved from Comparative Courses]
ANTH 252 Prehistoric Foods
ANTH 411 Laboratory Methods in Archaeology
ANTH 412 Paleoanthropology [Moved from Comparative Courses]
ANTH 413 Archaeobotany Lab Methods
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ANTH 415 Zooarchaeology
ANTH 416 Bioarchaeology
ANTH 417 Laboratory Methods: Lithic Seminar
ANTH 418 Laboratory Methods: Ceramic Analysis
ANTH/GEOL 421 Archaeological Geology [Inadvertently left off list]
ANTH 452 The Past in the Present
ANTH 456 Archaeology and Ethnography of Small-Scale Societies [Course listed in two places]
ANTH 455 Ethnohistory [cross-listed in FOLK]
ANTH 458 Archaeology of Sex and Gender [cross-listed in WMST]
ANTH 460 Historical Ecology [cross-listed in ENST]
CLAR 050 First-Year Seminar: Art in the Ancient City [Listed twice delete here]
CLAR 075 First-Year Seminar: The Archaeology of Death in the Ancient Mediterranean [Inadvertently left off list]
CLAR/ART 263 Roman Art [Inadvertently left off list]
CLAR/ART 460 Greek Painting [Inadvertently left off list]
RELI 063 First-Year Seminar: The Archaeology of Qumran and the Dead Sea Scrolls [Add to Topical courses]
RELI 512 Ancient Synagogues [cross-listed in CLAR, JWST]
14 September 2008

Prof. Jay M. Smith
Associate Dean
Undergraduate Curricula
University of North Carolina at Chapel Hill
3010 Steele Building
Campus Box 3504
Chapel Hill, NC 27599-3504

Dear Dean Smith:

I request that the following changes to the B.S. and B.A. in Biology requirements be considered for approval by the Office of Undergraduate Curricula. The proposed changes have been reviewed and approved by the Department of Biology Undergraduate Studies Committee, and by the Department of Biology faculty.

1) We wish to have all courses in Biostatistics approved for credit as an Allied Science course for Biology majors. Additional coursework in statistics appropriate for the analysis of biological data would be extremely useful as an allied science elective for our majors. The relevant section in the Undergraduate Bulletin for the B.S. in Biology currently reads “Two additional courses in biology, other natural sciences or mathematics” and would be revised to read “Two additional courses in biology, other natural sciences, biostatistics, or mathematics”. For the B.A., the relevant section currently reads “Four additional courses in biology, other natural sciences or mathematics (these courses should also complete the Approaches Physical and Life Sciences requirement)” and would be revised to read “Four additional courses in biology, other natural sciences, biostatistics, or mathematics (these courses should also complete the Approaches Physical and Life Sciences requirement)”.

2) We wish to have MATH 241 and MATH 283 approved as credit for the major. These are specially designed courses that include applications of calculus to biological questions. The requirements for a BA in Biology would then be either MATH 231 or MATH 241. For the BS in Biology, the requirement would be either MATH 231 or MATH 241 plus one of the following: MATH 232, MATH 283, COMP 110, COMP 116, STOR 155, or STOR 215.
3) We propose a new track in Quantitative Biology for undergraduate B.S. majors in the Department of Biology. The motivation for the proposal, a review of the current situation at UNC, future development of the track, a review of Quantitative Biology at our peer institutions, and a formal proposal of the Quantitative Biology Track for Bachelor of Science majors in Biology is described in the attached Report of the Quantitative Biology Committee (4 February 2008). Please contact me billkier@bio.unc.edu or Prof. Ann Matthysse, Chair, Biology Undergraduate Studies Committee, Matthysse@bio.unc.edu if you have questions.

Yours sincerely,

William M. Kier
Professor and Chairman, Department of Biology
Preparing North Carolina for a New Era in Biology:
A Program for Undergraduate Training in Quantitative Biology at UNC

Feb. 4, 2008

Ad hoc committee on Quantitative Biology, Dept. of Biology

Kerry Bloom  Sabrina Burmeister
Jeff Dangl (chair)  Corbin Jones
Jason Lieb  Maria Servedio
Todd Vision  Elaine Yeh

Summary

The mission of our University is to educate our students in preparation for the challenges and demands of future careers and intellectual pursuits, both in our home state and around the world. Many of our undergraduates choose to be educated in the field of biology due to exciting advances in the treatment of human disease, leaps in our understanding of basic biological processes, and a desire to improve the lives of others through a career in medicine, ecology, or the environment. Biology is consistently among the top three majors chosen by our students, with over 800 juniors and seniors currently enrolled as Biology majors. As we move into the 21st century, substantial training in mathematics, statistics, and computer science will be required to meet modern challenges in the biological sciences. We propose a new track within the Biology department at UNC in Quantitative Biology (hereafter Qbio) to provide our students with these skills. To support further development of Qbio at UNC, we propose a directed faculty recruitment in Biology of 8 total new faculty, several of whom we suggest should be jointly hired with the Carolina Center for Genome Sciences.
Motivation

Biology is undergoing a rapid change from a qualitative field to one in which quantitative approaches play a critical role. Contributions to biological research from computer science, mathematics and statistics are now integral not only to traditionally model-intensive subfields (e.g. evolutionary and population biology) but also to an increasing number of investigations at the molecular and cellular levels.

Over the past 15 years, progress in genetics, structural biology, biophysics and computational modeling have led to an enormous shift in how scientists approach biological problems from scales of nanometers to kilometers. At one end of this spectrum, the shift has been accelerated by the emergence of whole-genome DNA sequences of hundreds of microbial isolates and hundreds of multicellular organisms, including humans. The vast amount of information and complexity inherent in each genome, in the proteins each genome encodes, and in the cells and organisms each genome specifies, has driven advances in technology that allow the storage and manipulation of increasingly precise and comprehensive data sets. At the opposite end of the scale spectrum, time resolved remote sensing technologies across many environments, and the application of genomics tools to entire communities of organisms in diverse environments, has driven a similar expansion of quantitative applications in metagenomics (NRC, 2007). Data thus generated has spawned new research areas that are almost exclusively quantitative in nature (e.g. systems biology). The accumulation of data has been paralleled by a tremendous growth in computing power, which has opened the door to whole new classes of computationally-intensive methods that would not have been possible a decade ago. In addition to these technological advances, there is a growing awareness that mathematical models can provide general insights into the behavior of a wide variety of biological phenomena. Predictions from these models are increasingly being tested in the laboratory and the field. In sum, increased quantitative skills are mandated across the biological sciences.

It is important to stress that this is not an ephemeral trend. A real change has occurred, one that has moved out of the laboratory and into society. For example, modern quantitative approaches involving complex computer simulations and specialized statistics that handle huge arrays of data are having a practical impact on policy decisions concerning climate and the environment, and are influencing how doctors treat their patients in the clinic. Our academic mission obligates the Biology department to respond to this shift in a way that provides our undergraduates with the educational opportunities available at several of our peer institutions (see below). The Qbio track in Biology will provide those opportunities and establish a foundation for a future comprehensive quantitative biology program.

Clear recognition of a need to incorporate the curricular changes noted above has been addressed in the scientific and education literature over the past ten years. There is growing recognition that future researchers in biology must be prepared with more rigorous mathematical and computational training than most now receive (NRC, 2003; Bialek and Botstein, 2004). The problem is not the lack of talented students, but rather in the lack of
an integrated inter-disciplinary approach. One motivation of the Qbio track is to begin building bridges between
the traditionally quantitative subjects, Math, Statistics, Computer Science and Physics, and Biology. Mathematics
is the universal language of science, and the QBio track aims to integrate that language more deeply into the
study of biology.

Many practitioners of Qbio were trained in fields other than biology, but all want to answer important questions in
the biological sciences. As noted by the Burroughs-Wellcome Foundation, Qbio researchers utilize “…approaches
including, but not limited to, physical measurement or manipulation of biological phenomena, computer simulation
of complex processes in physiological systems, mathematical modeling of self-organizing behavior, building of
probabilistic tools, developing novel imaging tools or biosensors, applying nanotechnology to manipulate cellular
systems, predicting cellular responses to topological clues and mechanical forces, and developing a new
conceptual understanding of the complexity of living organisms.” Examples of publications that derive from the
kinds of collaborations we anticipate to be born from this enterprise, and that cover the breadth of Biology at UNC,
can be found at on the departmental server BIOARK:

\BioArk.bio.unc.edu\FacultyShare\ in a folder titled Qbio LIT examples.

The Current Situation at UNC Chapel Hill

While UNC, particularly the Department of Biology and the Carolina Center for Genome Sciences (CCGS), have
incorporated this scientific transformation into faculty hiring decisions and graduate education, our undergraduate
curriculum has largely been left behind. The current undergraduate curriculum in Biology has not been
substantially modified in almost 20 years. As one example, biology students are required to take Math 231,
“Calculus of Functions of One Variable”. This is the first course in a sequence of three classes that cover basic
calculus. Topics covered in Math 231 are limits, derivatives and integrals of functions of one variable. The course
is taught in the traditional style of definitions and proofs with very few real-world applications. In fact, exponentials
and logarithms, both concepts underlying many biological processes, are not discussed in this class. In response
to the increased appreciation for the emergence of Qbio, the UNC Math department has developed Math 241,
introductory calculus that is geared toward biologists. The pilot section was successful and this course will be
included as an option in the Qbio track. Similarly, Physics 405 (Biological Physics) explores biologically relevant
questions from a physics perspective and is cross listed in Biology already. Yet realignment of the core courses
from Chemistry, Physics, and indeed, Biology has not yet been deeply discussed across the College. We feel that
the ultimate development of an integrated Qbio core will depend on the hiring of a cadre of faculty trained
adequately to lead a revamping of core curricula, at least in Biology, and should be a medium term (3-5 years)
goal of both this particular initiative and our departmental hiring process.
**Future Development**

We propose to develop a Q-bio track that will empower students with the tools to integrate mathematics, biology, physics and chemistry. The QBio track will not be a diluted path for biologists, rather a rigorous route for dedicated biology students. We expect that the track will evolve, over the first few years as we add faculty, make adjustments to new advances, and respond to student feedback. For example, while the Math 241 course mentioned above is a useful starts, one could envison a year-long course on mathematics and statistics for biologists that would probably be more appropriate. Such a class might integrate the two subjects in a coherent way, with all mathematical and statistical techniques motivated by applications to biology. This course would not just cover calculus, but also introduce the students to important aspects of linear algebra, difference and ordinary differential equations, and possibly some numerical methods. The class would have a computer laboratory, and would also prepare students to take upper level math classes if they become interested mathematical and computational biology.

In the long term, taking our department and University beyond our peer institutions will require fundamental shifts in the way education in biology is approached and organized. It will require cooperation between departments, particularly the departments of chemistry, physics, mathematics, computer science, statistics, and biology. Significant inroads have been made, as individual faculty across these departments are collaborative and are cognizant of the need for reform. Importantly, guiding, maintaining and further developing the QBio track will require strong leadership and vision. As detailed below, we feel this role would be most successfully filled by at least one senior faculty level hire that shares our vision and has the drive and intellectual credentials to reorganize the College’s academic efforts in this area.

**Our Peers**

While many of our peer institutions have established Qbio based graduate programs (as has UNC), efforts to bring the paradigm shift in Biology to undergraduate education have been slower. A few institutions, such as Princeton, have created dramatically novel curricula that first establish a basic education in quantitative skills, such as mathematics, statistics, and computer programming. Subsequently, undergraduates are trained in the basic principles of biology. Students are then exposed to the vast array of conceptual and empirical challenges confronting Q-bio. Princeton’s innovations were made possible in part by the Lewis-Sigler Institute for Integrative Genomics, which is a federally and privately funded research Institute at Princeton, and a very small entering class size.

In contrast to Princeton, undergraduate Q-Bio programs at most other universities are limited to a few courses (Cambridge, University of Reading, University of Ottawa, Carleton University, CUNY). UMass-Amherst took this
approach further, and defined a suite of four inter-related “systems biology” courses. East Tennessee State University has developed a summer curriculum specifically for Q-bio training. Ohio University, in contrast, folded its quantitative biology program into the highly flexible curriculum of its Honors degree program.

