Plan II Honors
Summer 2012
Orientation Packet

PLEASE READ AND REVIEW ALL INFORMATION PRIOR TO ORIENTATION, AND BRING THIS PACKET WITH YOU WHEN YOU COME!
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Dear incoming Plan II student,

We are looking forward to meeting you at Orientation this summer and to working with you during your time in Plan II. Academic advising is especially important in Plan II, embracing not only your course and degree planning but also broader questions about your life at the university and beyond. At the Plan II meeting on day one of orientation you will meet the Plan II Academic Advisors, Mary Dillman and Melissa Ossian. They will work closely with you to plan your first semester, assisted by peer advisers who know Plan II well from the inside.

In this packet we are sending important materials to answer some of your questions, and to get you thinking about others:

- **Orientation schedule and important information**, including the schedule of Plan II orientation events, tuition payment deadlines, and placement testing information.

- **Curriculum and course information**, including the Plan II Bachelor of Arts four-year guide, the Plan II Core Curriculum explained, and descriptions of the Plan II first-year courses. *Read through these course descriptions and consider your World Literature and First-Year Signature Course options carefully.*

- **Worthington Essay Contest for 2012**: Each year Plan II holds an essay contest for the Worthington Prize - *grand prize $2500!* First-year students are eligible for the grand prize, and there is an additional prize designated for a first-year student. We hope you will participate.

Also included in your mailing is a packet from the officers of the Plan II Students’ Association (P2SA), a group I hope you will become active in. P2SA hosts many important events throughout the year, and will kick off the fall semester with the *Voltaire’s Coffees* series. Start reading now! We will post the schedule for the Voltaire’s Coffees on the Plan II web site by the end of July. You also want to mark your calendars for two important fall events: **Plan II Convocation on September 6** and the **Freshmen Getaway on September 7**. Convocation is required for academic reasons and Getaway will launch you into the Plan II social world. The registration form for Getaway is included in the P2SA packet.

Lastly, be sure to have bookmarked the “current students” section of the Plan II web site, as it should now become your go-to source for information about academics and upcoming events.

With all best wishes for a fine summer and a splendid future in Plan II,

Michael B. Stoff
Director

May 31, 2012
Plan II Orientation Schedule for Students in Orientation Sessions beginning June 6, 13, 20, 27, July 11, 16*

Day 1: Check-In and Welcome Breakfast (mandatory)  
8 - 8:30 am in the Plan II Office, WCH 4.104  
Meet the Plan II Director, staff, and fellow students while you enjoy breakfast. Please pick up your Orientation packet and nametag in Jester as soon as you arrive - check-in opens at 7:30 am. Once you are checked-in, immediately walk over to the Plan II office at WCH 4.104 (Note: the breakfast and following meeting is for students only – no parents! Plan II staff will meet with parents at 11 a.m.).

Day 1: Departmental Meeting (mandatory)  
8:30 – 10:30 am in WCH 4.118  
Presentation and discussion of the following with the Plan II Academic Advisors and Orientation Advisors:  
• The Plan II curriculum and degree requirements  
• What Plan II students take during the first year  
• Credit by exam & important university resources  
• Plan II Course Lottery: Read through the course descriptions in this packet ahead of time and bring it with you to orientation. Select your top five professor preferences for World Literature (E 603) and the Signature Courses (T C 302). Students who miss this meeting will be assigned a World Literature and Signature Course based on availability.

Day 2: Academic Advising in the Plan II office (mandatory)  
Each student will have an individual academic advising session with a Plan II Advisor and Orientation Advisor on Day 2. Students will sign up for an appointment time at the end of Day 1. Students who miss academic advising will have a bar that prevents them from registering.

Day 2: Model Plan II Seminar with Dr. Stoff (optional)  
Noon – 1 pm in WCH 4.118  
Model Plan II seminar led by Plan II Director Michael Stoff on a short reading presented in class. Bring your lunch and take part in a great discussion while getting to know the Plan II director in an informal setting. Warm cookies provided!

* Students coming to the August orientation will have the schedule of meetings and locations emailed to them just prior to orientation.

