The meeting came to order at 3:03 on Wednesday, April 2, 2008 in Toy Lounge, Dey Hall.


Guests: Robert Miles (Study Abroad), Rachel Morris (Undergraduate Education), Richard Superfine (Physics-Astronomy), Katherine Schoenherr (Undergraduate Education).

The meeting began with a presentation by Richard Superfine to the Boards, regarding CASE - Curriculum in Applied Sciences and Engineering. PowerPoint presentation notes outlining aspects of the curriculum proposal are attached to the end of this document.

1. **Study Abroad/Burch Field Research Seminars**

The following Study Abroad course was approved by the Administrative Boards:

- BFRS 368: Burch Seminar in New Orleans (The Culture and Literature of New Orleans): The Boards approved the new seminar with an effective date of the spring semester of 2009.

2. **Curriculum Proposals**

The following curriculum proposals were approved by the Administrative Boards (all proposals are attached to the end of this document):

- South Asian Studies Major: The Boards approved the new major with an effective date of the fall semester of 2008.

3. **FYS Additions & Revisions**

The following additions were approved by the Administrative Boards:

- BIOL 062: Mountains beyond Mountains: The Biology of Infectious Disease in the Developing World - (PL, GL) Effective Fall 2008
- POLI 072: Entrepreneurship in Community and Economic Development - (NA, SS) Effective Fall 2008

The following revision was approved by the Administrative Boards:
• PHIL 051: Who was Socrates? - (addition of NA, PH, WB) Effective Fall 2008

4. GEN ED Course Additions

The following course additions were approved by the Administrative Boards:

• ANES 101: Anesthesia Technology Preceptorship – (EE) Effective Fall 2008
• ASTR 111L: Educational Research in Radio Astronomy – (EE) Effective Fall 2008
• CHIN 253: Chinese Language and Society – (BN, SS) Effective Spring 2009
• GERM 374: German Theater: Words Speak as Loudly as Actions – (FL, NA, VP) Effective Spring 2009
• HIST 379: Race, Segregation, and Political Protest in South Africa and the United States – (GL, HS) Effective Fall 2008
• PWAD 352: The History of Intelligence Operation – (NA) Effective Fall 2008
• RELI 332: The Protestant Tradition – (NA) Effective Fall 2008

5. GEN ED Course Revisions

The following revisions were approved by the Administrative Boards:

• EDUC 532: Effective Teaching: Understanding Students – (addition of SS) Effective Summer I 2008
• PHIL 220: Modern Philosophy: Descartes to Hume – (NA, addition of WB) Effective Fall 2008
• PHIL 224: Existential Philosophy – (NA, addition of PH) Effective Fall 2008
• PHIL 272: The Ethics of Peace, War, and Defense – (PH, addition of GL & NA) Effective Fall 2008
• PHIL 345: Reference and Meaning –(addition of SS) Effective Fall 2008

The following course was not approved by the Administrative Boards:

• COMP 523: Course is on HOLD (SGE has not seen course, request was made to check with the department regarding contact hours)

6. Non GEN ED Course Additions

The following Non-GEN ED course additions were approved by the Administrative Boards:

• APPL 425: Bioelectricity (Effective Fall 2008)
• ART 295 Egyptian, Near Eastern, & Aegean Art (Effective Fall 2008)
• ART 586: Cultural Politics in Contemporary Art (Effective Fall 2008)
• ENST 420 Community Design & Green Architecture (Effective Fall 2008)
• GEOL 513: Sedimentary Geochemistry (Effective Spring 2009)
• IDST 195: Modes of Inquiry (Effective Fall 2008)
• MASC 314: Earth Systems in a Changing World (Effective Fall 2009)
• MASC 432: Major World Rivers and Global Changes: From Mountains to the Sea (Effective Spring 2010)
• MASC 390: Special Topics in Marine Sciences (for Undergraduates) (Effective Fall 2008)
• MASC 396: Independent Study in Marine Sciences (Effective Fall 2008)
• PHIL 310: Topics in the History of Philosophy (Effective Fall 2008)
• PLCY 470: Business, Competition, and Public Policy (Effective Fall 2008)
• SPAN 397: Undergraduate Seminar in Culture (Effective Fall 2008)
• SPAN 399: Undergraduate Seminar in Linguistics (Effective Fall 2008)
• SPAN 404: Elementary Spanish for Health Professionals (The Board approved this course with the provision that the limitation concerning non-traditional students be removed.) (Effective Spring 2009)

The following Non-GEN ED course addition was not approved by the Administrative Boards:

• EURO 689: Teaching Languages Across the Curriculum (the Boards concluded this is a graduate-only course and should be resubmitted with a number above 700.)

7. Non-GEN ED Revisions

The Boards approved the following Non-GEN ED revisions

• GEOL 434: Marine Carbonate Environments – (change in credit hours from 4 to 2) (Effective Fall 2007)
• NAVS 201: Naval Leadership and Management – (change in credit hour from 1 to 3) (Effective Fall 2008)
• NAVS 402: Naval Leadership and Ethics – (change in credit hour from 1 to 3) (Effective Spring 2009)

Dean Owen suggested that the Administrative Boards meeting scheduled for May 2008 would be cancelled and the few remaining course changes would be circulated via e-mail with a request for a response.

The meeting adjourned at 4:39pm.
Miscellaneous Course Approvals by Jay Smith

Chemistry BS Requirement – The requirement that BS majors complete through level 4 of a foreign language has been dropped. Effective for students graduating August 2008 and after.