Among the UNC Institutional peer group that have implemented some form of Q-bio program (Table 1), only UCLA has developed a strong program oriented at undergraduate training. This program is detailed below along with the programs at Case-Western University and University of California Davis.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Description</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona</td>
<td>Quantitative Biology Consortium</td>
<td>Graduate Students, Post-doctoral fellows</td>
</tr>
<tr>
<td>UC –Berkeley</td>
<td>Living Systems and Q-bio</td>
<td>Faculty</td>
</tr>
<tr>
<td>UCLA</td>
<td>Computational and Systems Biology</td>
<td>Undergraduate (see below)</td>
</tr>
<tr>
<td>University of Illinois Urbana-Champaign</td>
<td>n/a</td>
<td>Some undergraduate and graduate courses</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>n/a</td>
<td>Graduate courses</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>In Engineering</td>
<td>Some courses</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>University of Washington &amp; FHCRC</td>
<td>Computational Molecular Biology</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

UCLA: Computational and Systems Biology major for undergraduates. This program requires seven (quarter system) courses of mathematics; five of chemistry, including organic chemistry; 3 of physics; 3 of Biology; and 8 in computer science prior to admission to the Major during the junior year. After admission to the Major, students choose a concentration in Systems Biology, Bioinformatics, Neurosystems, Biomedical Systems, or Computer Systems and then select from a broad range of “approved” courses taught in a variety of departments.

Systems Biology Bachelors of Science at Case Western Reserve University. The curriculum at Case Western is less prescribed and more biology oriented than UCLA. Also, in contrast to UCLA, there are no areas of concentration, although there are several recommended course combinations recommended for students with particular interests. Again, these are more biology focused than UCLA as the track choices are all sub-disciplines of biology—e.g. neuroscience, genetics and evolutionary biology. A capstone research project is required the senior year.

As a final example, UC Davis has created a minor for undergraduates in biology or mathematics wishing to bridge the two fields, although it is open to all majors. Nor surprisingly, the minor is much less demanding than the majors at either Case-Western University or UCLA. Three core courses teach the basics of programming, mathematically modeling in Biology, and basic bioinformatics. Additional courses in data structures, mathematics and statistics are required. After these are completed two to three more classes are selected from a broad array of existing courses (taught in a wide range of departments) that are approved for completion of the minor.
Interestingly, UC-Davis also offers an intensive third year program, “collaborative learning at the interface of mathematics and biology—CLIMB”, that combines research with course work and seminars to rapidly train undergraduates.
The Proposed Qbio Track in Biology at UNC

Majoring in Biology: Bachelor of Science, Quantitative Track
This program is designed for students with a strong interest in a multi-disciplinary approach to biological problems in preparation for graduate study in biological or health sciences. A foundation in mathematics, encompassing calculus, statistics, and computer programming prepares students for advanced courses in the quantitative biology curriculum. Courses offered as quantitative electives allow students to tailor their course of study to their individual interests. Students completing this degree will have an enhanced knowledge of mathematical modeling and statistical methods in the analysis of biological systems. Students must fulfill all General Education requirements with these restrictions and additions (see also Appended Tables):

1. Foundation Foreign language: Through level 4. Level 4 may be taken P/D/fail unless placement level.

2. Foundations Quantitative Reasoning:  
   Math 231 or Math 241 (Biocalculus I)

3. Approaches: Physical and Life Sciences:  
   Chem 101-101L  
   Biol 101-101L with a grade C or better.

4. Approaches Quantitative Intensive:  
   Math 232 or 283 (Biocalculus II)

5. In addition students must complete the following:  
   Chem 102-102L  
   Chem 261 (Organic)  
   Comp 116 (Programming)  
   Math 233 (Multivariate Calculus)  
   Phys 104 and 105 OR 116 and 117  
   Stor 155 (Statistics)

6. Biol 201, 202, and 205 (Core courses for Biology majors)

7. Two lab courses. One must be a Quantitative lab chosen from:  
   Biol 452 (Mathematical and Computational Models in Biology)  
   OR Biol 526 (Computational Genetics)  
   The other can be any Biology lab course, including two semesters of Biology 395.

8. A choice of three Biology electives, of which at least two Quantitative electives must be chosen from:  
   Biol 454 (Evolutionary Genetics)  
   Biol 562 (Statistics for Environmental Scientists)  
   Biol 542 (Light Microscopy)  
   Biol 405 (Phys 405) (Biological Physics)  
   Biol 551 (Comparative Biomechanics)  
   Biol 642 (Quantitative Cell Biology)  
   Biol 452* (Mathematical and Computational Models in Biology) (Quantitative lab)  
   OR Biol 526* (Computational Genetics) (Quantitative lab)  
   *this selection cannot count as both a Quantitative lab and Quantitative elective.

9. A choice of two Allied Sciences electives or additional biology courses. Pre-meds are encouraged to take:  
   Chem 241-241L (analytical) and Chem 262-262L (organic).
A Proposed Qbio Faculty Hiring Plan

UNC has an opportunity to build on a solid core of active faculty researchers in quantitative biology and become a world leader in this field. But the current core faculty group is insufficient to both grow the Qbio training that we propose and coalesce broad collaborative research across the College and life sciences across campus.

Three Guiding Principles

1. A focus on cross-cutting research areas
   We foresee new hires in quantitative biology that will enrich research programs covering the much of breadth of biological sciences at UNC. Key to this will be the recruitment of faculty who study mathematical approaches applicable to different areas of biology. While it is advisable to keep the search process very open in order to recruit the very best candidates on the market, an important criterion should be the ability of the individual to tackle problems that transcend the peculiarities of any one biological problem, study system, or given level of biological organization. We provide some examples of cross-cutting issues in quantitative biology below.

2. Fostering a culture of interdisciplinary collaboration
   An infusion of quantitative biological approaches throughout the research enterprise at UNC will come about through everyday interactions and collaborations between quantitative biology faculty and biologists who can provide the experimental testing of mathematical approaches and models. Hence, it will be critical to foster a close environment supportive of interdisciplinary research. We feel strongly that the academic home for these new hires should be one in which the biological question they address remain paramount. At the same time, it is important not to isolate these individuals from other potential colleagues on campus. We thus propose the primary home for the Qbio positions be within the College of Arts and Sciences, and specifically within the Department of Biology, but that secondary appointments be explored with other units on campus for some or all of the positions. Furthermore, because much of the current and emerging systems biology / Qbio research arena is genomics-driven, we anticipate that many of the individuals hired will be associated with the CCGS. In this regard, the expectation of close collaboration between “wet lab” experimental and “dry lab” quantitative biology is a key design feature of the Genome Science Building, providing a focal point for quantitative biology activities on campus. Indeed, we further anticipate that several of the faculty hired under this initiative may require both wet and dry lab space.

3. Early recruitment of leadership
   For the last several years, there has been a great deal of conversation across many different units on campus about how to jumpstart a formal Qbio program at UNC. However, the effort has lacked grassroots leadership, in large part because the majority of quantitative biologists within the College are, or were until recently, junior faculty. We thus strongly feel that UNC should recruit, very soon, a tenured quantitative biologist of growing or established international reputation as a first step to putting UNC on the map in Qbio. This individual would be
expected to provide leadership across the College of more comprehensive curricular reform, to act as a liason with the BCB Graduate Program and CCGS in terms of attracting center and training grants, and to participate in the further hiring of Qbio faculty over the coming years.

Scale of Qbio Faculty Hiring Initiative and Timeline
We propose that the College allocate for 5 tenure track faculty FTEs in Qbio within the next one to five years. Because a major driving force for the establishment of Qbio at UNC is genomics-driven, we further strongly urge the Provost to allocate 3 additional tenure track Qbio faculty FTEs to the CCGS, explicitly to be split with Biology, in the same time frame. There are already models for CCGS/Biology joint faculty that have served Biology, the College, and CCGS extremely well in the recent past.

Hence, we advocate a final hiring of 8 new faculty, 6 or whom would be interested in quantitative aspects of genomics-based research, broadly defined. We further advocate that recruitment start with one to two junior positions and one open-rank position to be recruited in 2008-2009. Finally, we would hope that the advertisement for these first positions would be explicitly worded to make it abundantly clear that these were the first of eight positions at UNC. This strategy was very successful in the early hiring for Biology/CCGS positions.

The numbers are justified by several considerations. First, the breadth of coverage necessary is very wide—Qbio approaches to biological problems need to span scales covering at least 12 orders of magnitude of biological organization from genomes to metagenomes of organisms interacting in complex communities, and from cellular nanomachines to ecosystems. Another consideration is that a growing number of federal research dollars in the life sciences are directed to interdisciplinary teams that include applied mathematicians, statisticians and computer scientists (e.g. the NIH Roadmap; NSF Plant Genome; NSF IGERT; NSF FIBRE etc.). Thus, recruitment of a critical mass of new Qbio will increase UNC’s competitiveness in attaining collaborative grants. Finally, while the proposed Qbio track within the Biology major rests upon existing courses, additional faculty are needed to regularly teach existing offerings and to develop new courses, both for students within the track, as well as traditional biology majors and students from outside the department.

A cross-cutting research agenda
Quantitative biology rests on the direct integration of mathematical approaches with biological phenomena. The extent to which Qbio can permeate the biological sciences at UNC depends on recruiting individuals who work on problems that cut across multiple areas of study and span the organizational scales of biology. In many cases, these individuals may have received their primary training in non-biological fields (e.g., math or physics). But in all cases, we see these future hires as biologists who are actively engaged in the pursuit of biological questions, either through collaboration with other faculty in the biology department, or through their own empirical work. At the same time, we aim to identify those individuals who are at the forefront of generating new quantitative frameworks that inform our understanding of biological processes.
Common mathematical principles may be relevant to biological phenomena that, at first glance, seem to be quite disparate. Several authors have reviewed the common mathematical challenges posed by many different biological systems (Murray 2003a,b, Cohen 2004, Hastings et al 2005). Below, we describe some of these areas, highlighting their potential impact for biological research.

**Nonlinear stochastic models**

Hastings et al (2005) note that “mathematics has been well developed to deal with nonlinear models that are deterministic, or with linear models that include stochasticity. Future advances will require the use and analysis of nonlinear stochastic models”. Such models can be expected to show novel behaviors of great mathematical interest. A quantitative biologist with this expertise might apply it to models of neural networks, population demographics, or gene expression.

**Spatial and temporal heterogeneity at multiple scales**

To effectively model biological systems of interest, it is often necessary to consider interacting processes that operate on different temporal and/or spatial scales. Studies of simple heterogeneous processes have a long pedigree. For example, reaction diffusion equations have been applied in many different biological contexts, from obvious ones such as the kinetics of biochemical processes to the formation of patterns in development (Turing 1952) and the spread of novel genetic variants within populations (Kimura 1955). However, many open mathematical challenges remain for systems with a multitude of spatial and temporal scales. These could involve behavior of cells in organisms, or organisms in environments, for example.

**Network dynamics**

Many biological processes can be understood as networks. Two examples are the complex cascades of transcription factors controlling early development and the interplay between different trophic levels in metacommunities. Applications of network theory to biological networks are driving new advances in both graph theory and our understanding of basic biological processes. Current theory works well for networks with a limited number of nodes, or a very large number of nodes. But biological systems analyzed to date are largely summarized by networks featuring node numbers where current theory is very poor. Statistical methods to infer the structure of a network from observations on individuals are in their infancy, and static observations may be insufficient to infer the structure of evolving networks.

**Modelling complex processes**

Efforts to model complex biological systems in fields such as Neuromechanics, Biomechanics, and Biophysics often involve integrating several of the analytical approaches described above. Neuromechanics, for instance, brings together network theory and temporal and spatial heterogeneity to build experimentally testable models of neuromuscular development. Similarly, biophysical models of cellular processes such as the chromosome
dynamics bring together network dynamics with both linear and non-linear stochastic models. Models such as these rely heavily on parameters observed from living systems and as a result these research areas often involve teams of investigators with different areas of expertise.

**Computational analysis of large datasets**

Many sub-disciplines of biology are awash with large data sets. Ecologists are increasingly using remote sensing data to shifts in species diversity accompanying climate change. Geneticists and cell biologists have developed high throughput screens for identifying genes, proteins, or chemicals affecting cell growth, movement, and diversification. These screens often generate enormous amounts of data—far more than can be analyze by an individual. Moreover, these data sets have significant error rates, which are often unknown. Data such as these typically needs to be “compressed” to be understandable by an investigator (such as the use of Gene Ontology in genomics). This need has led to advances in methods of categorizing and “self-organizing” of data. For example, recently developed self-organizing map methods have been used to identify and classify clusters of co-expressing genes in microarray data from tumor tissues.

In sum, it is our opinion that an aggressive recruitment of quantitative biologists with strong interests in cross-cutting areas of applied mathematics could have a profound and positive impact across the biology research enterprise at UNC.
References

[See also examples of research papers and reviews posted at: BioArk.bio.unc.edu\FacultyShare in a folder titled Qbio LIT examples.]


Cohen, J. E. (2004) "Mathematics is biology's next microscope, only better; Biology is mathematics' next physics, only better." Plos Biology 2: 2017-2023.


Kimura M (1955) Solution of a process of random genetic drift with a continuous model. PNAS 41: 144-150.