Important Dates to Remember:
• Tuition and fee payment due by 5 pm, August 15  
• Fall classes begin August 29  
• No classes September 3 (Labor Day)  
• Freshman Convocation, evening of September 6. Attendance required.  
• Freshman Getaway September 7 — register now! Registration form in P2SA packet.
Don’t Lose Your Courses: Pay Your Fee Bill!

For students in the June and July orientation sessions:

Fee bills will be sent electronically on July 24th to the email address listed on your student record. If you do not receive an electronic notification by August 1st, call the Office of the Registrar, (512) 475-7675.

There are two ways to pay:
- In person: cashiers at MAI 8

Fee bill payment is due by August 15th. This is not a postmark date. UT must receive the payment on August 15th, 5 pm CDT.

You will be dropped from all of your classes and required to re-register in late August if the fee bill is not paid by August 15th, 5 pm CDT.

For students in the August orientation session:

Fee bills will not be e-mailed. Payment is due by August 28th. This is not a postmark date. UT must receive the payment on August 28th, 5 pm CDT.

There are two ways to pay:
- In person: cashiers at MAI 8

You will be dropped from all of your classes and required to re-register on the first day of classes if the fee bill is not paid by August 28th, 5 pm CDT.
Placement Test Credit & the Plan II Degree

With the appropriate score (as listed on The Center for Teaching and Learning: Student Testing Services web site) some AP, IB, and SAT II tests can be used for credit towards the Plan II degree. Complete information regarding credit-by-exam scores accepted by UT Austin is available online at: http://ctl.utexas.edu/programs-and-services/student-testing-services/

**AP English, any test, and SAT II Writing**

These do not fulfill any Plan II degree requirements, even elective credit hours. With the appropriate score, you can still claim credit for RHE 306 and/or E 316K. If you do, the credit hours may be used towards your class standing and registration time, but not your degree.

**AP Biology**

Depending on your score, this exam could exempt you from Plan II Biology (BIO 301E) with credit for both BIO 311C and BIO 311D.

**AP Art History**

Credit for ARH 302 and ARH 303 completes both the Humanities/Fine Arts requirement for Plan II and the University Visual & Performing Arts requirement. Credit for ARH 302 only completes one of these two requirements.

**SAT II Math**

Credit for Math 305G (pre-calculus) can count toward the total 18 hours of required math and science, but does not satisfy the Plan II Math requirement.

**AP Calculus**

The appropriate score on an AP Calculus exam can earn you credit for M 408C or M 408K and M 408L, depending on the specific exam and score. To finish your Plan II math requirement, you may take one more semester of calculus, or take the Plan II math course.

**AP Chemistry or Physics, SAT II Physics**

Any credits earned through these exams may be used towards the total 18 hours of required math and science and the 6 hours from one subject requirement.

**AP European History**

The appropriate score on this exam can earn credit for HIS 309K and HIS 309L, which fulfills the Plan II non-US History requirement. AP World History credit will **not** fulfill the non-US History requirement.

In addition, students may wish to take other placement tests for foreign language, American History, Government, or other common degree requirements. Some of these exams can be taken during orientation; all can be taken in the fall once on campus.

*Remember, an advisor will answer any specific questions you have about your test scores at Orientation.*
Plan II Students and Their Majors
A Message from the Director

All Plan II students major in Plan II, but many have interests that range beyond our core curriculum. In some cases, these interests carry students into double majors or a second degree. **You do not need an additional major for most career choices; being “Simply Plan II” allows you incredible flexibility to craft your education as you see fit.** In addition, pre-med, pre-law, and pre-business students do very well with straight Plan II degrees. We do not advise you to encumber yourself with a large number of majors.

In a recent graduating class, approximately 40% of students were in dual degree programs — that is, they earned a BA in Plan II while simultaneously earning a second degree such as a Bachelor of Science or Bachelor in Business Administration. Of the remaining students, two-thirds double-majored in Plan II and another Bachelor of Arts major such as History or Spanish. Another one-third were straight Plan II majors, all of them having done well in graduate school admissions or in the search for entry-level jobs.

If you have already been admitted to a college other than Liberal Arts, you should read the message below. If you have not been admitted to another college but would like to go this route, speak with an advisor. If you have doubts about the road you are taking, see an advisor. Rest assured you can (and most likely will) change your mind about second majors during the course of your college career. We tell most students to stay on that road for at least a year before making a decision to drop one major or another.