AFRI 353 – African Masquerade and Ritual - Cross list with ART 353 & ANTH 343, which already exists
ANTH 230 – Title change from “Native American Cultures” to “American Indian Societies”
ANTH 322 – Anthropology and Human Rights - Number change from 322 to 422, so graduate students can enroll
ANTH 417 – Title change from “Laboratory Methods: Lithic Seminar” to “Laboratory Methods: Lithic Analysis”
ARAB 203 – Title change from “INTERMED ARABIC” to “Intermediate Arabic I”
ARAB 204 – Title change from “INTERMD ARABIC” to “Intermediate Arabic II”
ARAB 305 – Title change from “ADV ARABIC” to “Advanced Arabic I”
ARAB 306 – Title change from “ADV ARABIC” to “Advanced Arabic II”
ARAB 433 – Title change from “Arabic Literature in Translation” to “Medieval Arabic Literature in Translation”
ASIA 051 – Title change from “Writing Women in Modern China” to “Cultural Encounters: The Arabs and the West”
ASIA 285 – The Buddhist Tradition: Southeast Asia and Sri Lanka - Cross list with RELI 285, which already exists
ASIA 396 – Independent Readings - Number change from 396 to 496, to accommodate both undergrad & graduate students
ASIA 487 – Mountains, Pilgrimage & Sacred Places in Japan - Cross list with RELI 487, which already exists
ASIA 488 - Shinto in Japanese History - Cross list with RELI 488, which already exists
ASIA 561 - Art & Society in Medieval Islamic Spain & North Africa - Cross list with ART 561, which already exists
ASIA 584 - The Qur'an as Literature - Cross list with RELI 584, which already exists
CHIN 305 – Advanced Chinese I - Change in prerequisites from “Prerequisite, CHIN 204 or CHIN 212 or permission of instructor” to “Prerequisite, CHIN 204 or permission of instructor”
CHIN 306 – Advanced Chinese II - Change in prerequisites from “Prerequisite, CHIN 313 or CHIN 305 or permission of instructor” to “Prerequisite, CHIN 305 or permission of instructor”
CHIN 313 – Title change from “Literary Chinese I” to “Advanced Written Chinese”. Change in prerequisites from “Prerequisite, CHIN 212 or CHIN 204 or permission of instructor” to “Prerequisite, CHIN 212 or permission of instructor”. Description change from “An introduction to literary Chinese. Three hours per week” to “This is the third course in modern written Chinese for heritage students. The material covered is comparable to that covered in the third year of the regular Chinese language sequence”
CHIN 354 – Chinese Culture through Calligraphy - Change in prerequisites from none to Prerequisite, CHIN 102, CHIN 111, JAPN 102, or permission of instructor
CHIN 590 – Advanced Topics in Chinese Literature and Language - Change in prerequisites from none to Prerequisite, CHIN 510 or permission of instructor
CMPL 198H - Cross list with SLAV 198H, which already exists
CMPL 270 - German Culture and the Jewish Question - Cross list with GERM 270, JWST 239 & RELI 238 which already exist
EXSS 276 – Human Physiology - Change in prerequisites from “EXSS 175 or BIOL 252” to “EXSS 175 (or BIOL 252 with permission of instructor)
EXSS 476 – Theory and Application of Strength Training and Conditioning for Fitness Professionals - Change in prerequisites from “Prerequisites, EXSS 175, EXSS 276, and PHYA 243” to “Prerequisites, EXSS 175 and EXSS 276”
EXSS 478 – Performance Enhancement Specialization for Fitness Professionals - Change in prerequisites from “EXSS 175 and 276” to “EXSS 175, 276, and 380”
GEOG 112 – Title change from “Environmental Conservation” to “Environmental Conservation and Global Change”. Number change from 112 to 212. Change in prerequisites from none to “GEOG 110, GEOG 111, or equivalent”
GEOG 447 – Title change from “Gender, Space, and Place in the Middle East” to “Gender in the Middle East”
GEOG 477 – Title change from “Introduction to Remote Sensing and Digital Image Processing” to “Remote Sensing From Earth From Space”. Added components from none to “Recitation, Included and contributed”
GEOL 655 – Physical Geochemistry - Removal of EE gen ed
GERM 303 – Introduction to German Literature - Change in prerequisites from “Prerequisite, GERM 204 or equivalent, or permission of director of undergraduate studies” to “Prerequisite, GERM 301 or equivalent, or permission of director of undergraduate studies”
FREN 320 – Business French – Included among the courses that will count for the Major in French and Francophone Studies.
FREN 451– Orientalist Fantasies – Included among the courses that will count for the Major in French and Francophone Studies.
HEBR 101 – Title change from “Elementary Modern Hebrew” to “Elementary Modern Hebrew I”. Cross list with JWST 101, which already exists.
HIST 587 – Title change from “The South Since 1865” to “The New South”. Course description change from “The history of the South since the end of the Civil War. Important topics include Reconstruction, agrarian protests, segregation, industrialization, the civil rights movement, and 20th-century politics” to “This course explores the transformation of the South from the time of the Civil War and emancipation to the contemporary rise of the Sunbelt”
HNUR 101 – Title change from “Elementary Hindi-Urdu” to “Elementary Hindi-Urdu I”
HNUR 102 – Title change from “Elementary Hindi-Urdu” to “Elementary Hindi-Urdu II”
HNUR 203 – Title change from “Intermediate Hindi-Urdu” to “Intermediate Hindi-Urdu I”
HNUR 204 – Title change from “Intermediate Hindi-Urdu” to “Intermediate Hindi-Urdu II”
HNUR 305 – Title change from “Advanced Hindi-Urdu” to “Advanced Hindi-Urdu I”
HNUR 306 – Title change from “Advanced Hindi-Urdu” to “Advanced Hindi-Urdu II”
JAPN 101 – Title change from “Elementary Japanese” to “Elementary Japanese I”
JAPN 102 – Title change from “Elementary Japanese” to “Elementary Japanese II”
JAPN 161 – Geisha in History, Fiction, and Fantasy - Student restriction - May not be taken for credit by students who have credit for ASIA 53. The purpose of this restriction is to prevent students who have taken the FYS version of this course from getting credit for a second repetition of essentially the same material
JAPN 203 – Title change from “Intermediate Japanese” to “Intermediate Japanese I”
JAPN 204 – Title change from “Intermediate Japanese” to “Intermediate Japanese II”
JWST 102 – Title change from “Elementary Modern Hebrew” to “Elementary Modern Hebrew II” - Cross list with HEBR 102, which already exists
LING 529 – Title change from “Linguistic Acquisition II” to “Language Acquisition II”
MATH 116 – Intuitive Calculus - Change in prerequisites from “Prerequisite, MATH 110” to “Prerequisite, MATH 110. Note: A student may not receive credit for this course after receiving credit for MATH 152, MATH 231, or MATH 241. Change in description from “Provides an introduction in as non-technical a setting as possible of the basic concepts of calculus. The course is intended for the non-science major. A student may not receive credit for this course after receiving credit for MATH 152 or MATH 231” to “Provides an introduction in as non-technical a setting as possible of the basic concepts of calculus. The course is intended for the non-science major”
MATH 152 – Calculus for Business and Social Sciences - Change in prerequisites from “Prerequisite, MATH 110” to “Prerequisite, MATH 110. Note: This is a terminal course and not adequate preparation for MATH 232. A student cannot receive credit for this course after receiving credit for MATH 231 or MATH 241”. Course description change from “An introductory survey of differential and integral calculus with emphasis on techniques and applications of interest for business and the social sciences. This is a terminal course and not adequate preparation for MATH 232. A student cannot receive credit for this course after receiving credit for MATH 231” to “An introductory survey of differential and integral calculus with emphasis on techniques and applications of interest for business and the social sciences”
MATH 231 – Calculus of Functions of One Variable I - Change in description from “Limits, derivatives, and integrals of functions of one variable” to “Limits, derivatives, and integrals of functions of one variable. Students may not receive credit for both MATH 231 and MATH 241”
MATH 232 – *Calculus of Functions of One Variable II* - Change in prerequisites from “Prerequisite, a grade of C- or better in MATH 231 or placement by the department” to “Prerequisite, a grade of C- or better in MATH 231 or MATH 241 or placement by the department”