Students must fulfill the **General Education Requirements**, with some restrictions and additions (see full description of requirements), including Quantitative Reasoning: Math 231 (Calculus of Functions of One Variable I) OR Math 241 (BioCalculus I) AND Quantitative Intensive: Math 232 (Calculus of Functions of One Variable II) OR Math 283 (BioCalculus II)

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<thead>
<tr>
<th>Biology (7)</th>
<th>Other Requirements (7)</th>
<th>Allied Sciences (2)</th>
</tr>
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<tbody>
<tr>
<td>1. Biology Core</td>
<td>Phys 104: General Physics</td>
<td>1. Allied Science or Biology Elective</td>
</tr>
<tr>
<td>Biol 201: Ecology &amp; Population Biology</td>
<td>OR</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Phys 116: Mechanics</td>
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</tr>
<tr>
<td>2. Biology Core</td>
<td>Phys 105: General Physics</td>
<td>2. Allied Science or Biology Elective</td>
</tr>
<tr>
<td>Biol 202: Molecular Biology &amp; Genetics</td>
<td>OR</td>
<td>**</td>
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<tr>
<td></td>
<td>Phys 117: Electromagnetism &amp; Optics</td>
<td></td>
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<tr>
<td>3. Biology Core</td>
<td>Chem 102(L): General Descriptive Chemistry (Lab)</td>
<td>**Premed students are encouraged to take:</td>
</tr>
<tr>
<td>Biol 205: Cellular &amp; Developmental Biology</td>
<td></td>
<td>Chem 241-241L (Analytical Chemistry)</td>
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<td></td>
<td></td>
<td>Chem 262-262L (Organic Chemistry)</td>
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<tr>
<td>4. Biology Lab</td>
<td></td>
<td></td>
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<tr>
<td>Biology course (above 201) with lab, excluding 213, 291, 292, 293, 295, 296, 396, and 692. Can include two semesters of 395. Other restrictions apply (see full description of requirements).</td>
<td></td>
<td></td>
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<tr>
<td>5. Q-Bio Lab</td>
<td></td>
<td></td>
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<tr>
<td>Biol 452: Mathematical &amp; Computational Biology OR</td>
<td></td>
<td></td>
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<tr>
<td>Biol 526: Computational Genetics</td>
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<td></td>
</tr>
<tr>
<td>6. Q-Bio Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biol 405 (Phys 361): Biological Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biol 454: Evolutionary Genetics</td>
<td></td>
<td></td>
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<td>7. Q-Bio Elective</td>
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<td>*Biol 452: Mathematical &amp; Computational Biology</td>
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<td>*Biol 526: Computational Genetics</td>
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<td>Biol 542: Light Microscopy for the Biol Sciences</td>
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<td>Biol 551: Comparative Biomechanics</td>
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<td>Biol 562: Statistics for Environmental Sciences</td>
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<td>Biol 642: Quantitative Cell Biology</td>
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<td>Optional</td>
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<td>3rd Qbio Elective</td>
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<td>Optional (could count as Allied sciences)</td>
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<td>*Cannot count as both Q-Bio Lab and Q-Bio Elective</td>
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<td>Optional</td>
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<td><strong>Foundations: Foreign language</strong></td>
<td>through level 3 unless placed in to level 4</td>
<td>through level 4</td>
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<td><strong>Foundations: Quantitative Reasoning</strong></td>
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<td>MATH 231</td>
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<td><strong>Approaches: Natural Sciences</strong></td>
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<td><strong>Connections: Quantitative Intensive</strong></td>
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<td><strong>Connections: Communication Intensive</strong></td>
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<td><strong>Physics</strong></td>
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<td>201, 202, 205</td>
<td>201, 202, 205</td>
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<td><strong>Laboratory &amp; diversity</strong></td>
<td>1 organismal laboratory course</td>
<td>1 organismal laboratory course</td>
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<td><strong>Biology electives</strong></td>
<td>3, including 1 w/a lab and 1 above 400</td>
<td>4, including 2 w/ lab, and 2 above 400</td>
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<td><strong>Natural science or math electives</strong></td>
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<td><strong>Computer Science</strong></td>
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<tr>
<td><strong>Academic hours</strong></td>
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<td>123 minimum</td>
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</table>
September 11, 2008

Dean Bobbi Owen  
Dean Jay Smith  
College of Arts and Sciences  
Carolina Campus

Dear Deans Owen and Smith,

This letter accompanies our proposal for a set of courses designed to teach the Cherokee Language. Since the Department of American Studies is the home for the American Indian Studies concentration and minor, we are proposing these courses as a way of enriching the offerings in American Indian subjects at Carolina. The Cherokee language is the only language indigenous to North Carolina that is still spoken in the state. We feel that instruction in this language will be important to students wishing to deepen their study of American Indian subjects, and language capacity will assist our students who wish to add an experiential dimension to their work in American Indian studies in internships or service learning projects. Students have already expressed an interest in taking such courses.

The syllabi for these courses have been developed with close attention to best practices in the teaching of Cherokee language. Once the courses have been approved, we will turn to questions of the best way to offer them to Carolina students. Possibly a qualified instructor may be found here at UNC, and possibly we may be able to offer the courses by teleconference from Western Carolina University or another university that offers these courses at a level comparable to the courses we have proposed. All necessary procedures will be followed in implementing these courses.

The American Studies faculty has discussed and approved the addition of these courses with a vote of 13-0 on September 6.

Sincerely,

Joy Kasson  
Chair, American Studies
PROPOSAL FOR A SEQUENCE OF CHEROKEE LANGUAGE COURSES AT UNC AT CHAPEL HILL

The Cherokee language is the only language indigenous to North Carolina that is still spoken in the state. We are proposing this series of courses because we believe that the University of North Carolina has an obligation to offer this language to its students and to join with the Eastern Band of Cherokee Indians in efforts to preserve the language.

American Studies is the departmental home of the American Indian Studies Program, which offers a minor in American Indian Studies and a concentration in American Studies: American Indian Studies. Therefore, it is appropriate for American Studies to become the home to Cherokee language instruction, just as Asian Studies is home to instruction in Asian languages. Following the example of Asian Studies, where Chinese language, for example, is offered under CHIN, we propose adopting the prefix CHER rather than AMST.

There is no faculty currently on campus qualified to teach this course, but the Cherokee language instructors at Western Carolina University are willing to work with UNC’s American Studies faculty to develop a distance learning program in which students participate in WCU courses via teleconferencing and a graduate assistant at UNC administers the course and conducts language drills. This arrangement has been in the planning for a year, and we are convinced that it is workable and academically respectable.

What we propose is to offer a sequence of five courses: CHER 101, CHER 102, CHER 203, CHER 204, CHER 305. We expect that these courses would meet the criteria for the Foreign Language Enhancement (FI) Approach and other appropriate connections (NA, US) that other the study of other languages usually merit.
Cherokee 101: The Cherokee Speaking World
“Hadolegwa Tsawonihisdi’i”

Catalog description: Students develop basic knowledge of the Cherokee-speaking world. Using linguistic and content-based material, students will learn basic Cherokee.

We study languages for a variety of reasons. First of all, language gives us the ability to communicate, and the acquisition of an additional language increases the number of people with whom we can communicate. Second, learning a language makes available to us a literature in that language so that we can expand our knowledge about the people who produced it. Finally, a language helps us understand how the participants in another culture think. That is, language is a system for organizing and expressing thought, and those systems differ just as languages do. Learning Cherokee can help you accomplish all these goals but in ways that diverge a bit from learning French or Chinese.

Very few if any Cherokee speakers are mono-lingual: today virtually all Cherokees communicate comfortably in English. At the same time, well over 10,000 people speak Cherokee fluently. Most of these people live in Oklahoma, but approximately five hundred fluent speakers live in western North Carolina. Even with this many speakers, the language is in danger. A survey on the Cherokee reservation in western North Carolina revealed that 72 percent of the fluent speakers are over fifty years of age. Both the Eastern Band of Cherokee Indians in North Carolina and the Cherokee Nation in Oklahoma have recognized that they are in imminent danger of losing their language. Therefore, both tribes have instituted language reclamation projects that include language immersion programs in tribal schools. Whether or not you are Cherokee, you help keep the language alive by learning Cherokee.

Second, there is little literature that is solely in Cherokee, a language which was not committed to writing until the 1820s. Cherokee traditionally was written in the syllabary invented by Sequoyah. There are 85 symbols in the syllabary, a symbol for each sound. Because Cherokee is tonal, which the syllabary does not convey, you will need to learn to speak Cherokee well before you can master the syllabary as a writing system. The only substantial body of knowledge recorded originally in Cherokee is found in the notebooks of medicine men. Some have been published, but the language is often esoteric and incapable of translation by modern speakers. Furthermore, the use of these books by those untrained in spiritual matters is culturally offensive to many Cherokees. Nevertheless, there is a rich oral literature in Cherokee, and a number of works, both religious and secular, have been translated into Cherokee using the Latin alphabet.

Finally, Cherokee may be most useful to you in helping you understand how people in another culture think. Cherokee is part of a language family that is radically different from Indo-European, the language family to which English as well as Germanic and Romance languages belong. That means that there are no parallels to
the parts of speech with which you are familiar and literal translations are often nonsensical. For example, Cherokee is not a gendered language, like French, nor does it have personal pronouns like “he” and “she.” That means that you must understand the cultural context of the language, and the language in turn will help you develop a deeper understanding of the culture. The loss of a language is particularly tragic because it essentially means the loss of cultural understanding.

Cherokee Speaking World is designed to introduce students to the Cherokee language. In this course, students will develop Cherokee speaking and listening skills, and they will be introduced to the Cherokee writing system using the Latin alphabet. The course also will provide students with a cultural context for the language.

By the end of the course, students will be able to do the following:
  - Introduce themselves and others to individuals and groups
  - Describe and identify people and objects
  - Discuss daily and habitual activities
  - Describe and identify locations of people and objects
  - Follow simple directions
  - Relate and comprehend short stories
  - Discuss self and others

Course Materials


Many course materials, including flashcards, sound files, and videos, will be distributed in class or downloaded. Handouts will include Cherokee stories, which originally were a part of an oral traditional literature but have been transcribed in Latin letters.

Course Policies

Because this is a language class, attendance is required. Language is learned through use and we have very little time together to use the language.

Attendance Policy: One unexcused absence will be tolerated, but second and third absences result in a loss of 25 attendance points each. More than three, the student must see the instructor to continue in class.

Students are reminded that UNC has an Honor Code, which will be scrupulously enforced in this class. If you have any questions about academic honesty, please see the instructor.

Grades
<table>
<thead>
<tr>
<th>Attendance and participation</th>
<th>15%</th>
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<tr>
<td>Quiz (7 quizzes, lowest score dropped)</td>
<td>30% (5% each quiz)</td>
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<td>Tasks</td>
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<td>Greeting Dialogue</td>
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<tr>
<td>Animal Book</td>
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<tr>
<td>Daily Activities Book</td>
<td></td>
<td></td>
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<tr>
<td>Cherokee Recipe</td>
<td></td>
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<tr>
<td>Student Story Telling</td>
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<tr>
<td>Family and Friends Book</td>
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<tr>
<td>Midterm</td>
<td>10%</td>
<td>100 points</td>
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<tr>
<td>Final</td>
<td>15%</td>
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**Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Course introduction, using Audacity, Sounds of Cherokee Sounds of Cherokee review, Meeting People</td>
</tr>
<tr>
<td>2</td>
<td>Quiz on Sounds of Cherokee, Meeting People Meeting People, Meeting People Dialog Homework due</td>
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<tr>
<td>3</td>
<td>Classroom Language, Classroom Language Quiz Review of Set A and Set B verb conjugations</td>
</tr>
<tr>
<td>4</td>
<td>Animals and Numbers Animals and Numbers Book Homework assignment</td>
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<td>5</td>
<td>Animals and Numbers Book due, Animals and Numbers quiz Review and 5\textsuperscript{th} week test</td>
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<tr>
<td>6</td>
<td>Family Family members conjugation practice, Family Book Homework assignment</td>
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<tr>
<td>7</td>
<td>Family quiz, Describing People and Objects Describing People and Objects verb conjugations review</td>
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<tr>
<td>8</td>
<td>Describing People and Objects Family Description Homework due Habitual Activities</td>
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<tr>
<td>9</td>
<td>Read <em>Tsinadyneho’i Tsali Tsalagi</em>, Habitual Activities Homework</td>
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<tr>
<td></td>
<td>Due</td>
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<td>----</td>
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<tr>
<td></td>
<td>Habitual Activities quiz, On-Going Activities</td>
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<tr>
<td>10</td>
<td>On-Going Activities, Introduction to Cherokee Verb Stems</td>
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<tr>
<td></td>
<td>On-Going Activities, Review of Conjugations</td>
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<tr>
<td>11</td>
<td>Conjugations Homework, Conjugations Test</td>
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<tr>
<td></td>
<td>Expressing Desire and Preference</td>
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<td>12</td>
<td>Expressing Desire and Preference, Restaurant Dialog</td>
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<tr>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td>Expressing Desire and Preference quiz</td>
</tr>
<tr>
<td>13</td>
<td>Nouns and Possession</td>
</tr>
<tr>
<td></td>
<td>Cherokee Stories</td>
</tr>
<tr>
<td>14</td>
<td>Cherokee Stories</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td><strong>FINAL!</strong></td>
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</tbody>
</table>
Cherokee 102: Elementary Cherokee II
“Hodolegwa Tsawon'hisdi’i”

Catalog description: Continued audio-lingual practice of basic imperatives, idioms on the imperative stem, verbs of motion and locationals, and basic complement types.