**How to Register for Dual Degrees**

As a Plan II first-year student, you will be able to be registered in two colleges or to declare two majors at the same time. During orientation, however, you will have only one major and one college listed. If you plan to register in two different colleges, you are a dual degree student and need to read this message.

If Plan II is your only major, you are in the College of Liberal Arts. If you have been admitted to another college (such as Business), that will be the only college and major listed for you during orientation. **At orientation, a Plan II Advisor will help you complete the paperwork to be officially registered in two colleges. We will submit the paperwork to the Registrar and the update will be official by the twelfth class day in the Fall semester.** A Plan II Advisor will also assist you should you have any trouble registering for Plan II classes.

Students admitted to the College of Undergraduate Studies will complete paperwork at Orientation to change them into the College of Liberal Arts, which will be official by the twelfth class day in the Fall semester. **Plan II Academic Advisors will assist these students with registration for Plan II classes during Orientation.**

This system of simultaneous major coding is fairly new at UT, and there may be some confusion about it in other colleges. If you have any questions about information you receive from other colleges or departments concerning this, please check with Plan II for clarification.
2012-2013 ROGER & ANN WORTHINGTON ESSAY PRIZE

Grand Prize: $3000
Second Prize: $2000
First-Year Student Prize: $1500
(unless Grand Prize winner)

About the Worthington Essay Prize:

Plan II alumnus Roger Worthington ('83) and his wife, Ann, provided funding for the annual Worthington Essay Prize beginning in 2002. Originally a single prize, now Plan II awards 3 prizes each year to Plan II students, including a first-year student prize.

Each year Mr. Worthington selects an essay topic. This year's topic will be announced just prior to the Fall semester.

The essay topics have ranged from hypothetical scenarios to real-world events and always challenge students to form an argument on one side of a debate, then present it convincingly.

All essays are read by Mr. Worthington and the Program Director, Dr. Michael Stoff, who makes the final selection each year. In the spring semester, Plan II traditionally hosts a dinner for the winners and the Worthingtons.

Requirements:

• ALL Plan II students are eligible to enter.

• There are no length requirements. The essay should be long enough to make a convincing argument, yet be clear and concise. Past winning essays have been 5–7 double-spaced pages, plus sources.

• Students who receive financial aid should check with the UT Office of Student Financial Services to find out if winning a prize will affect their aid package.

Questions? Email planischolarships@austin.utexas.edu
The Bachelor of Arts in Plan II Honors Degree Plan and Core Curriculum
# Plan II BA Guide, 2012-14

## Core Curriculum Requirements

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### FLEXIBLE REQUIREMENTS

These courses may be fulfilled during any semester, using concurrent enrollment, summer school (at UT or at another institution), or AP, SAT II, IB or CLEP test credits.

## Core Curriculum Requirements

- Biology 301E, Plan II
- Math 310P, Plan II (spring)
- Humanities/Fine Arts
- Non-U.S. History
- Non-U.S. History
- University or College Requirements:
  - American History
  - American History
  - Government 310L
  - Government 312L, P, or R
  - Additional Math/Science
  - Visual & Performing Arts
  - Foreign Language (a complete lower division sequence)

### Flag Requirements

- Writing (TC 302)
- Upper Division Writing (typically TC 660HB)
- Global Cultures
- Cultural Diversity in the U.S.

### Electives

Additional hours needed to meet minimum requirements; can vary by student and is often fulfilled with classes taken for a second major or degree.

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1. Social Science 301 is typically taken in the second year, and Plan II Physics is typically taken in the third year; however, these classes can be moved to different years as needed.
2. The timing of the two junior seminars, TC 357, can be adjusted to accommodate study abroad; completion of both TC 357 courses is required before starting the senior thesis course, TC 660H.
3. Chosen from approved lists (available on the Plan II website); the two non-US history courses must come from the same geographic region (i.e., Europe, Asia, Latin America, etc.).
4. See additional handout, Plan II Math/Science requirements, for approved substitutions and course options (available on the Plan II website).

**PLAN II STUDENTS SHOULD SEE AN Academic Advisor EVERY SEMESTER**
The Plan II Core Curriculum

Established in 1935, Plan II is a challenging interdisciplinary honors major with a required core curriculum that includes the study of literature, philosophy, society, the arts, math and the natural sciences.