MUSC 132L – Abbreviated title change from “Theory Lab 11” to “Theory Lab II”

MUSC 163 – Change in prerequisites from “MUSC 135 or permission of instructor” to “Musc 135 or permission of Instructor. [Note: this is a change from the previous prerequisite of MUSC 121, 131, 131H, or permission of instructor”

MUSC235 – Jazz Harmony – Number change from 235 to 135

PHYS 331 – *Introduction to Numerical Techniques in Physics* - Change in prerequisites from “Prerequisite, PHYS 116 (or PHYS 105); corequisite, MATH 233” to “Prerequisite, PHYS 117 or permission; corequisite, MATH 383”

PHYS 351 – *Electronics I* – Change in prerequisites from “Prerequisites, introductory physics and MATH 231, or permission of the instructor” to “Prerequisites, Phys 117, math 383 or permission of the instructor”

POLI 065 – *FYS Pressure and Power: Organized Interest in American Politics* – Change in course description from “This course is designed to offer students how political scientist think about political phenomena” to “An examination of the paradox of interest groups: a sign of democracy in new nations, yet ruining U.S. democracy? We address a variety of questions about organized interests”

POLI 209 – *Analyzing Public Opinion* – Change in course description from “A study of forces affecting public opinion and its expression in various political activities. Emphasis on gathering and analyzing opinion data. Course may be taught in the computer classroom” to “A study of forces affecting public opinion and its expression in various political activities. Emphasis on gathering and analyzing opinion data. A hands-on class using wireless technology with laptop computers”

POLI 214 - *Practicum in State Government* – Change in credit type, Practicum in State Government should not count towards the eight courses required for the POLI major. This course is for students involved in the NC Student Legislature and is repeatable within a degree

POLI 431 - *African Politics and Societies* – Course was accidentally deleted by department, was originally POLI 437

PHIL 150 - *Philosophy of Science* – Change in course description from “What is distinctive about the kind of knowledge called ‘science’? What is scientific explanation? How are scientific theories related to empirical evidence?” to “Introduces several philosophical questions about science, such as: How do scientific theories explain why things happen? By what logic do observations support theories? Is space something beyond relationships between things?”

PHIL 230 - *Experience and Reality* – Change in course description from “Is your mind different from your brain? Is time travel possible? What are cause and effect? What makes you today and yesterday the same person?” to “A rigorous introduction to some central philosophical topics, possibly including possibility, causation, free will, perception, meaning, truth, time travel, and what makes you today the same person as last week”

PRSN 101 – Title change from “Elementary Persian” to “Elementary Persian I”

PRSN 102 – Title change from “Elementary Persian” to “Elementary Persian II”

PRSN 203 – Title change from “Intermediate Persian” to “Intermediate Persian I”

PRSN 204 – Title change from “Intermediate Persian” to “Intermediate Persian II”

PSYC 058 – Title change from “FYS: MIND READ/LANGUAGE” to “The Psychology of Mental States and Language Use”

PSYC 463 – *Development of Social Behavior and Personality* - Change in prerequisites from “Prerequisites, PSYC 101, PSYC 250, PSYC 240, and PSYC 210” to “Prerequisites, PSYC 101, PSYC 250, and PSYC 210”

PWAD 396 - *Independent Study in Peace, War, and Defense* – Change in credits from 3 to variable 1 – 3, for repeatable credit.

PWAD 468 - *War and Society in Early Modern Europe* – Number change from 468 to 254. Cross list with HIST 254

PWAD 490 – *Special Topics in PWAD* - Repeatable for credit because topics change

PWAD 690 – *Seminars in Peace, War, and Defense* - Repeatable for credit because topics change

RECR 311 – Abbreviated title change from “PLAY IN AMERICA” to “RECR in Soc”

RECR 470 – Abbreviated title change from “LEISURE/DIVERSITY” to “RECR Lifespan”

RECR 475 – Abbreviated title change from “RECR/CLIN SETTINGS” to “Dis, Culture, & TR”

RUSS 513 – Title change from “Russian Culture in Transition” to “Russian Culture in Transition I”
RUSS 514 – Title change from “Russian Culture in Transition” to “Russian Culture in Transition II”
SPAN 360 – Title change from “The Spanish Language Today” to “Spanish Phonetics and Phonology”
Number change from 360 to 376
SPAN 367 - Cultural and Linguistic History of the Spanish Language – Number change from 367 to 378
STOR 355 – Statistical Methods I – Number change from 355 to 455
STOR 356 – Statistical Methods II – Number change from 356 to 456
WMST 362 – Women in American History - delete
CASE: Curriculum in Applied Sciences and Engineering

CAS
- Math
- Phys
- Chem
- Bio
- CS
- Psych
- I.Env.

SOM
- Mat Sci
- BioMed Eng
- Biol. Phys?
- Energy Sci?

Grad
UG
CASE: Curriculum in Applied Sciences and Engineering

**Goal:** Educate a new generation of interdisciplinary Scientists/Engineers true to Carolina

**Challenges:**
1. Provide comprehensive training consistent with best programs in the country.
2. Allow students to pursue a passion (minor).
3. Allow students from diverse backgrounds to succeed.
4. Fit it all within 4 years, 127 credit hours.
A nationally distinguished curriculum

CASE

- GE 28
- Bio Eng. 61
- Mat. Sci. 60
- 42?

Other A&S

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- Physics 77
- Chemistry 77
- Computer Science 77

GE 28

Core

38

127
The Challenge

### FOUNDATIONS

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* Through Level 4 if HSFL or level 3 if new language. Students who do not place directly into Level 4 may take it Pass/D-/D/Fail.

### APPROACHES

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** C- or better in CHEM 101 required for CHEM 102. C or better in CHEM 101 and BIOL 101 required for BIOL 202. *** From at least two departments

### CONNECTIONS

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How do we “spend” 28 credit hours?
Can squeeze by IF entry with foreign language credits
IF make optimum use of F/A courses to double count towards Connections.
CASE Challenges

• CASE is a new enterprise at UNC to handle challenges faced by society and NC.

• CASE, with ~99 ch in major, faces a different challenge that other CAS departments who all have <80 ch in their major.