Prerequisite: CHER 101

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Very few if any Cherokee speakers are mono-lingual: today virtually all Cherokees communicate comfortably in English. At the same time, well over 10,000 people speak Cherokee fluently. Most of these people live in Oklahoma, but approximately five hundred fluent speakers live in western North Carolina. Even with this many speakers, the language is in danger. A survey on the Cherokee reservation in western North Carolina revealed that 72 percent of the fluent speakers are over fifty years of age. Both the Eastern Band of Cherokee Indians in North Carolina and the Cherokee Nation in Oklahoma have recognized that they are in imminent danger of losing their language. Therefore, both tribes have instituted language reclamation projects that include language immersion programs in tribal schools. Whether or not you are Cherokee, you help keep the language alive by learning Cherokee.

Second, there is little literature that is solely in Cherokee, a language which was not committed to writing until the 1820s. Cherokee traditionally was written in the syllabary invented by Sequoyah. There are 85 symbols in the syllabary, a symbol for each sound. Because Cherokee is tonal, which the syllabary does not convey, you will need to learn to speak Cherokee well before you can master the syllabary as a writing system. The only substantial body of knowledge recorded originally in Cherokee is found in the notebooks of medicine men. Some have been published, but the language is often esoteric and incapable of translation by modern speakers. Furthermore, the use of these books by those untrained in spiritual matters is culturally offensive to many Cherokees. Nevertheless, there is a rich oral literature in Cherokee, and a number of works, both religious and secular, have been translated into Cherokee using the Latin alphabet.

Finally, Cherokee may be most useful to you in helping you understand how people in another culture think. Cherokee is part of a language family that is radically
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nonsensical. For example, Cherokee is not a gendered language, like French, nor
does it have personal pronouns like “he” and “she.” That means that you must
understand the cultural context of the language, and the language in turn will help
you develop a deeper understanding of the culture. The loss of a language is
particularly tragic because it essentially means the loss of cultural understanding.

In this course, students will continue acquiring conversation, reading and writing
skills. By the end of the course, students should be able to introduce themselves and
others to individuals and groups, describe and identify people and objects, discuss
daily and habitual activities, describe and identify locations of people and objects,
follow simple directions, relate and comprehend short stories, and discuss self and
others. Students also will begin to learn the Sequoyah syllabary.

Course Materials


Genesis http://www.rosettaproject.org/archive/chr/gen-
1/?b_start:int=1&page_view=image_view

Other course materials will be handed out in class or downloaded.

Course Policies

Because this is a language class, attendance is required. Language is learned
through use and we have very little time together to use the language.

Attendance Policy: One unexcused absence will be tolerated, but second and third
absences result in a loss of 25 attendance points each. More than three, the student
must see the instructor to continue in class.

Students are reminded that UNC has an Honor Code, which will be scrupulously
enforced in this class. If you have any questions about academic honesty, please see the
instructor.

Grades

| Attendance and participation | 15%   | 150 points |
| Quiz (8 quizzes)             | 60%   | 50 points each |
| Midterm                      | 10%   | 100 points  |
| Final                        | 15%   | 150 points  |

Course schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of CHER 101</td>
</tr>
<tr>
<td>2</td>
<td>Review of CHER 101</td>
</tr>
<tr>
<td></td>
<td>Quiz on material from CHER 101</td>
</tr>
<tr>
<td>3</td>
<td>Intransitive Activities: Set A pronouns</td>
</tr>
<tr>
<td>4</td>
<td>Intransitive Activities: Set A pronouns</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>5</td>
<td>Expressing Desire and Preference: Set B pronouns</td>
</tr>
<tr>
<td>6</td>
<td>Expressing Desire and Preference: Set B pronouns</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
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<tr>
<td>7</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>8</td>
<td>Nouns and Possession</td>
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<td></td>
<td>Quiz</td>
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<tr>
<td>9</td>
<td>Habitual Activities: Imperfective Stems</td>
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<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>10</td>
<td>Talking About the Past 1: Imperfective Stems</td>
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<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Talking About the Past2: Perfective Stems</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>12</td>
<td>The Sequoyah syllabary</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>13</td>
<td>Translating Genesis</td>
</tr>
<tr>
<td>14</td>
<td>Writing the syllabary</td>
</tr>
</tbody>
</table>
Cherokee 203: Intermediate Cherokee
"Hadolegwa Tsawonihisdi'i"

Catalog description: Review and continuation of oral and written grammar, selected readings, and conversation

Prerequisite: CHER 102

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This course will build proficiency in conversational and written Cherokee. By the end of the course, students will be able to do the following:
- Relate and comprehend short stories (present story, answer questions about story)
- Discuss self and others (family and friends small book)
- Introduce themselves and others to individuals and groups (small group dialogue creation)
- Describe and identify people and objects (oral test)
- Discuss daily and habitual activities (small book of daily activities)
- Describe and identify locations of people and objects (map and card exercise)
- Follow simple directions (traditional recipe)

**Course Materials**


Speck, Frank, “Some Eastern Cherokee Texts,”
http://www.rosettaproject.org/archive/chr/vertxt-1?page_view=image_view

Download Audacity http://audacity.sourceforge.net/

The course materials will be handed out in class or downloaded. The course materials include books, cards, handouts, sound files, and video. Students will be required to use Audacity or comparable sound processing software.

**Course Policies**

Because this is a language class, attendance is required. Language is learned through use and we have very little time together to use the language.

Attendance Policy: One unexcused absence will be tolerated, but second and third absences result in a loss of 25 attendance points each. More than three, the student must see the instructor to continue in class.

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**Grades**
<table>
<thead>
<tr>
<th>Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
</tr>
</tbody>
</table>
| 1 | Course introduction, introduction to Audacity sound program  
Review of Cherokee 102 |
| 2 | Review of Cherokee 102  
Greetings and Goodbyes |
| 3 | Student Greeting and Goodbye dialogues  
Review of people and object descriptions, Set B verb conjugations quiz |
| 4 | Review of daily and habitual activities  
Daily and habitual activities, Set A verb conjugations quiz. |
| 5 | Review of describing location of objects  
Location of objects map task assigned  
Presentation of location of objects map task  
Quiz on location of objects |
| 6 | Activities for one person (run, walk, swim, etc)  
Activities for one person |
| 7 | Student led instruction of activities for one person, midterm review.  
Midterm |
| 8 | Cherokee Stories: The Three Little Pigs  
Past Tense in Cherokee – incomplete activities in the past |
| 9 | Three little pigs dialogue student presentations  
Quiz on Three little pigs  
Past Tense in Cherokee – completed activities in the past |
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<tr>
<td>10</td>
<td>Tortoise and hare story, Tortoise and hare dialogue task</td>
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<td>How the Possum Lost its Tail</td>
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<td>11</td>
<td>Cherokee past tense quiz, Iya, Iya children’s story</td>
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<tr>
<td></td>
<td>Students develop children’s stories</td>
</tr>
<tr>
<td>12</td>
<td>Students present children’s stories</td>
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<tr>
<td></td>
<td>Grouchy Old Woman</td>
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<tr>
<td>13</td>
<td>Quiz on stories</td>
</tr>
<tr>
<td></td>
<td>Future Tense</td>
</tr>
<tr>
<td>14</td>
<td>Future tense</td>
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<tr>
<td></td>
<td>Quiz on future tense</td>
</tr>
<tr>
<td><strong>FINAL</strong></td>
<td></td>
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</tbody>
</table>
Cherokee 204: Intermediate Cherokee II
"Hadolegwa Tsawonhisisdi’i"

Catalog description: Readings and discussions on Cherokee history and culture; emphasis on grammar and conversation

Prerequisite: CHER 203

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Intermediate Cherokee will build your proficiency in conversational and written Cherokee. In this course students will develop intermediate conversation skills as well as writing and reading skills in Cherokee language. Students will relate and discuss short stories and narratives.

**Course Materials**


Selections from *Cherokee Phoenix* [http://neptune3.galib.uga.edu/ssp/cgi-bin/tei-newsidx.pl?sessionid=7f000001&type=issues&id=chrkphnx](http://neptune3.galib.uga.edu/ssp/cgi-bin/tei-newsidx.pl?sessionid=7f000001&type=issues&id=chrkphnx)

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**Grades**

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<td>Quizzes</td>
<td>Best 5 of 6</td>
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<tr>
<td>Exam</td>
<td>15%</td>
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<tr>
<td>Exam</td>
<td>15%</td>
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<tr>
<td>Final</td>
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**Course Schedule**

2
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
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<td>Review vocabulary and grammar</td>
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<td>Cardinal, ordinal, adjectival numbers</td>
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<tr>
<td>3</td>
<td>Nouns, singular and plural nouns</td>
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<td>Possession</td>
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<td>Assignment 2; Quiz</td>
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<td>4</td>
<td>Transitive verb: <em>Ahshdeliha</em> 'She is helping him.'</td>
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<td>Plural object verbs</td>
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<td>Assignment 3; Quiz</td>
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<td>5</td>
<td>Adjectives</td>
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<td>Exam</td>
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<td>6</td>
<td>Possession</td>
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<td>Locations</td>
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<td>Assignment 4</td>
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<td>7</td>
<td>Infinitive + <em>-duliha</em> 'want'</td>
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<td>Assignment 5; Quiz</td>
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<td>8</td>
<td>Negative constructions</td>
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<td>Assignment 6</td>
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<td>9</td>
<td>Conditional sentences</td>
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<td>Assignment 7; Quiz</td>
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<td>10</td>
<td>Present stems</td>
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<td>Exam</td>
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<td>11</td>
<td>Oral story presentation</td>
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<td>Assignment 8; Quiz</td>
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<td>12</td>
<td>Review of the present, the habitual</td>
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<td>Present stems vs. imperfective stems</td>
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<td>Assignment 9</td>
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<tr>
<td>13</td>
<td>Perfective stems;</td>
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<td>Perfective stems vs. imperfective stem</td>
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<td>Assignment 10; Quiz</td>
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<td>14</td>
<td>Selections from <em>Cherokee Phoenix</em></td>
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<td>Assignment 11</td>
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Cherokee 305: Phonetics and General Linguistics

"Hadolegwa Tsawonihisdi’i"

Catalog description: Introduction to linguistics; the Cherokee sound system from a phonetic and allophonic view; grammatical categories, morphology, syntax

Prerequisite: CHER 204

We study languages for a variety of reasons. First of all, language gives us the ability to communicate, and the acquisition of an additional language increases the number of people with whom we can communicate. Second, learning a language makes available to us a literature in that language so that we can expand our knowledge about the people who produced it. Finally, a language helps us understand how the participants in another culture think. That is, language is a system for organizing and expressing thought, and those systems differ just as languages do. Learning Cherokee can help you accomplish all these goals but in ways that diverge a bit from learning French or Chinese.

Very few if any Cherokee speakers are mono-lingual: today virtually all Cherokees communicate comfortably in English. At the same time, well over 10,000 people speak Cherokee fluently. Most of these people live in Oklahoma, but approximately five hundred fluent speakers live in western North Carolina. Even with this many speakers, the language is in danger. A survey on the Cherokee reservation in western North Carolina revealed that 72 percent of the fluent speakers are over fifty years of age. Both the Eastern Band of Cherokee Indians in North Carolina and the Cherokee Nation in Oklahoma have recognized that they are in imminent danger of losing their language. Therefore, both tribes have instituted language reclamation projects that include language immersion programs in tribal schools. Whether or not you are Cherokee, you help keep the language alive by learning Cherokee.

Second, there is little literature that is solely in Cherokee, a language which was not committed to writing until the 1820s. Cherokee traditionally was written in the syllabary invented by Sequoyah. There are 85 symbols in the syllabary, a symbol for each sound. Because Cherokee is tonal, which the syllabary does not convey, you will need to learn to speak Cherokee well before you can master the syllabary as a writing system. The only substantial body of knowledge recorded originally in Cherokee is found in the notebooks of medicine men. Some have been published, but the language is often esoteric and incapable of translation by modern speakers. Furthermore, the use of these books by those untrained in spiritual matters is culturally offensive to many Cherokees. Nevertheless, there is a rich oral literature in Cherokee, and a number of works, both religious and secular, have been translated into Cherokee using the Latin alphabet.