Composition & Reading in World Literature
This year-long course is required of all Plan II first-year students and is of central importance in the curriculum. Students may not place out of this course. The course begins with classical literature, including epic, and moves in the second semester to modern literature and usually includes contemporary works. The course aims to provide a common background in literature, to develop critical reading skills, and to improve writing. It is conducted as a seminar, with emphasis on discussion, and is a writing-intensive course.

First-Year Signature Course
All freshmen take a first-year signature course, either in the fall or spring. These are small seminar courses that emphasize discussion, critical thinking, and writing on interdisciplinary topics of contemporary importance. Plan II selects distinguished faculty from across the campus to teach these courses. Recent seminar topics include "Pathways to Civic Engagement," "Uses and Abuses of the Bible," and "Punishment in a Liberal Society."

Logic/Modes of Reasoning
The Logic or Modes of Reasoning requirement is typically taken during the first semester and introduces students to the use of formal systems for representing arguments. Logic normally covers proofs in predicate calculus and includes some work in inductive logic or defensible reasoning. Modes of Reasoning topics can vary and has included courses on the use of statistics in science or social science and research methods across academic disciplines.

Philosophy: Problems of Knowledge and Valuation
This year-long course is taken in the second year. Using ancient and modern texts, students consider problems in ethics, political theory, metaphysics, and epistemology. Students will be encouraged to think for themselves, both about ethical matters and about more abstract issues.

Plan II Social Science
This course is offered under several disciplines and is usually taken the second or third year, first or second semester. The content involves contemporary social issues, and students may select from topics such as economics, anthropology, or psychology.
**Non-U.S. History**
Two courses in the same geographical area are required. Many elect to take a Western Civilization sequence which is designed for Plan II students, but students are free to take history sequences from other non-U.S. geographic areas (e.g., Africa, Asia, Europe, Latin America and the Middle East).

**Plan II Math**
Plan II Mathematics generally covers basic concepts of mathematics beyond the level of applying algorithms to solve problems, as in high school. The aim of the course is to let students feel the excitement of what mathematicians actually do in areas of research such as topology. It is typically taken during the spring semester of the first or second year.

**Plan II Biology**
Plan II Biology explores current issues in molecular genetics and biotechnology, basic principles of evolution as revealed by plant and animal studies, and ecological issues such as human population growth and environmental degradation. It can be taken during any semester.

**Plan II Physics**
Plan II Physics covers the most important concepts of post-Newtonian physics, quantum theory and relativity. The content of the course is chosen to give students a science-based understanding of the triumphs of modern physics, as well as to hone their problem-solving skills from basic Fermi problems to fairly advanced questions about space travel. The course is typically taken during the junior year.

**Humanities/Fine Arts**
A course in one of the following is required: art history, music history, or theatre and dance history; or an upper-division course in one of the following areas: classical civilization, literature, humanities or philosophy. In addition, all students must take a course in the visual and performing arts as required by the University core curriculum.

**Junior Seminars**
Plan II students take two seminars in the junior year. Similar in format and approach to the first-year signature course, the junior seminars often require term papers, oral presentations, and will prepare students for the research and writing they will undertake in their senior thesis project. Recent seminar topics include "Gods and Bombs," "Reading Don Quixote," "Law, Ethics & Brain Policy," and "Shakespeare in Performance."

**Senior Thesis**
This year-long project is the capstone of the Plan II curriculum. The senior thesis represents significant research or creativity, providing students with highly specialized expertise in a topic of their choosing. Students work closely with two faculty supervisors to produce a roughly 60-page thesis. Senior thesis topics are often interdisciplinary and can be creative or technical projects as well as traditional academic treatises. Students are also required to give an oral presentation about their thesis ideas at the bi-annual Thesis Symposium.
First-Year Course Descriptions

- World Literature (E 603 A&B)
- First-Year Signature Course (T C 302)
- Logic (PHL 313Q) and Modes of Reasoning (T C 310)
- Plan II Biology (BIO 301E)
- Plan II Math (M 310P)

During the Plan II meeting on Day 1 of orientation, a course lottery will be held for seats in World Literature and the Signature Courses. To prepare for the lottery, PLEASE READ these course descriptions carefully and identify your top five professor choices for both courses. Note: the descriptions provided, particularly text selections, are subject to change as the professors develop or update their courses over the summer; we recommend that you wait until the first week of class before you purchase books.