• The requested exemption
  – does not ask for a diminution in Foundations and Approaches requirements, only flexibility with regard to Connections requirements.
  – Students would take same GE credit hours as intended under design principles of curriculum.
I. Program Overview

Among the oldest cities in North America, New Orleans was founded and claimed for the French in 1718, and ruled briefly by Spain before becoming part of the United States in 1803. Situated on the northern edge of the Caribbean world and at the mouth of the continent’s largest river, the city became this country’s largest and most heterogeneous “contact zone” during the 18\textsuperscript{th} and 19\textsuperscript{th} centuries that mark the modern expansion across the Atlantic. The surrounding coastal Louisiana Territory, long inhabited by varied indigenous people, served as a port of entry for thousands of African slaves during the tragic years of the Middle Passage. Recent historical work has shown that very specific African tribes were transported directly from Senegambia to the Louisiana coast, where they “thoroughly Africanized” the surrounding culture and have shaped the most culturally African city in North America. Both French and African languages prevailed in New Orleans until well into the 19\textsuperscript{th} century, and eventually formed Creole languages that are still spoken throughout the state. English language and culture did not influence the city until the so-called “Americans” began to arrive in the mid-1900’s, and even then their influence was slow and suspect. Along with the city’s longstanding Jewish population, later immigrant groups influenced the city’s culture in the 19\textsuperscript{th} century, notably the Irish and Italian. Large numbers of Hondurans and Vietnamese in the 20\textsuperscript{th} century, and most recently, increasing numbers of Mexicans, have continued to influence the polyglot culture of this non-English city. For all these reasons and more, New Orleans has often been considered the most “un-American” city in this nation. Nothing made this clearer than when the levees collapsed in the wake of hurricane Katrina in 2005.

Since then, extraordinary attention has been directed to this “city that care forgot,” not the least of which has included the work of the academic community. The recent convention of the American Association of Colleges and Universities, for example, which convened
in New Orleans last spring, featured the recovery of New Orleans as its theme—with reports on academic initiatives in New Orleans undertaken by such institutions as Harvard’s Kennedy School for Public Policy which has “adopted” a midcity neighborhood, to Bard College and its efforts to combine academic study and student volunteer work in the city. One strategy which emerged from the conference was the possibility of using the “study abroad” model to bring university students to New Orleans for more than the crucial volunteer labor many have provided in gutting homes. The Burch Seminars seemed a perfect resource here at UNC for such an initiative, allowing students to participate in a fulsome “recovery” of the city that includes intensive study of its rich historical and cultural traditions.

Studying the literary and cultural past of this city affords students an opportunity to reassess the historical formation of American culture. Through extensive readings in courses taught by the UNC seminar director and by faculty at Tulane University, through community service work in the post-Katrina city, and through hands-on research in the city’s historical archives, students can become part of a crucial aspect of the recovery of New Orleans. For what needs to be recovered is not only a drowned city, but its distinctive cultural traditions that reveal a history that might have shaped the United States into a nation very different from the one we inhabit today. Thriving for over a century as a “Creole” community—a mixture of slaves, entrepreneurs, and wealthy and impoverished immigrants who eventually gave shape to a tenuous free society built on egalitarian principles—New Orleans offered a model of cultural diversity that might have thrived in North America before the massive divide of white and black that characterized the English-dominated colonies prevailed. The crucial study of race is only one of the many areas of academic inquiry recasting our sense of the transatlantic world before it was dominated by English culture and, more recently, “English-only” initiatives. This African, Latin, Catholic city, marked everywhere with feminine iconography and influence, represents both what remains of a once great cultural mecca, and what might yet reemerge as a model for changing our ways.

II. Program Goals

The primary objective of this Burch seminar is to immerse students in the history, literature, and culture of New Orleans as a pivotal “contact zone” in the conquest of the Americas and as a pivotal site in re-imagining American culture. In doing so, the seminar has several goals: first, students will learn varying critical approaches to literary and cultural studies, and immerse themselves in academic course readings devoted to the literature, history, and culture of the city; second, they will conduct primary research at the city’s historical archives; third, they will participate in crucial community service through Tulane University’s student service programs; and finally, they will immerse themselves in everyday New Orleans culture and the day-to-day recovery of a great city that has experienced near catastrophic destruction.

In addition to completing regular academic requirements, such as essay exams and papers, the students will also be asked to keep a journal of their experiences. They may
want to share these writings at varied venues throughout the city where the arts—poetry and narrative, music, painting, dramatic performance—are flourishing after Katrina. Music, art, and writing—along with a distinctive cultural cuisine and stunning historic architecture—have permeated New Orleans culture, and are hardly restricted to its fine museums. Journal writing will therefore become a crucial part of the students’ experience of the city and its cultural modes of being, and also allow students to participate in the effort to rewrite a history that has been neglected and almost lost.

III. Academics

Students on this program will receive 12 undergraduate credit for the following courses:

- Transatlantic Studies and the Legacy of New Orleans
- The Literature and Culture of New Orleans
- Civic Engagement and Social Justice in Post-Katrina New Orleans
- Internship

This semester-long program will convey six hours of credit for two academic courses taught by Professor Salvaggio as the Burch Seminar Director (see descriptions below); three hours of credit for the Civic Engagement and Social Justice in Post-Katrina New Orleans course taught by Professor Jimmy Huck at Tulane University; and three hours of credit for community service work including a research paper on a topic related to the student’s service work.

Course work and cultural immersion are difficult to separate when one studies the culture of New Orleans, especially in the post-Katrina environment where everything is a reminder of what was almost lost. Following the course descriptions below is a description of some of the specific cultural resources that will feed into the academic program.

Outline of academic coursework:

1. Transatlantic Studies and the Legacy of New Orleans
   Honors 352 / English ___ / American Studies ____
   3 undergraduate credits
   MW 9:00am – 10:30am

Course Description

Transatlantic Studies constitutes a wide-ranging academic field, shaping curricula and programs in politics, international studies, and economics as well as the liberal arts. For this Burch Seminar course, our readings will focus on recent academic work in the fields of cultural studies, postcolonial and feminist theory, and Caribbean studies that sketch out the larger dimensions of these fields but that also focus more precisely on the cultural implications of trade routes from Europe through Africa to the Louisiana Territory.
Concentrating on the 18th and 19th centuries, we will pay special attention to the “Africanization” of Haiti and New Orleans and the development of Creole culture in the city.

Our readings, archival research, and related cultural immersion projects will focus on New Orleans as a site for positioning Transatlantic Studies. Students will be able to assess the recovery of the city in terms of its historical position in and impact on North American culture, especially in a post-Katrina environment. We will pay special attention to matters of race and gender which have long played a primary role in shaping the history and culture of New Orleans.

Course Structure

This course will proceed as a regular academic course, meeting for three hours a week and engaging a directed reading and discussion format. In addition, the course will require archival research so that students become familiar with the original textual materials that have formed the archives (such as documentation of slave songs, personal and early colonial correspondence, maps, genealogy charts) and subsequently shaped Transatlantic Studies. Likely structure for the course will involve students meeting for class during most weeks of the semester, with class visits to and work in varied archives on select class mornings throughout the term.