Finally, Cherokee may be most useful to you in helping you understand how people in another culture think. Cherokee is part of a language family that is radically different from Indo-European, the language family to which English as well as
Germanic and Romance languages belong. That means that there are no parallels to
the parts of speech with which you are familiar and literal translations are often
nonsensical. For example, Cherokee is not a gendered language, like French, nor
does it have personal pronouns like “he” and “she.” That means that you must
understand the cultural context of the language, and the language in turn will help
you develop a deeper understanding of the culture. The loss of a language is
particularly tragic because it essentially means the loss of cultural understanding.

Phonetics and General Linguistics will provide an understanding of the basic sound
system and grammatical framework of the Cherokee language. A strong foundation
in Cherokee phonetics and linguistics will facilitate Cherokee language learning.
This course focuses on advanced Cherokee grammar including the sound system,
word categories, verb stem forms, the pronominal system, verb prefixes and
suffixes, and sentence structure.

Course Materials:


Charles Frazier, (Myrtle Driver, trans.), *Tsogadu Nvdo: Tsigegwovdisgei (Thirteen
Moons)*

Additional grammatical materials will be handed out in class or downloaded.

Course Policies

Because this is a language class, attendance is required. Language is learned
through use and we have very little time together to use the language

Attendance Policy: One unexcused absence will be tolerated, but second and third
absences result in a loss of 25 attendance points each. More than three, the student
must see the instructor to continue in class.

Students are reminded that UNC has an Honor Code, which will be scrupulously
enforced in this class. If you have any questions about academic honesty, please see the
instructor.

Grades

<table>
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<tr>
<th>Assignments</th>
<th>Best 10 of 11</th>
<th>25%</th>
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<td>Quizzes</td>
<td>Best 5 of 6</td>
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<td>Exam</td>
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<td>Exam</td>
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<td>Final</td>
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### Course Schedule

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<th>Week</th>
<th>Topic</th>
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<td>Week 1</td>
<td>Introduction to the course</td>
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<td>Review</td>
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<td>Week 2</td>
<td>Sounds – Writing</td>
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<td>Assignment 1</td>
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<td>Week 3</td>
<td>Sounds – Listening</td>
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<td>Assignment 2; Quiz</td>
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<td>Week 4</td>
<td>Nouns – Unanalyzable</td>
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<td>Nouns – Agentive</td>
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<td>Assignment 3; Quiz</td>
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<td>Week 5</td>
<td>Nouns - Non-agentive</td>
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<td>Nouns Locations</td>
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<td>Assignment 4; Quiz</td>
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<td>Week 6</td>
<td>Cardinal, ordinal, adjectival numbers</td>
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<td>Exam</td>
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<td>Week 7</td>
<td>Inalienable Possession</td>
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<td>Alienable Possession</td>
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<td>Assignment 5</td>
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<td>Week 8</td>
<td>Adjectives Set A</td>
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<td>Adjectives Set B, Copula</td>
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<td>Assignment 6; Quiz</td>
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<td>Week 9</td>
<td>Set A and B Pronouns Intransitive</td>
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<td>Assignment 7; Quiz</td>
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<td>Week 10</td>
<td>Transitive Pronouns</td>
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<td>Exam</td>
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<td>Week 11</td>
<td>Verb Stem Imperfective</td>
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<td>Verb Stem Perfective</td>
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<td>Assignment 8</td>
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<td>Week 12</td>
<td>Verb Stem Present</td>
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<td>Assignment 9; Quiz</td>
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<td>Week 13</td>
<td>Verb Stem Punctual</td>
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<td>Verb Stem Infinitive</td>
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<td>Assignment 10</td>
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<td>Week 14</td>
<td>Tsogadu Nvdo: Tsigegeywovdisgei (Thirteen Moons)</td>
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<td>Assignment 11</td>
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<td>Final Exam</td>
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Professor Bobbi Owen  
Senior Associate Dean for Undergraduate Education  
Steele Building, CB #3504

Dear Bobbi:
As titular director of the IDST program in the College, I’d like to request a change to one of the rules governing IDST majors. The rule seems unnecessarily restrictive to me. In the description of IDST in the 2007-8 bulletin, one finds the following:

“In any IDST major, specific course requirements must be distributed as follows: eight courses from three departments, with a maximum of four from any one department.”

I would like to change the policy to read:
“In any IDST major, specific course requirements must be distributed as follows: eight courses from at least three different departments, with a maximum of four from any one department.”

Rationale for the change: There is no reason to restrict IDST students to course selections from three departments. Given the purpose of the IDST major—to allow students to cross disciplines to form a major program of study that revolves around a specific theme or subject of interest—we should give students maximum flexibility in determining the appropriate courses for their majors.

Sincerely,

Jay M. Smith  
Associate Dean for Undergraduate Curricula
September 12, 2008

Professor Jay Smith
Office of Undergraduate Curricula
UNC Campus, CB # 3504

Dear Prof. Smith,

I am writing to propose a new undergraduate interdisciplinary minor in Islamic and Middle Eastern Studies (with a proposed abbreviation ISME), to be located in the Department of Religious Studies. Attached you will find a description of the scope and requirements of the minor. Here I would like to lay out the justification for introducing this new program and explain some of the details.

In a general sense, it is easy to understand why the subjects of Islam and the Middle East should be of importance today. On the international political scene, Islam looms large as a topic of discussion, whether in relation to war and terrorism or to immigration and citizenship. The Middle East as well is a region of perennial interest, though usually reported in the news in relation to current crises in one or another country of the region, from the Israel-Palestine conflict to Egypt, Turkey, Iraq, and Iran. From the academic perspective, the Islamic religious tradition and the Middle Eastern region both figure importantly in the global history of civilization and culture. Interest in these subjects at UNC has dramatically increased in recent years; for example, currently there are 240 students enrolled in Reli 180, "Introduction to Islamic Civilization," and there are 120 students signed up for first-year Arabic.

Naming the minor “Islamic and Middle Eastern Studies” in a more particular sense continues the hybrid emphasis contained in the formulation of the Carolina Center for the Study of the Middle East and Muslim Civilizations (CCSMEM). That is, faculty strength at UNC includes both a multidisciplinary humanities and social sciences approach to the Middle East and a comparative perspective on transregional Muslim societies, including and going beyond the Middle East (e.g., to South Asia, Africa, Europe, and the US). Offering this minor will permit students from a variety of majors to incorporate materials from Muslim societies and the Middle East in their disciplinary pursuits. Although previously the Curriculum in International and Area Studies offered a four-course concentration in the Middle East, as of this semester that regional emphasis is reduced to three courses. Thus, aside from the more specialized concentrations in Arabic language and Arab cultures offered by Asian Studies, there is not much available in terms of curricular structure to highlight a student’s academic engagement with Islamic and Middle Eastern topics. Given the increased demand for knowledge of these subjects in various professions, the minor would be a helpful indication on academic transcripts demonstrating some significant exposure to these areas.

The structure of the minor is intended to reflect the complementary nature of the two emphases in the minor, i.e., Islamic studies and Middle Eastern studies. Because the Middle East is often erroneously characterized in exclusively religious terms, it is important to place the study of Islam alongside humanistic and social scientific approaches to the Middle East region, as a way of problematizing and deconstructing the overriding role that is often attributed to religion. At the same time, a transregional approach to Muslim
societies is important to make clear how significant non-Arab peoples have been for the elaboration of Islamic civilization, and how Muslims have interacted with non-Muslim cultures in different regions. Two of the five required courses need to be core courses (one premodern and one modern) chosen from the main lecture classes offered on the history of Islamic civilization and the Middle East. It should be noted that the similarly titled “Introductions to Islamic Civilization” offered in History (HIST 138) and Religious Studies (RELI 180), and their sequels (HIST 139 and RELI 181), are parallel and overlapping but nevertheless distinct, because of the different methodological approaches of the home departments (in a current course revision proposal, these two History courses will be renamed as “History of Muslim Societies to 1500” and “History of Muslim Societies since 1500”). Giving students a choice of core courses means that we can generally expect to have some of these courses offered on a regular basis even if a particular faculty member is on leave. Students will have the opportunity to select their primary emphasis as either Islamic studies or Middle East, by taking three of the five required courses under that rubric, and two from the secondary emphasis.

We propose to house this minor in the Department of Religious Studies in part because of the successful interdisciplinary minors in Jewish Studies and Christianity and Culture that currently are managed by that department; both programs provide an effective model of a curriculum that integrates religious studies with other disciplinary perspectives. We have also been advised by the Dean’s office that accreditation standards do not favor placing academic programs like minors in units (like our Center) that are outside of a department. I am happy to report that the proposal has been unanimously approved by Religious Studies faculty; I have also presented the proposal to Senior Associate Deans Bill Andrews and Karen Gil, both of whom responded positively. The proposal has in addition been approved unanimously at the last meeting of the Faculty Program Committee of OCSMEMC, which consists of the principal faculty members whose courses are listed in the minor: Assistant Professor Claire Anderson, Art History; Assistant Professor Banu Gokariksel, Geography; Associate Professor Sarah Shields, History; Associate Professor Nadia Yaqub, Asian Studies; Professor Sahar Amer, Asian Studies; Professor Omid Safi, Religious Studies; Professor Charles Kurzman, Sociology; and myself. Consultation with faculty members responsible for the minor in Jewish Studies indicates that the additional burden of advising will not be excessive and can be managed by existing Religious Studies faculty without much difficulty; we predict that the number of minors over the first three years will be 25 students.

Let me mention that Prof. Omid Safi is proposing a new course, RELI 585, “Religion and Culture in Turkey,” to be given next summer as part of the UNC Study Abroad program that he plans to lead in Turkey. Associate Professor Yasmin Saikia (History) is proposing two new upper-level undergraduate courses: “Muslim Identities in South Asia,” and an honors seminar on “Communalism and Nationalism.” Assistant Professor Yaron Shemer (Asian Studies) is proposing three new courses: “Israeli Cinema: Nation, Gender, and Ethnicity,” “The Cinemas of the Middle East,” and “Israeli Culture and Society: Collective Memories and Fragmented Identities.” Assistant Professor Mamarreme Seck (AFAM) is proposing a new course on “Senegalese Culture and Society.” While not yet approved, we anticipate that all these would fit very well in the minor, all the instructors of these courses support the proposal.

As a final note on the importance of this major, let me point out that it would be extremely helpful for the proposed joint UNC-Duke Title VI proposal for a Middle East center next year if we can have such a curricular program on the books; this would help convince our reviewers that we are serious about these subjects. Duke in 2007 instituted an Islamic Studies Certificate program, consisting of six courses, two of which can be taken at UNC. By way of reciprocity, we propose that appropriate Duke courses can be considered towards the UNC minor if approved by UNC faculty members.

Sincerely yours,

Carl Ernst

Carl W. Ernst, Director
William R. Kenan, Jr., Distinguished Professor
of Religious Studies

cernst@email.unc.edu • www.unc.edu/~cernst
Islamic and Middle Eastern Studies Minor

The Minor in Islamic and Middle Eastern Studies (ISME) is intended to offer students access to two complementary perspectives, the trans-regional study of Islam and Muslim societies in interaction with surrounding cultures, and the Middle East as a complex region seen through multiple disciplinary approaches. Students declaring the minor are required to complete two historically themed core courses, which may be taken in any order, and which together provide an overview and introduction to Islamic civilization and history. These courses enable students to place in context the additional courses they take for the minor.

Requirements for the Minor in Islamic and Middle Eastern Studies

1. The minor consists of five courses, which must be taken in at least two different departments; at least one course must be from Religious Studies, and at least one course must be at an advanced level (400 and above).
2. The two required core courses for the Minor are the following:
   a. Introduction to Islamic Civilization, offered either as ISME 180/RELI 180 or ISME 138/HIST 138, which covers material from the 7th century to 1500.
   b. One of the following three courses:
      1. ISME 181/RELI 181, Modern Islamic Civilization, which picks up where ISME 180/RELI 180 ends, and continues to the present time.
      2. ISME 139/HIST 139, Later Islamic Civilization and the Modern Muslim World, a continuation of ISME 138/HIST 138 to the present.
      3. ISME 276/HIST 276, Modern Middle East
3. The additional courses required to satisfy the minor in Islamic and Middle Eastern Studies must be courses approved by the Faculty Program Committee of the Carolina Center for the Study of the Middle East and Muslim Civilization. Students must choose between emphasizing either the Islamic studies or the Middle Eastern studies area, by selecting three courses from the area of emphasis and two courses from the other area, as indicated by the two lists below. A single language course at the 5th semester level or higher can count as a course toward the Minor. Courses in Islamic and Middle East studies at Duke University may count toward the minor, on approval by the Faculty Program Committee.