The Logic/Modes of Reasoning, Plan II Biology and Plan II Math courses are not part of the lottery but the course descriptions are provided here as many first-year students take these courses.

PLEASE READ THESE DESCRIPTIONS CAREFULLY AND BRING THIS PACKET WITH YOU TO ORIENTATION!
Composition and Reading in World Literature E 603A&B
Course Number: E 603  
Title: Composition and Reading in World Literature  
Instructor: Sam Baker  
Time and Location: TTH 9:30am-11:00am, CAL 323  
Unique Number: 34525

Description:
In this course, we will read, think, write, and converse about literature and life. Studying both ancient and modern works, we will encounter ways to experience the world that are variously traditional and innovative, simple, sincere, and sophisticated. In the fall semester, we will engage all three of what the classical philosopher Aristotle defined as the main areas of literary endeavor: epic, drama, and lyric poetry. Our reading list for that semester will mostly consist of ancient Greek literature, but it will also include some Roman literature, some classical Chinese poetry, and Shakespeare’s *The Merchant of Venice*. In the spring we will leap forward to read nineteenth century poetry, plays, and novels, as well as Tom Stoppard’s dramatic retrospective on the era, *Arcadia*.

Texts/Readings:

**Fall:**
- The Homeric Hymn to Demeter
- Homer, *The Iliad*
- Homer, *The Odyssey*
- Archilochus, selected poems
- Sappho, selected poems
- Aeschylus, *Oedipus Tyrannus*
- Euripides, *Bacchae*
- Plautus, *The Haunted House*
- Qu Yuan, “Encountering Sorrow”
- Li Bai, selected poems
- Du Fu, selected poems
- Petrarch, selected poems
- Shakespeare, selected poems
- Shakespeare, *The Merchant of Venice*

**Spring:**
- Macpherson, *Fragments of Ancient Poetry*
- Smith, from *Elegiac Sonnets*
- Wordsworth and Coleridge, *Lyrical Ballads*
- Scott, *The Lay of the Last Minstrel*
- Byron, *Childe Harold’s Pilgrimage* Canto I
- Scott, *Waverley*
- Austen, *Persuasion*
- Dickinson, selected poems
- Baudelaire, selected poems
- Eliot, *Middlemarch*
- James, *Daisy Miller*
- Stoppard, *Arcadia*

Assignments:  
Requirements will include attendance and participation, a series of short papers (each counting for 10% or 15% of the final grade), occasional quizzes, and a final exam, asking students to identify and discuss passages from our reading, that will be weighed in with your participation grade (so that students can demonstrate a mastery of the reading both through participation and through the exam).

About the Professor:  
Samuel Baker has been teaching at the University of Texas since 2001. He studied Comparative Literature at Columbia University and he holds a Ph.D. in English from the University of Chicago. He specializes in British literature of the eighteenth and nineteenth centuries, and also teaches in the fields of British studies and media studies. In 2010 he published a book, *Written on the Water: British Romanticism and the Maritime Empire of Culture*. He is currently working on a new book on the history of the gothic.
Course Number: E 603
Title: Composition and Reading in World Literature
Instructor: Mary Blockley
Time and Location: MWF 11:00am-12:00pm, CRD 007B
Unique Number: 34560

Description:
In the first semester we will read a number of texts from the European epic tradition in historical order, with a view towards understanding how these works have retained their interest and authority over the centuries, and how they provide models of literary form that persist from antiquity through the long medieval era. Some of the texts are central to the Great Books curriculum of the twentieth century; others’ significance is no longer so obvious. We will look into both the workings of large narrative forms that lie behind the modern notion of a book chapter and the development of a forensic tool kit of rhetorical, literary, and even grammatical structures.