Course Readings

A tentative list of readings includes the following books:

- Frantz Fanon, Black Skin, White Masks (1967)

Course Requirements and Evaluation

One mid-semester essay examination (30%), a final essay examination (30%), and a final paper of 10-12 pages (40%). Devoted class participation.
2. The Literature and Culture of New Orleans
   Honors 355/ English ___ / American Studies ___
   3 undergraduate credits
   TR 9:00am – 10:30am

Course Description

Literary Study in North America has traditionally been immersed in the canon of English literature and its formative role in shaping American literary traditions from the English-settled areas of the northern and eastern parts of the United States. In recent decades, critics have shifted this attention to multicultural literatures and to gender and women’s writing, all of which have decentered the male-dominated English canon and its peculiar aesthetic and cultural claims. Contributing to this project, our Burch Seminar course will focus on the literature and culture of New Orleans as the most polyglot culture in early North America. We will pay particular attention to its African, Latin, and Creole traditions, and to matters of race and gender that have weighed heavily in the literature of the city. Students will benefit not only from longstanding criticism of the city's many writers who either lived or spent significant time in the city, but from an extraordinary outpouring of writing on the city in the wake of Katrina. Our readings, archival research, and cultural immersion projects will focus on New Orleans as a major historic city with a distinctive literary tradition that should rightly alter our understanding of American and global literature and culture.

Course Structure

This course will proceed as a regular academic course, meeting for three hours a week and engaging a directed reading and discussion format. In addition, the course will involve archival research so that students become familiar with the original literary materials (such as oral histories from the WPA Writing Project, documentation of slave songs, newspaper publication of early Creole poetry in French and English) that have shaped literary and cultural studies in the New Orleans. Likely structure for the course would involve students meeting for class during most weeks of the semester, with class visits to and work in varied archives on select class mornings throughout the term.

Course Readings

A tentative list of readings includes the following works:

George Washington Cable, “The Dance in Place Congo” and “Creole Slave Songs” (1886) (along with other collections of early Creole slave songs in New Orleans)
- Grace King, New Orleans: The Place and the People (1895)
- Kate Chopin, The Awakening (1899)
- Alice Dunbar Nelson, Violets and Other Tales (1895)
- Tennessee Williams, A Streetcar Named Desire (1947)
- John Kennedy Toole, A Confederacy of Dunces (1980)
- Brenda Marie Osbey, All Saints: New and Selected Poems (1997)

Select critical sources:
- Creole: The History and Legacy of Louisiana’s Free People of Color (2000)
- My book, Hearing Sappho in New Orleans, will likely not yet be published in time for our course, but I intend to share the manuscript with students.

Course Requirements and Evaluation

One mid-semester essay examination (30%), a final essay examination (30%), and a journal to be kept throughout the seminar (40%). Devoted class participation, which will include attendance at select poetry and literary readings, musical performances, and the Tennessee Williams Literary Festival.

3. Civic Engagement and Social Justice in Post-Katrina New Orleans
Honors 352, 3 credits
Approaches: Social and Behavioral Sciences, Connections: Experiential Education
Instructor: Professor James Huck, Tulane University
Friday 9:00am – 12:00pm

Course description
Even before Hurricane Katrina ravaged the City of New Orleans and turned all things upside down, many people referred to New Orleans as the “City that Care Forgot.” Many of those who referred to New Orleans in this way did so as an indictment on the apparent marginalization of New Orleans by national authorities and leaders. And, certainly, the seemingly disinterested and slow response of federal authorities to the tragedy of Hurricane Katrina did nothing to dispel this sentiment. In fact, it merely reinforced it. However, also implicit in this phrase was the idea that even individual residents of the City tended to be disengaged from the civic life of the City. While the destruction wrought by Hurricane Katrina exposed the raw underbelly of many of the festering social, economic, and structural injustices that plagued the City, it also fostered a renewed sense of civic duty and civic engagement directed towards the rebuilding and reconstruction not only of the physical infrastructure of the City, but also of the patterns of social, cultural, and political habits of its residents.
The intent of this course is to study critically the concepts and theories of civic engagement and social justice in the particular context of a post-Katrina reality in New Orleans. Specifically, the course will explore the subjects of education, health care, public housing, crime, race relations, labor practices, and environmental conditions in New Orleans, and will apply the concepts and theories of civic engagement and social justice to these particular subjects. The application of this knowledge will also be informed by lived experience through service to the community. Thus students will learn not only about the current, pressing issues facing the New Orleans community from recently published academic scholarship as well as from community based research, but they will also be actively engaged in resolving these issues through their own public service. A structured process of regular written and oral reflection will provide a vehicle through which students not only can make meaningful connections between the academic coursework and community service, but also through which students can arrive at a richer understanding of the subject of the course and the reality of New Orleans.

**Course Structure**

The course will meet as a seminar once a week with the first part of the weekly meeting to follow a mixed lecture/discussion format that specifically engages with the assigned readings. We will address critically the concepts raised in the readings, challenging assumptions and clarifying ambiguities. This part of the class may also feature guest speakers who possess particular knowledge of the subjects being studied, either through their own academic scholarship or through their own personal and professional experiences. The second part of the weekly meeting will involve a seminar discussion based on a series of guiding questions that will ask students to relate specifically their public service experiences to the particular concepts introduced in the readings.

**Requirements and Evaluation**

Students will write 6-7 bi-weekly critical reflection essays of 2-3 pages in length in which a more systematic application of course concepts are applied to their particular public service experience. Students will also collaborate in the development of a weblog that will explore course themes more informally, but in a manner that may also have practical utility to the local community. Students will be expected to post weekly blog entries. Students will also complete a comprehensive final examination (short answer essay format) that will test their knowledge of the course readings and other materials.

**Course Texts and Readings**

And various other readings from the popular press and from recent research reports on subjects of public education, public housing, Latino New Orleans, labor rights, crime, environment, etc.

Instructor

This course will be taught by Professor James Huck at Tulane University. Dr. Huck has taught service-learning courses at Tulane regularly each semester since 2001. Some of his service learning courses included Introduction to Latin American Studies, Mexican Politics, and Latin American International Relations. Currently he is teaching a new service learning course entitled Social Justice in the Americas, and will be directing a 4 week summer service learning program at the El Paso, Texas/Ciudad Juarez, Mexico border. He has also initiated and overseen the inclusion of a service-learning component to the curriculum of the Latin American Studies undergraduate program, developing community partnerships with a host of local as well as training sessions for graduate student TAs. He has also developed training seminars on service learning for Tulane faculty. He sits on the Center for Public Service Executive Committee and has served previously on the Center for Public Service's Faculty Advisory Committee.

As a native New Orleanean, he is personally involved in public service and community development. Since Hurricane Katrina, he has worked closely with a variety of local agencies and grass-roots organizations that have been involved in addressing the needs and concerns of the local community, but particularly the Latino and immigrant communities.

4. Internship / Service-learning Component
Honors 396, 3 credits
Connections: Experiential Education (EE)
Monday – Thursday: 1:00 – 5:00pm

During the course of the semester, students will spend four afternoons per week working in service-learning placements in a variety of organizations who are directly involved in rebuilding New Orleans. Students will spend approximately 16 hours per week in their service-placements, which will be arranged by CPS based on students’ interests and skills, as well as the needs of the community. Placements will be arranged through Tulane University’s Center for Public Service (CPS), which has over 130 community partners.