   Islamic studies and Muslim societies courses:
   ISME 154/ART 154, Introduction to Art and Architecture of Islamic Lands (8th-16th c. CE)
   ISME 290/ART 290, Art in the Age of the Caliphs (7th-12th c.)
   ISME 450/ART 450, City as Monument
   ISME 458/ART 458, Islamic Palaces, Gardens and Court Culture
   ISME 561/ART 561, Art and Society in Medieval Islamic Spain and North Africa
   ISME 451/ASIA 451, Orientalist Fantasies and Discourses on the Other
   ISME 453/ASIA 452, Muslim Women in France and the U.S.
   ISME 448/GEOG 448, Transnational Geographies of Muslim Societies
   ISME 135/HIST 135, History and Culture of Hindus and Muslims: South Asia to 1750
ISME 136/HIST 136, History of India, Pakistan, and Bangladesh: South Asia since 1750
ISME 138/HIST 138, Introduction to Islamic Civilization
ISME 139/HIST 139, Later Islamic Civilization and the Modern Muslim World
ISME 490/HIST 490, Muslim Identity in South Asia: Colonial and Post Colonial Imaginations
ISME 064/RELI 064, First-Year Seminar: Reintroducing Islam
ISME 180/RELI 180, Introduction to Islamic Civilization
ISME 181/RELI 181, Modern Islamic Civilization
ISME 218/RELI 218, Christianity and Islam in the Middle Ages
ISME 480/RELI 480, Modern Muslim Literatures
ISME 481/RELI 481, Religion, Fundamentalism, and Nationalism
ISME 581/RELI 581, Sufism
ISME 582/RELI 582, Islam and Islamic Art in South Asia
ISME 584/RELI 584, Qur'an as Literature
ISME 681/RELI 681, Readings in Islamicate Literatures
ISME 419/SOCI 419, Sociology of the Islamic World

Middle East courses:
ISME 150/ARAB 150, Introduction to Arab Culture
ISME 151/ARAB 151, Survey of Arabic Literature
ISME 350/ARAB 350, Women and Leadership in the Arab World
ISME 433/ARAB 433, Medieval Arabic Literature in Translation
ISME 434/ARAB 434, Modern Arabic Literature in Translation
ISME 452/ARAB 452, Imagining Palestine
ISME 453/ARAB 453, Film, Nation, and Identity in the Arab World
ISME 050/ASIA 050, Real World Arabic
ISME 051/ASIA 051, First-Year Seminar: Cultural Encounters: The Arabs and the West
ISME 455/ASIA 455, Arabs in America
ISME 059/GEOG 059, First-Year Seminar: Space, Identity, and Power in the Middle East
ISME 447/GEOG 447, Gender, Space, and Place in the Middle East
ISME 275/HIST 275, History of Iraq
ISME 276/HIST 276, Modern Middle East
ISME 277/HIST 277, The Conflict over Israel/Palestine
ISME 536/HIST 536, Revolution in the Modern Middle East
ISME 537/HIST 537, Women in the Middle East
ISME 538/HIST 538, The Middle East and the West
ISME 343/RELI 343, Religion in Modern Israel
ISME 583/RELI 583, Religion and Culture in Iran, 1500-Present
September 13, 2008

Professor Jay Smith
Office of Undergraduate Curricula
University of North Carolina
CB # 3504
Chapel Hill, North Carolina 27599

Re: Proposed Minor in Islamic and Middle Eastern Studies

Dear Prof. Smith:

I am writing as Acting Chair of the Department of Religious Studies to confirm our department’s enthusiasm for the creation of the new interdisciplinary undergraduate minor in Islamic and Middle Eastern Studies proposed by Prof. Carl Ernst.

The Religious Studies faculty reviewed Prof. Ernst’s proposal for the minor at a day-long departmental retreat last Friday, September 5, 2008, and at the end our discussion we voted unanimously to support Prof. Ernst’s proposal to house the minor in the Religious Studies Department.

This new minor would respond to substantial student interest and offer a valuable opportunity to coordinate course offerings across a range of departments. This program will be an extremely rich new addition to the University’s undergraduate curriculum.

If I can provide any further information, please don’t hesitate to contact me at rstyers@unc.edu or by telephone at 919-962-3938.

Sincerely,

Randall Styers
Acting Chair
Department of Religious Studies
September 12, 2008

Professor Jay Smith  
Office of Undergraduate Curricula  
UNC Campus, CB# 3504

Dear Jay:

I’m writing to confirm that the History Department strongly supports the creation of the new interdisciplinary minor in Islamic and Middle Eastern Studies (ISME), which will be housed in the Department of Religious Studies. I understand that several history courses will count toward the completion of this minor, including courses on the history of Islamic civilization and on the history of South Asia and Islamic societies in other regions of the world. The new minor will provide more coherence for the academic programs of students who want to learn more about the history and cultures and social complexities of Islamic and Middle Eastern societies.

In offering this strong support for the new minor, however, I want to note that the History Department does not assume an obligation to teach the core history course (or other relevant courses) in every semester or academic year. When faculty go on leave, for example, we will not seek adjunct instructors or visitors to teach the missing course or courses. On the other hand, when the relevant or required courses are offered, we are pleased to have them count toward the ISME minor. Our faculty in this field have also agreed to have their courses included in the curriculum for the minor.

I want to emphasize that (as you know) our department is also seeking to appoint a new faculty colleague in the field of North African history, so we may soon be able to contribute additional courses and faculty support for the developing minor in this area. Our department is therefore pleased to endorse the proposal that you have received from Professor Carl Ernst.

Sincerely,

[Lloyd Kramer’s signature]
Lloyd Kramer  
Dean Smith Distinguished Term Professor and Chair
September 11, 2008

Professor Jay Smith
Associate Dean for Undergraduate Curricula
College of Arts and Sciences

Dear Professor Smith:

I write to support the establishment of the Minor in Islamic and Middle Eastern Studies (ISME), proposed by the Carolina Center for the Study of the Middle East and Islamic Civilization. This new minor, once approved, will add an important thematic focus to the existing courses on the Middle-East, South Asia, and Southeast Asia, which are taught by faculty in or affiliated with the Department of Asian Studies. It will especially benefit students in Asian Studies who pursue the Concentration in Arab Cultures or a minor in Arabic, as well as students learning Persian or Urdu. As always, the Department of Asian Studies will continue to work closely with colleagues to identify areas of synergy and collaboration.

Sincerely,

Gang Yue
Associate Professor and Chair
Department of Asian Studies
Professor Jay Smith
Office of Undergraduate Curricula
UNC Campus, CB # 3504
September 10, 2008

Dear Professor Smith:

I write to express the Department of Art’s strong support for a new undergraduate interdisciplinary minor in Islamic and Middle Eastern Studies (ISME), to be located in the Department of Religious Studies. This is an exemplary interdisciplinary initiative and one that is timely both as a topic and as a model for future programs.

The Department of Art anticipates an actively involvement in this minor, particularly though the courses of our colleague Professor Claire Anderson. We are currently developing our area of Islamic Art, and we hope to attract undergraduate majors and graduate students to this expertise.

If you have any questions about the Department of Art’s involvement in this minor, please do not hesitate to contact me.

Sincerely,

Mary D. Sheriff
W.R. Kenan, Jr. Distinguished Professor
Chair, Department of Art
April 9, 2008

Professor Jay Smith
Associate Dean for Undergraduate Curricula
CB 3504, 300 Steele Building

Dear Dean Smith:

The Department of Mathematics approved at its faculty meeting of April 7, 2008, some changes in the requirements for the BS degree in Mathematics. We request approval of these changes by the Administrative Boards at the earliest possible date and subsequent revision of all relevant documents, such as the Undergraduate Bulletin and advisors' manuals and worksheets. These changes are as follows.

1. The language requirement for the BS in Mathematics is reduced to coincide with the General College requirement in the new general education curriculum. We have been requiring language through level 4 (level 4 may be taken PS/D/F). The Department believes that the new General College requirement, stricter than the previous one, is sufficient. This will also smooth the path for some students, for example those who wish to switch to the BS in Mathematics from the BA or another major in their junior or senior years, since they will no longer have to return to study of a language that they may not have worked on for several years.

2. The Department also changed the requirements for the BS in Mathematics (Applied Option), making them more flexible and less numerous. Very few students have been selecting this option because of the many mathematics, science, and probability and statistics courses that it demands. Also, there are other kinds of applied mathematics than the one directed at physical fluid dynamics and based on differential equations which the current requirements favor. We moved to allow Physics 104 and 105 while strongly recommending Physics 116 and 117, since, for example, students with AP credit for 104-5 should not be forced to take 116-117, which cover much of the same material while using calculus. The new requirements, as before, meet the requirements of the BS in Mathematics, except for the requirement of a second algebra course (3. One of Math 533, 534, 578, or 548). The proposed new requirements are as follows:

BS in Mathematics, Applied Option:

Comp 116
Physics 116 and 117 (or 104 and 105, but 116 and 117 are highly recommended)
Math 547 or 577
Math 521
Math 566 or 661
Four of Math 522, 523, 524, 528, 529, 535, 548, 564

Strongly recommended: STOR 435 and 555 (Note: STOR 435=MATH 535.)

At least four courses in the Division of Natural Sciences and Mathematics (beyond the General Education requirements) but not in Mathematics. (Note: STOR 555 can also be counted for this requirement.)
Further, the Mathematics Department approved the insertion in the Undergraduate Bulletin and other advising materials of language that would be helpful to students and advisors in guiding upper-level course selections for those who have interests in particular directions. This language can be thought of as delineating some options, directions, or concentrations within the existing BA and BS degrees. The regular BA and BS degrees, with no particular option involved, will continue to exist. Each option satisfies the requirements of the appropriate degree. Since here we are not changing degree requirements, only highlighting some course choice plans, formal approval may not be necessary, but communicating about the existence of these options should be helpful to all concerned. The options were designed in consultation with representatives of the relevant departments and schools. For clarity, the option for future teachers includes also the lower-level requirements and an editing comment.

Suggestions for students who have an interest in a particular direction:

1. BA or BS in Mathematics, Suggestions for Pure Mathematics: Provides a solid theoretical understanding of central mathematics and excellent preparation for graduate study in mathematics or the mathematical sciences.

   Math 521 and 522
   Math 577 and 578

   Enough upper-level mathematics courses to satisfy the degree requirements.

   Those planning graduate study in mathematics may consider taking some of Math 653, 676, 680 or subsequent courses.

2. BS in Mathematics, Suggestions for Mathematical Biology: For students interested in careers or further study in mathematical life sciences.

   Math 547 or 577
   Math 521
   One of Math 522, 523, 528, 566
   One of Math 534, 548, 578

   Three or more mathematics courses numbered above 500. Consider especially 524, 529, 535, 564, and the course on Mathematics and Simulation in the Life Sciences currently under development (and offered Fall 2008 as Math 590).

   Bio 101 and Chem 101 or Chem 102
   At least one of Bio 201, 202, 205
   At least two of Bio 405=Phys 361 (under development), 452, 454, 526, 551

3. BA in Mathematics, Suggestions for Mathematical Economics: Suitable for students planning to go on to graduate school in economics or a related area or a career in business, economics, or finance.

   Math 547 or 577
   Math 521
   At least three of Math 522, 524, 535, 550, 555, 564, 565

   Either STOR 435 (=Math 535) and STOR 555 or ECON 400 and 570

   ECON 101, 410, 420
At least two of ECON 510, 511, 520, 570 (Note: With three more Econ courses numbered above 400, the requirements for the BA in Economics could also be satisfied.)

4. B.A. in Mathematics, Suggestions for Future High School Teachers:

First and Sophomore Years
A.
1. MATH 231, 232, 233, 381, 383
2. STOR 155

Junior and Senior Years
B.
1. MATH 547 or 577
2. MATH 521
3. MATH 551
4. MATH 533
5. At least one of MATH 515, 534, 535, 548, 550

C. The Supplemental General Education requirements of the College of Arts and Sciences, either the Distributive or Integrative option.

D. Eighteen hours of C or better (not C-) in mathematics courses listed in parts A and B above numbered 233 or higher.

On page 219 of the Undergraduate Bulletin (2nd paragraph from the end), change to Students intending to teach mathematics in elementary and middle school and students enrolled in the School of Education who . . .

Sincerely,

Karl Petersen
Director of Undergraduate Studies

Patrick B. Eberlein
Chair
Professor Bobbi A. Owen  
Senior Associate Dean of Arts and Sciences  
301 Coates Building, CB# 3504

29 May 2008

Dear Bobbi,

Please find enclosed a description of the proposed Minor in Medieval and Early Modern Studies including a list of core and other courses that students may use toward the minor. I have also enclosed a letter from Lloyd Kramer, Chair of the History Department, who supports the minor and its placement in the History Department.

Please let me know if you need any additional information from me regarding the MEMS minor. Thank you for your help.