Texts/Readings:
**Fall**
*Iliad*, Homer (trans. Lombardo)
*Aeneid*, Vergil (Lombardo)
*Civil War*, Lucan (trans. Matthew Fox)
*Njalssaga*, Anon. (trans. Cook)
*The Táin* (Táin Bó Cúailnge), Anon. (trans. Carson)

Occasional supplementary texts

**Spring**
*Don Quixote*, Cervantes (trans. Rutherford)
*Tristram Shandy*, Sterne
*Faust, Part I*, Goethe (trans. Kaufmann)
*The Master and Margarita*, Bulgakov (trans. Pevar and Volokhonsky)
*Doctor Faustus*, Mann (trans. Wood)

Assignments:
Beginning in the second week, everyone will regularly bring to class meetings a written focused response (about 300 words) to the reading selection that can catalyze discussion and provide the seed for cogent essays. Plagiarism = Failure. Since there is no midterm or final exam, presence and participation in class are crucial; anyone missing four classes, for any reason, will fail the course. You will also write four short formal essays (800-1000 words) over the course of the semester that will develop your ability to present an original and persuasive contextual close reading of passages from these texts and a slightly longer formal analytical one towards the end of the semester.

Reading responses, attendance and class participation (including peer reviews, oral reports): 40%
Short Essays 10% each (4 total)
Analytical Essay 20%

About the Professor:
Mary Blockley received her Ph.D. from Yale in 1984. Her research interests include medieval philology and historical linguistics.
**Course Number:** E 603  
**Title:** Composition and Reading in World Literature  
**Instructor:** Jerome Bump  
**Time and Location:** TTH 11:00am-12:30pm, PAR 104  
**Unique Number:** 34570

**Description:**

This version of 603 is devoted to experiential learning. In the second semester it will be a leadership/ethics "flag" course, focusing on those subjects, and a service learning course, requiring students to go out into the community and write a story to facilitate the adoption of a dog or cat who was or is on death row at the animal shelter.

In both semesters this version of E603 is for students who have already read many of the older masterworks of Western civilization and are ready to move on to masterpieces of world literature aligned with four of the six experiences required in the new core curriculum: writing, global cultures, American cultural diversity, and ethics and leadership. At U.T. and in this class especially we focus on leadership for the benefit of society, not for individual wealth. If the latter is your goal, you might want another section of this course.

Our ultimate ethics goal will be to “widen the circle of compassion,” as Einstein put it, to include not only all kinds of people but all other species as well. We will begin with analogies between factory farming, slavery, and Nazi concentration camps made by various writers and philosophers, and especially by the shocking documentary *Earthlings,* which will challenge us to become more mindful of ethical decisions we make daily about food, clothing, entertainment, etc. Our training in practical ethics will include evaluation of student behavior in the course.

Finally, to prepare you for your college and later careers we will cultivate digital, information, and print literacy and practice college-level writing, speaking, listening, discussing, and analyzing ideas. Grades will be based in part on meeting the two expectations employers have of college graduates: time management, and the ability to read, analyze, and follow complex, detailed directions. *

**Texts/Readings:**

In the first semester Lewis Carroll’s *Alice on Wonderland* and *Through the Looking Glass* will prompt discussions of leadership, discovery learning, diversity, animal ethics, and the college experience. Two novels by the Nobel Prize Winner, and U. T. alum, J. M. Coetzee, will initiate debates about the representation and treatment of animals, a topic explored also in Dobie's *Longhorns* and *Mustangs,* and many other works. Our exploration of ethics will be supported by Stephen Covey’s *7 Habits of Highly Successful People* and Ram Dass’s *How Can I Help?* Our awareness of global cultures will be increased by Coetzee’s novel, set in Africa, along with our journey to India via Hesse's German masterpiece *Siddhartha.* In response to the tragedy of 9/11 we will trace the history of compassion for all creatures in world religions, especially Indian mythology, religion, and ethics. Finally, the analogies between specieism and racism will frame our discussion of masterpieces by Native-, African-, Asian-, and Hispanic Americans, such as *Black Elk Speaks,* and *The Bluest Eye,* by Nobel Prize winner Toni Morrison. To explore gender issues we will read student essays and the graphic novel, *Fun Home,* by Alison Bechtel. This novel also exemplifies our theme of family dynamics, explored most explicitly in the movie, *Dead Poets’ Society,* starring Robyn Williams.