Placements are available in the following areas:

- **Education** (possible placements include: Audubon Charter School, Chartwell Center School, International School of Louisiana, and Hispanic Apostolate (ESL classes / Tutoring))
- **Arts & Culture** (possible placements include: Art Spot Productions, LLC; Ashe Cultural Arts Center, Backstreet Cultural Museum, and Contemporary Art Center)
Katrina recovery/reconstruction (possible placements include: Katrina Aid Today, Louisiana Justice Coalition, Mercy Corps, and Neighborhood Housing Services of New Orleans Inc.)

Environment (possible placements include: Center for Bioenvironmental Research, New Orleans Office of Environmental Affairs, Gulf Restoration Network, Louisiana Universities Marine Consortium)

Community Development (possible placements include: Horizon Initiative, Catholic Charities, and CityWorks)

Health Care (possible placements include: Children’s Hospital, Planned Parenthood, Common Ground Clinic, and Covenant House Health Center)

Legal and Advocacy Work (possible placements include: City Hall- Public Advocacy, and City Hall - City Attorney’s Offices)

Requirements and Evaluation

Students will be required to write a research paper on a topic related to their service-learning work that addresses a community need. Students will present their research to the organization they are working with as well as other interested individuals in the community. The research paper of the service-learning component will be evaluated by Professor Jimmy Huck. Students’ presentations to the organization and community will be evaluated by the program’s graduate student assistant. In addition, the supervisor will provide a written evaluation of the student’s performance in the internship placement. The final grade for the internship component will be assigned by the faculty director.

IV. Cultural Resources

Archives: New Orleans is home to some of the oldest archives in this country. The Cabildo, standing next to St. Louis Cathedral in the Quarter and now serving as the state museum, was once the seat of Spanish government in New Orleans. The Historic New Orleans Collection, located at two sites in the French Quarter, offers access to a wide range of materials from colonial to contemporary times, and features ongoing exhibits, lectures, and events for the public. The Old Mint Building, once an actual mint, now serves as site for several musical festivals and stores numerous documents on the history of jazz which are featured at the festivals. Beyond these historical collections, there is the Amistead Special Collection at Tulane University, internationally recognized for its collections in African American studies, and the Earl K. Long Library at the University of New Orleans (near the lake and damaged by the flood, but now fully accessible) which houses the WPA Writers Project papers with crucial information on early Creole culture in the city. Finally, the New Orleans Public Library is a surprisingly rich resource for archival study.

Music: Musical traditions in New Orleans mark its most distinctive heritage, as well as the most distinctive contribution of African culture in the United States. The city’s lyric past and present offer students the opportunity not only to study the origins of these traditions but to hear everyday performances that have long sustained them through fires,
plagues, and floods. Students will be able to march along in jazz processions, listen to Dixieland at Preservation Hall, and attend concerts in Mahalia Jackson Center in Louis Armstrong Park—the site of historic Congo Square where African slaves sang for two centuries in their native African languages.

Architecture: The original buildings in the French Quarter, destroyed by fire in the 18th century, were rebuilt largely by the Spanish who made their own mark on the city but also kept some of the original French design. Nearly all of the structures in the Quarter are on the National Historical Register, and tell their own peculiar history of New Orleans. The “shot gun” houses throughout the city reflect a distinctly Haitian heritage, just as the mansions on St. Charles Avenue, near Tulane University, mark the influx of the troublesome “Americans” who built their Victorian and Colonial homes there.

Museums: NOMA (New Orleans Museum of Art) has been the site of several stunning post-Katrina exhibits, most recently the “Feme, Feme, Feme” exhibit sent to the city from France, featuring paintings of French women throughout all walks of life—and testifying yet again to the feminine contours of this city. Next to NOMA is the recently built (and rebuilt after Katrina) Sculpture Garden, funded primarily by one of New Orleans’s native Jewish philanthropists, Sidney Bestoff, who has brought sculptures from around the world to this lush landscape of lagoons and oak trees. Finally, there is the recently opened “O,” the Ogden Museum of Southern Art, whose collections of such artists as Clementine Hunter are gaining national and international recognition. In addition to these major museums, New Orleans has several smaller museums and collections, including the Contemporary Arts Center and the Ashe Cultural Center, both of which welcome community members and students to visit and participate in their activities.

Festivals: Spring in New Orleans offers several of the city’s most important festivals, including Mardi Gras and Jazz Fest, events that are once again attracting hundreds of thousands of people from across the world. The French Quarter Festival attracts a more local following, but also allows a more intimate sense of historic cultural traditions. And the Tennessee Williams Literary Festival brings together writers and academics who share their work at such places as the Faulkner Bookstore in Pirates Alley behind the Cathedral and the Cabildo.

In walking through the streets of New Orleans, taking in its architecture, listening to its music, and eating its food, one cannot escape cultural immersion. It is a surrounding, pervading presence. In the post-Katrina environment where flooded homes and devastation are never far away, students can learn to value all the more the surviving culture of this city which has been shaped by but also sustained through human tragedy and ecological vulnerability.

V. Program Logistics

a. Academic Affiliation and Community
The program will be affiliated with Tulane University which has assumed the lead role among academic institutions in New Orleans with post-Katrina recovery. Although Tulane suffered significant flood damage after Katrina, its geographic position in uptown New Orleans spared it the kind of massive damage that affected virtually all other major institutions which are still struggling to recover. Tulane University and its neighbor Loyola University are in excellent condition, and Tulane is functioning at almost pre-Katrina levels of enrollment and academic activity. The program will be closely associated with Tulane University’s Center for Public Service (CPS). CPS will coordinate all service-learning placement with community partner organizations, assist with designing the service-learning course and providing faculty to teach it.

b. Student housing and classroom space

Since both, Tulane University and Loyola University expect full occupancy of on-campus student housing, students will stay at the St Vincent Guesthouse in New Orleans’ Lower Garden District. The colonial Victorian building was built in 1861 and served as an orphanage before being renovated into a guest house in the 1990s. Students will share a bedroom with one other student on the program. All rooms are furnished and have ensuite bathrooms, and wireless internet access. The guesthouse has a dining room, a large lounge, landscaped courtyard and swimming pool. St. Vincent Guesthouse is close to public transportation line and only a short ride to Tulane University with the St Charles streetcar. All classes will be held at Tulane University.

c. Transportation

The surrounding uptown area has ample public transportation, and the famous St. Charles Streetcar, which started running again on November 11, 2007, provides students with an easy link from uptown to the French Quarter and center of the city.

d. Safety

Although New Orleans has been plagued by a continuing crime problem, the uptown neighborhoods are as safe as most comparable neighborhoods inside a major city, where people live their lives cautiously and comfortably.

e. Eligibility and Enrollment

The program aims to enroll 12-16 undergraduate students with at least sophomore status and a GPA of 3.0 or higher. No courses are required as prerequisites.

f. Graduate Assistant

The program will employ one graduate student assistant.