There is currently a Medieval Studies minor available through Classics. With the retirement of Carolyn Connor and the development of the new Program in MEMS, it no longer makes sense to maintain this minor. I would therefore like to request that it be removed from the undergraduate bulletin to avoid confusion.

I have also sent a copy of this package to Jay Smith.

Sincerely,

Kathryn Starkey
Director of the Program in Medieval and Early Modern Studies (MEMS)
May 8, 2008

Professor Kathryn Starkey
Director of the Program in MEMS
432 Dey Hall, CB # 3160
UNC, Campus

Dear Kathryn:

I’m writing to express the History Department’s strong support for placing the new Minor in Medieval and Early Modern Studies (MEMS) within our department. The faculty discussed the detailed proposal for the MEMS minor at a departmental meeting on March 5, 2008. Several members of the MEMS Faculty Advisory Board (including Brett Whalen and Terry McIntosh) explained why this interdisciplinary program is important to the College of Arts and Sciences and to the History Department. The faculty agreed that we should bring the MEMS minor under the overall administrative umbrella of the History Department, though the Department will not be responsible for funding the program or managing the specific administrative work of the program. We understand, however, that the financial accounting for MEMS will continue to pass through the History Department. We also expect several of our faculty to be actively involved in advising MEMS students and in teaching courses that will count toward the MEMS minor.

Our faculty look forward to supporting the intellectual and pedagogical work of MEMS in the coming years; and we believe that the emphasis on pre-modern history and culture fits well with the goals and long-term work of the History Department. We also appreciate the excellent work you have done in launching the Program in MEMS over this first year.

Sincerely,

Lloyd Kramer
Dean Smith Distinguished Term Professor and Chair
Minor in Medieval and Early Modern Studies (MEMS)

Description
The Undergraduate Minor in Medieval and Early Modern Studies provides students with a broad, humanities-based approach to the rich and fascinating cultures that flourished from around 500CE to 1800CE globally. This challenging, interdisciplinary minor cuts across departments and disciplines and encourages students to discover connections among diverse aspects of medieval and early modern culture. Currently there are twelve departments and over one hundred and fifty departmental offerings from among which students may create their minors—an amazingly rich pool of resources!

Advising
The advising of minors will be conducted by members of the MEMS faculty. Students will work with the MEMS minor supervisor (Professor Brett Whalen, History, bwhalen@email.unc.edu) to select an advisor whose interests generally match their own. The advisors for the Medieval and Early Modern Studies Minor interview and correspond with students individually at an initial stage, help them formulate their minor curriculum, and then track their progress and needs until graduation. The most important role of the advisor is to work out a coherent theme and scheme of courses to be taken for the minor in conference with each student. The course selection is meant to represent a definable facet of medieval and/or early modern culture that can be seen from different disciplinary perspectives. A work sheet is used to set out the structure of each student’s minor and is kept on file in the MEMS office. The advisor adds names of new minors to the listserv for the Program in Medieval and Early Modern Studies, so that they are apprised of receptions, lectures, brown bag lunches, and films and other events sponsored by MEMS. Approval by the advisor of each student’s minor curriculum is required by the College of Arts and Sciences before credit will be given and the minor entered on the student’s transcript at graduation. Advising is crucial in helping the student work out a coherent and interdisciplinary group of courses.

Coursework
Five courses are taken for the minor. They are distributed over three departments. One of these courses is a core course, and at least one is at the advanced, 300-level. There are currently six core courses:

ART 264: Medieval Art in Western Europe
ART 154: Introduction to the Art & Architecture of the Islamic Lands
HIST 107: Introduction to Medieval History
HIST 158: Early Modern European History, 1450-1815
ENGL 319: Introduction to Medieval English Literature
ENGL 327 Renaissance Literature and Its Intellectual Contexts

These core courses and intended to provide an overview of medieval or early modern culture in that discipline and to provide a foundation for broader interdisciplinary study. Substitutions are permitted as student and advisor work out the theme and rationale for each individual curriculum. Additional advising comes in conjunction with the student’s choice of a core course, as he or she works with the professor in charge of the core course to further develop a strategy for a meaningful integration of the minor into the rest of the student’s curriculum or career plans.
It is usually recommended that the second course in the core department be an advanced course, or above the 300-level. Three more courses are distributed between two departments. Courses may not be counted for both the major and the minor (i.e. double counted), however a student may use up to two courses taken in the department of his or her declared major toward the minor. A student who has taken one of the above listed core courses that counts for his or her major may be exempt from taking an additional core course but must still take five MEMS courses (up to two of which may be in the major department).

Courses that may count toward the Minor in MEMS:

**ANTHROPOLOGY**
ANTH 054  FYS: The Indians' New Worlds: Southeastern Histories from 1200 to 1800
ANTH 121  Ancient Cities of the Americas

**ART HISTORY**
ART 54   Introduction to the Art & Architecture of the Islamic Lands
ART 90   Art & Architecture in the Age of the Caliphs
ART 151  History of Western Art
ART 264  Medieval Survey
ART 265  Medieval Iconography
ART 266  Early and Modern Indian Art (ASIA 266)
ART 270  Early Renaissance in Italy
ART 271  High Renaissance in Italy
ART 273  Art under the Mughal Dynasty (ASIA 273)
ART 274  European Baroque Art
ART 362  Early Christian Art & Modern Response
ART 450  City as Monument: Cordoba and urbanism in the medieval Islamicate Mediterranean
ART 458  Islamic Palaces, Gardens and Court Cultures
ART 467  Celtic Art and Cultures
ART 471  Northern European Art
ART 472  Early Modern Western Art
ART 561  Architecture and Society in Medieval Islamic Spain and North Africa
ART 956  Graduate Seminar in Islamic Art
ART 961  Seminar in Medieval Art

**ASIAN STUDIES**
ASIA 131  Southeast Asia to the Early 19th Century (HIST 131)
ASIA 135  South Asian History to 1750 (HIST 135)
ASIA 138  Introduction to Islamic Civilization (HIST 138)
ASIA 180  Introduction to Islamic Civilization (RELI 180)
ASIA 266  Arts of Early and Medieval India (ART 266)
ASIA 273  Arts under the Mughal Dynasty in India (ART 273)
ASIA 286  Samurai, Peasant, Merchant, and Outcaste: Japan under the Tokugawa, 1550-1850 (HIST 286)
ARAB 433  Medieval Arabic Literature in Translation
JAPN 377  Cultural Studies of Early Modern Japan

**CLASSICS**
CLAS 259  Pagans and Christians in the Age of Constantine
CLAS 418  Byzantine Civilization
LAT 205 Medieval Latin
LAT 514 Readings in Latin Literature of Later Antiquity
LAT 530 Introduction to Medieval Latin

ENGLISH AND COMPARATIVE LITERATURE
ENGL 120 British Literature, Chaucer to Pope
ENGL 225 Shakespeare
ENGL 226 Renaissance Drama
ENGL 227 Literature of the Earlier Renaissance
ENGL 228 Literature of the Later Renaissance
ENGL 229 Renaissance Women Writers
ENGL 230 Milton
ENGL 319 Intro to Medieval English Literature
ENGL 320 Chaucer
ENGL 321 Medieval and Modern Arthurian Romance (CMPL 321)
ENGL 322 Medieval England and Its Literary Neighbors
ENGL 325 Shakespeare and His Contemporaries
ENGL 326 Renaissance Genres
ENGL 327 Renaissance Literature and Its Intellectual Contexts
ENGL 328 Renaissance Authors
ENGL 330 Perspectives on the Renaissance
ENGL 331 18th-Century Literature
ENGL 332 18th-Century Drama
ENGL 418 Old English Literature—Contemporary Issues
ENGL 424 Middle English Literature—Contemporary Issues
ENGL 430 Renaissance Literature—Contemporary Issues
ENGL 525 Senior Seminar in Renaissance Literature
ENGL 660 War in Shakespeare's Plays
CMPL 120 Epic and Lyric Traditions
CMPL 121 Romancing the World
CMPL 122 Literary and Visual Traditions from Antiquity to 1700
CMPL 123 Literature and Politics from Classical Antiquity to 1750
CMPL 124 Literature and Science, Antiquity through 1750
CMPL 321 Medieval and Modern Arthurian Romance
CMPL 364 Classical Backgrounds to English Literature
CMPL 452 The Middle Ages
CMPL 454 Literature of the Continental Renaissance in translation
CMPL 456 The 18th-Century Novel
CMPL 458 Sense, Sensibility, Sensuality 1740-1810
CMPL 535 Boccaccio and European Narrative
CMPL 621 Arthurian Romance

GERMAN
GERM 053 First-Year Seminar: Early Germanic Culture: Myth, Magic, Murder and Mayhem
GERM 058 First-Year Seminar: Love in the Middle Ages
GERM 210 Getting Medieval: Knights, Violence and Romance in the Middle Ages and Today
GERM 216 The Viking Age
GERM 220 Women in the Middle Ages (WMST 212)
GERM 310 Höfische Kultur/Courtly Culture
GERM 311 The Crusades
GERM 500 History of the German Language
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GERM 502</td>
<td>Middle High German</td>
</tr>
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<td>GERM 505</td>
<td>Early New High German</td>
</tr>
<tr>
<td>GERM 508</td>
<td>Old High German</td>
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<td>GERM 511</td>
<td>Old Saxon</td>
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<tr>
<td>GERM 514</td>
<td>Old Norse I (Old Icelandic)</td>
</tr>
<tr>
<td>GERM 515</td>
<td>Old Norse II (Old Icelandic)</td>
</tr>
<tr>
<td>GERM 517</td>
<td>Gothic</td>
</tr>
<tr>
<td>GERM 615</td>
<td>History of German Literature I</td>
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</tbody>
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**HISTORY**

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HIST 107</td>
<td>Introduction to Medieval History</td>
</tr>
<tr>
<td>HIST 110</td>
<td>Native North America (AMST 110)</td>
</tr>
<tr>
<td>HIST 127</td>
<td>United States History to 1865</td>
</tr>
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<td>HIST 138</td>
<td>Introduction to Islamic Civilization</td>
</tr>
<tr>
<td>HIST 142</td>
<td>Latin America Under Colonial Rule</td>
</tr>
<tr>
<td>HIST 151</td>
<td>History of Western Civilization to 1650</td>
</tr>
<tr>
<td>HIST 156</td>
<td>English History to 1688</td>
</tr>
<tr>
<td>HIST 177</td>
<td>The Apocalypse in the Christian Middle Ages (Honors Seminar)</td>
</tr>
<tr>
<td>HIST 228</td>
<td>The Medieval Expansion of Europe</td>
</tr>
<tr>
<td>HIST 254</td>
<td>War and Society in Early Modern Europe (PWAD 254)</td>
</tr>
<tr>
<td>HIST 255</td>
<td>Manor to Machine: The Economic Shaping of Europe</td>
</tr>
<tr>
<td>HIST 258</td>
<td>Women in Europe Before 1750</td>
</tr>
<tr>
<td>HIST 259</td>
<td>Women in Europe Since 1750</td>
</tr>
<tr>
<td>HIST 280</td>
<td>Women and Gender in Latin American History (WMST 80)</td>
</tr>
<tr>
<td>HIST 286</td>
<td>Samurai, Peasant, Merchant and Outcaste: Japan Under the Tokugawa, 1550-1850</td>
</tr>
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<td>HIST 351</td>
<td>Global History of Warfare</td>
</tr>
<tr>
<td>HIST 391</td>
<td>Medieval Europe &amp; the Crusading Experience</td>
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<tr>
<td>HIST 391</td>
<td>Florence, Cradle of the Renaissance</td>
</tr>
<tr>
<td>HIST 391</td>
<td>Luther and the German Reformation</td>
</tr>
<tr>
<td>HIST 395</td>
<td>Cultural Identities in Colonial North America</td>
</tr>
<tr>
<td>HIST 395</td>
<td>Violence in the Early Modern Western World</td>
</tr>
<tr>
<td>HIST 397</td>
<td>The History of Race in Latin America</td>
</tr>
<tr>
<td>HIST 431</td>
<td>The Medieval Church</td>
</tr>
<tr>
<td>HIST 436</td>
<td>Between Flesh and Spirit: Gender, the Body and the Holy in the Middle Ages</td>
</tr>
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<td>HIST 452</td>
<td>The Renaissance</td>
</tr>
<tr>
<td>HIST 453</td>
<td>Mediterranean Societies and Economies in the Renaissance World</td>
</tr>
<tr>
<td>HIST 454</td>
<td>The Reformation</td>
</tr>
<tr>
<td>HIST 456</td>
<td>France in the Age of Enlightenment, 1715-1787</td>
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<td>HIST 457</td>
<td>The French Revolution, 1787-1815</td>
</tr>
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<td>HIST 459</td>
<td>France in the Age of Monarchy, 1337-1715</td>
</tr>
<tr>
<td>HIST 460</td>
<td>Late Medieval and Reformation Germany</td>
</tr>
<tr>
<td>HIST 461</td>
<td>Early Modern Germany, 1600-1815</td>
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<tr>
<td>HIST 467</td>
<td>Society and Family in Early Modern Europe</td>
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<tr>
<td>HIST 473</td>
<td>Tudor and Stuart England, 1485-1660</td>
</tr>
<tr>
<td>HIST 490</td>
<td>Gender and Japanese History</td>
</tr>
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<td>HIST 490</td>
<td>Race in Early America</td>
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<td>HIST 561</td>
<td>The American Colonial Experience</td>
</tr>
<tr>
<td>HIST 574</td>
<td>Spanish Borderlands in North America</td>
</tr>
<tr>
<td>HIST 697</td>
<td>Myth and History</td>
</tr>
</tbody>
</table>