VI. FACULTY DIRECTOR

Professor Salvaggio joined the UNC faculty in 2005, arriving in Chapel Hill barely a week before Katrina hit the Gulf Coast. Before then, she was a member of the faculties
at Purdue University, SUNY Binghamton, University of New Mexico, and Virginia Tech. A native of New Orleans who grew up in the 9th Ward and Gentilly, areas now both totally flooded, she is thoroughly familiar with the city’s literary and cultural heritage as well as its everyday activities and rhythms. Her current research is focused on post-Katrina New Orleans as a site where we can critically position transatlantic studies, particularly in her historical period of 18th-century studies. She is embarked on a study of lyric that follows the path of the Middle Passage from Africa to the West Indies and Gulf Coast, situating the confluence of African and southern European lyric voice in New Orleans as central to understanding poetic traditions in the United States and to expanding our historical sense of the origins and flow of lyric voice.

Throughout her career, Professor Salvaggio has taught undergraduate and graduate courses in 18th-century studies, Women’s Literature and Feminist Studies, Critical Theory and Cultural Studies, Queer Studies, and varied topics in English, American, and World Literature. As a member of departments and programs in American Studies, Women’s Studies, and Cultural Studies, her research and teaching have been thoroughly grounded in interdisciplinary perspectives. At UNC, she has taught in the English, Women’s Studies, and Honors curricula. She hopes to join the American Studies curriculum in the fall. She is the author of three university-press books. Her current book project is entitled “Hearing Sappho in New Orleans.”

Professor Salvaggio began her university studies at the University of New Orleans, and has conducted extensive research at varied archives in the city. She recently presented lectures on her current book project at the Newcomb Center for Research on Women and at the Contemporary Arts Center in New Orleans for the national conference of Women in Theatre. She is in close contact with colleagues at Tulane University, the University of New Orleans, and Loyola University in gauging academic progress in the city, and plans for her students to contribute both to and from the effort to strengthen its artistic and intellectual environment.
April 2, 2008

Bobbie Owen
Senior Associate Dean for Undergraduate Education
CB# 3504

Dear Bobbie

We would like to submit to the Administrative Boards of the College the attached proposal for a new Curriculum for the Environment and Ecology. We ask for approval of the new Curriculum for the Environment and Ecology, effective January 1, 2009.

Thank you for your consideration.

Sincerely,

Bruce Carney
Senior Associate Dean, Natural Sciences

Karen Gil
Senior Associate Dean, Social Sciences
Proposal for a new 
Curriculum for the Environment & Ecology

For many years now, the Carolina Environmental Program (CEP) has fostered research programs dealing with environmental issues and, at the same time, managing three undergraduate degrees, including a B. A. in Environmental Studies and a B. S. in Environmental Science. These two degrees are officially awarded by the College of Arts and Sciences, while the third degree, the B. S. in Public Health, is awarded by the School of Public Health.

In a letter dated January 26, 2007, Provost Gray-Little asked Professor Douglas Crawford-Brown to take over as Director of the new Institute for the Environment. She also directed the undergraduate program become "a formal curriculum within the College of Arts & Sciences", and asked Interim Dean Madeline Levine to appoint a small committee to devise a plan for the transition of the programs to the College. That committee was formed, chaired by Professor Larry Band, Chair of the Department of Geography, and their report was delivered. The final report was delivered February 14, 2008, and includes guiding principles and many recommendations regarding faculty, staff, teaching assistants, and space. One of the first orders of business is to address the recommendation that a new Curriculum be established. Following the recommendation of the Committee, and discussions here in the Dean’s office and with the Chair of the Curriculum in Ecology, the College believes that the new Curriculum will manage the two existing undergraduate degrees, as well as the existing M. S. and Ph. D. graduate programs in Curriculum in Ecology. When the new curriculum is functional, we ask that the current Curriculum in Ecology be terminated.

We ask for approval of the new Curriculum for the Environment & Ecology, effective January 1, 2009. Please note that the choice of name is deliberate, and meant to reflect that of the Institute for the Environment, while also acknowledging the importance of ecology. With the new Curriculum in place, the College will appoint a new chair, who will become responsible for working with the College and the Institute to take over management of the degree programs in such a manner as to cause no difficulties for students now enrolled, and to begin planning for improvements to the program as well. The new chair will have many responsibilities, including identifying the resources needed to make the program a success, negotiating memoranda of understanding with units whose faculty teach the courses in the degree programs, and, late in the fall semester, determining the course offerings for the 2009-2010 academic year. Thus it is important to establish the new Curriculum as soon as possible.
January 16, 2007

Dr. Jay Smith  
Associate Dean for Undergraduate Curricula  
CB #3504, Steele Building  
UNC-Chapel Hill  

Dear Dean Smith,

The Department of Asian Studies proposes a new concentration in South Asian Studies within the Bachelor of Arts degree program in Asian Studies, beginning in the fall of 2007. Please see the attached proposal.

Sincerely,

Gang Yue  
Chair, Department of Asian Studies
PROPOSAL FOR A CONCENTRATION IN SOUTH ASIAN STUDIES

Overview

The Department of Asian Studies proposes a new concentration in South Asian Studies within the Bachelor of Arts degree program in Asian Studies, beginning in the fall of 2007. This program is being developed in response to the academic needs of students who seek more intensive training in the area of South Asian languages, history, and the cultures of South Asia. In terms of its larger institutional context, this new B.A. program is a natural product of the steady growth of Asian Studies since the academic unit was formally instituted here at Carolina in the late 1970s, becoming a full-fledged department in 2004.

Our current faculty resources and existing course offerings already provide a solid infrastructure to meet the academic requirements for the new program without the need for significant investment in this current climate of budget constraints. The Hindi-Urdu section currently consists of one associate professor, one assistant professor (search in progress), and one full-time lecturer. Additional courses are offered by faculty from the departments of History, Art, Religious Studies, Anthropology, etc. This is sufficient to teach all the courses required for the concentration. In the following we provide a detailed account of the reasons for developing the new concentration, the resources available for its implementation, and academic requirements for the new concentration.

Emerging Needs

The program is a direct response to changing times in our state, our country, and the world. In recent decades the state of North Carolina has witnessed an unprecedented demographic shift, with immigration from South Asia contributing one of the vital new population currents. South Asians
constitute a large and vocal contingent of Carolina’s student body; they are also of increasing prominence nationally. From a global perspective, India has recently emerged as a major international force with one of the fastest-growing economies, and a population that will soon overtake that of China. By most counts, Hindi-Urdu is the second most commonly spoken world language (after Mandarin Chinese). India is also one of the most linguistically and religiously complex world civilizations, with almost three thousand years of a continuous literary tradition.

Recognizing the increasing importance of India in both local and global contexts, peer institutions around the country have responded by strengthening academic programs in this area. They not only offer B.A.s in Indian languages and culture, but without exception the M.A. and Ph.D. degrees, as well. Carolina is one of the very few major public research institutions with a strong liberal arts tradition that still does not offer even an undergraduate degree in the field. The transformation of Carolina from a self-defined regional university into a leading institution of higher learning in the United States clearly calls for such a program. Indeed, the timely implementation of this proposed curricular initiative has significant implications for maintaining the kind of world class university image we would like to project, and it contributes to our campus’s internationalizing profile.

**Purpose and Context for Implementation of the New Concentration**

The Department of Asian Studies currently offers an interdisciplinary B.A. degree that requires only four semesters of an Asian language for graduation. The proposed new concentration in South Asian Studies is intended as a

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1 Six universities have been considered peer institutions, and their programs extensively surveyed as a precursor to drawing up this document: University of Virginia; University of Wisconsin; University of Michigan; University of Texas at Austin; University of California-Berkeley; University of Washington
complement to the existing degree program—not as a replacement. The new concentration will have a stronger language component (a minimum of six semesters, with students strongly encouraged to take further advanced language courses in specialized areas, when they are offered), and a particular focus on core humanities subjects. A B.A. degree with a concentration in South Asian Studies will stand on its own merit as an attractive concentration for students to choose in an increasingly global world where South Asia’s cultural heritage and growing prominence spark a natural desire for further study. We also envision students opting for the program as part of a double major—in combination with disciplines such as history or anthropology. Whether pursued for its own sake or as part of a double major, a liberal arts degree in South Asian Studies will prepare students for graduate programs in South Asian language and literature, as well as in the fields of history, sociology, religion, anthropology, law, or public health. Our graduates will also compete well for the increasing number of South Asia–focused jobs with the government, which require strong language skills combined with knowledge of the region’s complex cultural systems.

The new concentration in South Asian Studies will benefit from a range of Triangle-wide resources for South Asia. Since 1999 UNC has been a founding member of the NC Center for South Asia Studies, a Title VI-funded national area studies resource center. UNC participates in this collectivity, along with Duke and NC State, to support library development, language teaching, graduate fellowships, annual seminars and conferences, and a host of programming initiatives that enrich the academic study of South Asia in our community. A new concentration in South Asian Studies thus draws upon, and contributes to, a larger intellectual community in the region.
Faculty Resources and Existing Courses

At present the Department of Asian Studies has one associate professor and one full-time lecturer teaching Hindi-Urdu, and we are conducting a search to replace an assistant professor whose appointment will begin in the Fall semester of 2007. With the full complement of staff we will be able to offer 14 courses every year in Hindi-Urdu language, literature, and culture.

The Hindi-Urdu program currently offers six approved courses regularly taught in Hindi-Urdu: HNUR 101, 102, 203, 204, 305, 306. HNUR 407 and 408 are offered on demand. To serve the current needs of the students all six language courses must be offered every year. Moreover, given the current pattern of enrollments, HNUR 101 and 102 must be offered in at least two sections. Thus, a minimum of eight language sections need to be offered every year. We also offer three approved courses in South Asian literary and cultural studies whose content deals significantly, though not exclusively, with the Hindi-Urdu tradition: ASIA 161, 162, and 592. We have proposed three additional courses that also deal likewise with the Hindi-Urdu and South Asian literary and cultural tradition: ASIA 163, 164, 165.

With the full complement of teachers (two professors and one lecturer), we will be able to offer the four existing literature and cultural history courses every year, and also to develop new courses in South Asian cultural history. The likely candidates for new courses are: South Asian Islamic and Islamicate Literature, Literature of the South Asian Diaspora, Indian Epics, the History of the Bollywood Film Industry, and a course on Advanced Conversational Proficiency. Furthermore, as interest in South Asian studies grows we will also offer the fourth year of Hindi-Urdu (HNUR 407-408) on a regular basis.
Requirements for a Major in Asian Studies with a South Asian Studies Concentration:

All General Education requirements must be met.

The concentration is founded on a thorough training in Hindi and Urdu, the two major languages of South Asia. In order to fulfill the requirements for the concentration, students will be required to take eight courses beyond HNUR 204, plus the one-credit hour Urdu Script Course (HNUR 221). Of these eight courses a student must take HNUR 305 and 306, ASIA 161, and ASIA 162. The remaining four courses may be selected from the following pool: ASIA 163, 164, 165, 261; ASIA/HIST 135, 136; ASIA/ART 266, 273, 456; HNUR 407, 408, 490, 592; RELI 481, 582; and ASIA/ANTH 155. Courses taken in approved Study Abroad programs may also be counted toward the concentration upon consultation with the Asian Studies faculty. Other South Asia-related courses may be approved for the concentration upon consultation with the Asian Studies faculty.

Before designing a concentration requiring a three-year study of language we surveyed six major peer institutions which have South Asia concentrations and also offer Hindi and Urdu: the universities of California-Berkeley, Washington, Texas, Michigan, Wisconsin, and Virginia. We discovered that each of these universities requires at most three years of a South Asian language for their majors. The language study we require for our majors is, therefore, entirely consistent with our peer institutions, and reflects the academic needs specific to South Asia. We are confident that the proficiency our students will reach at the completion of a major in South Asian Studies will allow them to use the language in a variety of professional settings, and the additional coursework we offer them in South Asian culture will provide them with a solid intellectual foundation for continuing their study of South Asia.
APPENDIX

Courses in the Concentration in South Asian Studies

Required Courses:

HNUR 305   Advanced Hindi-Urdu I (3 credits)
HNUR 306   Advanced Hindi-Urdu II (3 credits)
ASIA 161   Survey of Indian Literature in Translation (3 credits)
ASIA 162   Nation, Film and Novel in Modern India (3 credits)
HNUR 221   The Urdu Script (1 credit)

Elective Courses:

HNUR 407   Readings in Hindi-Urdu Poetry (3 credits)
HNUR 408   Readings in Hindi-Urdu Prose (3 credits)
HNUR 490   Topics in Hindi-Urdu Literature and Language (3 cr. )
HNUR 592   Religious Conflict and Narrative in India (3 credits)
ASIA 261   India through Western Eyes (3 credits)
ASIA/HIST 135   South Asian History to 1750 (3 credits)
ASIA/HIST 136   South Asian History since 1750 (3 credits)
ASIA/ANTH 155   Introduction to the Civilization of India, Pakistan and Bangladesh  (3 credits)
ASIA/ART 266   Arts of Early and Medieval India (3 credits)
ASIA/ART 273   Arts Under the Mughal Dynasty in India (3 credits)
ASIA/ART 456   Art and Ritual in South Asia (3 credits)
RELI 481   Religion, Fundamentalism, and Nationalism (3 cr.)
ASIA/RELI 582   Islam and Islamic Art in South Asia (3 credits)
ASIA 163   Hindi-Urdu Poetry in Performance (3 cr.)
ASIA 164   Music of South Asia (3 credits)
ASIA 165   Bollywood Cinema (3 credits)