**MUSIC**
MUSC 251 Studies in Music History to 1650

RELIGIOUS STUDIES
RELI 64 Introduction to Islam
RELI 180 Introduction to Islamic Civilization
RELI 283 The Buddhist Tradition: India, Nepal, and Tibet
RELI 284 The Buddhist Tradition: East Asia
RELI 285 The Buddhist Tradition: Southeast Asia and Sri Lanka
RELI 286 Pre-Modern Japanese Religions
RELI 288 Chinese Religions
RELI 366 Medieval Religious Texts
RELI 367 The Art of Devotion in Medieval and Early Modern Europe
RELI 371 Women Mystics
RELI 454 The Reformation
RELI 463 Medieval Slavic Culture
RELI 488 Shinto in Japanese History
RELI 581 Sufism
RELI 582 Islam and Islamic Art in South Asia
RELI 584 The Qur'an as Literature

ROMANCE LANGUAGES AND LITERATURES
FREN 370 Survey of French Literature I
FREN 371 Survey of French Literature II
ITAL 240 Dante in English Translation
ITAL 241 Italian Renaissance Literature in Translation
ITAL 357 The World of Petrarch and Boccaccio
ITAL 370 Survey of Italian Literature I
ITAL 511 Survey of Italian Literature and Culture I (to 1600)
PORT 501 Survey of Portuguese Literature I
SPAN 280 Cervantes in English Translation
SPAN 371 Survey of Spanish Literature to 1700
SPAN 383 Medieval Spanish Literature
SPAN 384 Spanish Literature of the Renaissance
SPAN 617 Cervantes
SPAN 650 The Spanish Comedia of the Golden Age

SLAVIC LANGUAGES AND LITERATURES:
SLAV 463 Medieval Slavic Culture (RELI 465)
SLAV 500 Old Church Slavonic

WOMEN'S STUDIES
WMST 220 Women in the Middle Ages (GERM 220)
WMST 258 Women in Europe Before 1750 (HIST 258)
WMST 294 Courtship and Courtliness
June 10, 2008

Bobbi Owen
Senior Associate Dean, Undergraduate Education
Arts and Sciences Dean’s Office
300 Steele Building, CB # 3504
UNC Campus

Dear Bobbi,

I support the proposal from the Program in Medieval and Early Modern Studies to create a minor in Medieval and Early Modern Studies, to be housed in the Department of History, and feel that it would be best, in light of this proposal, to eliminate the minor in Medieval Studies that is presently housed in this department.

Sincerely,

Cecil W. Wooten
Chair, Department of Classics
September 4, 2008

Bobbi Owen, Senior Associate Dean
for Undergraduate Education
Administrative Boards
College of Arts and Sciences
UNC-CH CB #3504

Dear Dean Owen:

We are writing to request a change in the out-of-department requirements for the BA and BS degrees in Psychology. As you’ll see on the attached sheet, MATH 231 has been required for BS majors and has been on a list of courses meeting requirements for BA majors. BS majors are also required to take an additional mathematics course outside of the Psychology department, and PSYC 232 has met that additional requirement.

The Math Department has recently designed two new versions of MATH 231 and 232 that are especially tailored to students in the life sciences. MATH 241 is roughly the life-science equivalent of MATH 231, and MATH 283 is roughly the equivalent of 232. Therefore, we are requesting changes in our BA and BS requirements so that either or both of these new courses (MATH 241 and 283) will count toward the Psychology degrees. The attached sheet has listings of current and proposed requirements for each degree with proposed changes highlighted.

Also enclosed with this letter is a letter of support from Professor Patrick Eberlein, Chair of the UNC Mathematics Department.

Thank you for your consideration of this request.

Sincerely,

Don Lysle
Chair

Beth Kurtz-Costes
Director of Undergraduate Studies.
Proposed Change to Out-of-Department Requirements
September 2008

**Psychology BA degree**

Current requirements:

- BIOL 101 and 101L
- One other physical and life sciences course; must be from a dept. other than psychology
- One of MATH 130, 152, 231; COMP 110, 116
- The three social and behavioral science courses required for graduation must be from departments other than psychology.

Proposed:

- BIOL 101 and 101L
- One other physical and life sciences course; must be from a dept. other than psychology
- One of MATH 130, 152, 231; 241; COMP 110, 116
- The three social and behavioral science courses required for graduation must be from departments other than psychology.

**Psychology BS degree**

Current requirements:

- BIOL 101 and 101L
- MATH 231
- One of MATH 232; COMP 110, 116
- At least four additional physical and life sciences courses (one of which must be a physical science and at least one of which must have a lab)
- One additional non-historical Social/Behavioral Science Approaches course, which must be from a department other than psychology.

Proposed:

- BIOL 101 and 101L
- MATH 231 or 241
- One of MATH 232, 283; COMP 110, 116
- At least four additional physical and life sciences courses (one of which must be a physical science and at least one of which must have a lab)
- One additional non-historical Social/Behavioral Science Approaches course, which must be from a department other than psychology.
August 5, 2008

Professor Beth Kurtz-Costes  
Director of Undergraduate Studies  
Department of Psychology  
UNC Chapel Hill

Dear Professor Kurtz-Costes:

I am happy to learn that the Department of Psychology is planning a change to its BA and BS degree requirements that would permit the use of Math 241 to satisfy one of the requirements that is currently only satisfied by Math 231. The Undergraduate Committee in the Mathematics Department has been devoting a lot of effort to revising the first two semesters of calculus, Math 231 and Math 232, into a sequence more suited to the needs of students in the life sciences. Math 241 is one of these revised courses, and I am glad that your department plans to allow it to satisfy one of the requirements for your majors. Your proposal has my full support and also the full support of the Mathematics Department faculty, which approved the creation of Math 241.

Please let me know if you need any further documentation.

Best regards,

Patrick Eberlein  
Chair, Department of Mathematics
September 12, 2008

Jay Smith
Associate Dean for Undergraduate Curricula
302 Coates Building
CB#3504

Dear Dean Smith,

I write to request the addition of two courses to the Dramatic Arts Major curriculum. New course development and the addition of new faculty have brought us two courses which will broaden our offerings to our students. The departmentally approved courses are:

DRAM 487 – Chicana/o Drama (3); and
DRAM 488 – U.S. Latino/a Theatre (3).

Upon your approval, these courses would be added to other dramatic literature/theatre history/criticism courses from which dramatic arts majors choose three (9 credits). We feel that these new offerings will more accurately reflect the cultural landscape of our discipline and provide exciting and enriching experiences for our students.

We anticipate no negative impact upon other departments or curricula.

Thank you for your consideration.

Sincerely,

[Signature]

McKay Coble
Chair

Cc: Jeff Cornell, Director of Undergraduate Studies
Jamie Strickland, University Manager
September 15, 2008

Professor Jay Smith, Associate Dean
Office of Undergraduate Curricula
College of Arts and Sciences
CB# 3504, 3018 Steele Building
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504

Dear Dean Smith:

The Department of Political Science seeks to clarify the requirements for the major by inserting the underlined words in the description on page 261 in the Undergraduate Bulletin in the section entitled “Majoring in Political Science: Bachelor of Arts.”

The remaining courses are left wholly to the discretion of the student and can be taken from any of the department’s undergraduate offerings at the 100 level or above. 

Note: First-Year Seminars do not count toward the Political Science major.

An advisor in Arts and Sciences brought to our attention that students were counting one or even two First-Year Seminars as electives toward the Political Science major. The Department of Political Science had not realized that First-Year Seminars were counting toward the major, and we did not wish that to be the case. We were told that we would need to make an explicit statement about this, so that is why we are submitting this request.

Sincerely,

Evelyn Hubele
Morehead Alumni Professor
Chair
Department of Political Science
September 15, 2008

Dr. Jay Smith, Associate Dean
Office of Undergraduate Curricula
CB #3504

Dear Dean Smith,

I would like to propose the addition of the following courses to the Arab Cultures concentration major in the Department of Asian Studies:

- ASIA 435: The Cinemas of the Middle East and North Africa (being proposed concurrently)
- ART/ASIA 561: Art and Society in Medieval Islamic Spain and North Africa
- ART/ASIA 458: Islamic Palaces, Gardens, and Court Cultures
- RELI/ASIA 584: The Qur’an as Literature

I would also like to delete from the concentration the following courses, which are being deleted by their home department:

- RELI/ASIA 187: Arab Histories
- RELI/ASIA 192: Contemporary Middle East

Attached is a description of the concentration as it would appear with the proposed changes.

Sincerely,

[Signature]

Gang Yue
Chair
Department of Asian Studies
Arab Cultures Concentration

Within the major in Asian studies, students may take a concentration in Arab cultures, which requires eight courses, in addition to ARAB 101, 102, 203, and 204. The eight major courses consist of

- Two Arabic language courses beyond ARAB 204. (Students whose initial language placement is above ARAB 305 should consult the department.)

- ARAB 123 Conversational Arabic Abroad or ARAB 223 Conversational Arabic. Students who are already conversant with an Arabic dialect may substitute an additional literature or culture course with departmental permission.

- One of the following introductory-level classes: ASIA 050 Real World Arabic, ASIA 051 Cultural Encounters: The Arabs and the West, ARAB 150 Introduction to Arab Culture, or ARAB 151 Survey of Arabic Literature. It is recommended that students take this course either prior to or concurrent with upper-level Arabic literature and culture classes.

- Four Arabic literature and culture courses, of which at least three must be chosen from ARAB 350, 407 (taught in Arabic), 408 (taught in Arabic), 433, 434, 452, 453, 681; ASIA 451, 452, 455, 692H. At most one course may be chosen from ART 351; ASIA 139, 154, 180, 181, 275, 276, 277, 435, 447, 458, 538, 537, 538, 561, 561, 562, 584; RELI 480; SOCI 419; or approved courses taken in UNC-sponsored study abroad programs. Students majoring in Arab cultures are strongly encouraged to choose additional courses from this list to fulfill some of the General Education requirements or as electives.

A student may not count both of any of the following pairs of courses toward the Arab cultures concentration: ASIA 138 and 180, ASIA 139 and 181, ASIA 451 and 538, ARAB 453 and ASIA 435.

With the approval of the associate chair of Asian studies, a student may count a course in directed readings (ASIA 496 or ARAB 496) in the concentration in Arab cultures. To register for ASIA 496 or ARAB 496, a student must obtain the approval of the associate chair and the faculty member who will supervise the project.

Of the eight courses in the concentration in Arab cultures, at least six must be passed with a grade of C (not C-) or better. No course in the concentration may be taken pass/fail.
January 15, 2008

Dr. Jay Smith, Associate Dean
Office of Undergraduate Curricula
CB #3504

Dear Dean Smith,

I would like to propose the addition of the following courses to the Arabic minor in the Department of Asian Studies:

- ASIA 435: The Cinemas of the Middle East and North Africa (being proposed concurrently)
- ART/ASIA 561: Art and Society in Medieval Islamic Spain and North Africa
- ART/ASIA 458: Islamic Palaces, Gardens, and Court Cultures
- RELI/ASIA 584: The Qur’an as Literature

I would also like to delete from the minor the following courses, which are being deleted by their home department:

- RELI/ASIA 187: Arab Histories
- RELI/ASIA 192: Contemporary Middle East

Below is a description of the minor as it would appear with the proposed changes.

Sincerely,

[Signature]

Gang Yue
Chair
Department of Asian Studies

Minoring in Arabic (Asian Studies)

The undergraduate minor in Arabic consists of four courses.

Three courses are language courses beyond ARAB 203 (the first semester of Intermediate Arabic), with the exception of ARAB 223, which cannot count for the minor.

The other course must be chosen from among the following: ARAB 150, 151, 350, 433, 434, 452, 453, 681; ART 351; ASIA 050, 051, 138, 139, 154, 180, 181, 275, 278, 277, 435, 447, 451, 452, 455, 458, 533, 537, 538, 581, 582, 584; RELI 480; SOCI 419.