**Assignments:**

Your formal writing will be four multimedia autobiographical essays about your identity, your passion, your ethics (saving an animal’s life), and your leadership vision. Your goals will be to discover your self and your beliefs and to learn how to articulate them in writing and class discussion. Informal writing will be blogs about the readings in preparation for class discussion. For more information see the detailed course description at: http://www.cwrl.utexas.edu/~bump/603A12/course.html

**About the Professor:**

Jerome Bump has been awarded a Woodrow Wilson Fellowship, a N. D. E. A. Fellowship, a National Endowment for the Humanities Fellowship, the Jeanne Holloway Award for undergraduate teaching, the Dad’s Association Centennial Teaching Fellowship for instructing freshmen, and the Rhodes Centennial Teaching Fellowship for directing the Computer Writing and Research Laboratory (devoted primarily to lower division instruction).

*Nota Bene: Professor Bump’s E 603 has a time conflict with Professor Bizer’s TC 302.*
Course Number: E 603  
Title: Composition and Reading in World Literature  
Instructor: George Christian  
Time and Location: TTH 9:30am-11:00am, MEZ 1.204  
Unique Number: 34540

Description:  
Below is the reading list for both semesters of this course. During the fall we will read the epic poetry of Homer, Virgil, Dante, and Milton, Greek tragedy and Shakespearean history, and the great anti-romance, Don Quixote. During the spring we will explore European Romanticism, represented here by Goethe’s Faust and Scott’s Waverley, and the protean genre of the modern novel in works by Dostoyevsky, Zola, Kafka, Faulkner, and Thomas Mann.

Texts/Readings:

Fall  
Homer, *The Odyssey*  
Aeschylus, *The Oresteia*  
Virgil, *The Aeneid* (first six books)  
Dante, *The Inferno*  
Shakespeare, *The Merchant of Venice*  
Shakespeare, *Henry V*  
Milton, *Paradise Lost*  
Cervantes, *Don Quixote* (Part 1)

Spring  
Goethe, *Faust* (Part 1)  
Scott, *Waverley*  
Dostoyevsky, *Crime and Punishment*  
Zola, *The Debacle*  
Kafka, *The Trial*  
Mann, *The Magic Mountain*  
Woolf, *Three Guineas*  
Bulgakov, *The Master and Margarita*

Assignments:  
Although there may be occasional lectures to provide historical background, the primary method of instruction will be class discussion of the assigned reading. You must therefore come to class prepared to participate in discussions and will be asked periodically to lead them by posing two or three critical questions for consideration. No midterms or final exams will be given, but expect to write four or five essays (4-5 typed pages long) each term, plus occasional quizzes or brief (one-page) papers in class. No late papers will be accepted. Attendance is mandatory—no one absent more than five classes in a semester will receive a passing grade. Grading breakdown:

Writing assignments:  75%  
Class participation:  25%

About the Professor:  
George S. Christian graduated from Plan II in 1982. He went on to the University of Texas School of Law and has practiced law in New York and Austin since 1985. He returned to graduate school in English at UT, receiving his doctorate in 2000. He is in his second year of teaching at UT, where he specializes in nineteenth-century British literature. He is an inveterate reader, an unreconstructed humanist, a father of four children, and a passionate follower of UT sports since childhood.
**Description:**
The course is designed in two ways—(1) to show the relevance and vitality of classic and modern culture in the present day, and (2), to explore a range of literature from a variety of western and non-western cultures.

For (1), we will have sequences of reading with a foundation in a live Austin performance. For the annual reading of translator and performer Stanley Lombardo we will have a classical sequence based on his scheduled readings. We will deeply explore Shakespeare’s *The Merchant of Venice* in preparation for the annual visit of The Actors from the London Stage. We will read and discuss the relevant play we choose from the Department of Theater or St. Edward’s season. And we will read from notable authors scheduled to read at UT. Attendance will be required for the majority of these performances.

For (2), there will be a series of mini-courses, so to speak. We will have a comparable reading of war epics—from The Iliad to The Mahabharata to the Mali Empire Epic Sundiata. There will be what might be considered mini-courses—reading in Confucius and Lao Tsu will be followed by T’ang Dynasty poets, then the Chinese turn-of-the-century writer Lu Xun and an important living writer. Modern India will be explored through short stories by Rabindranath Tagore, Premchand, and R.K. Narayan, and through a major novel like Arundhati Roy’s *The God of Small Things*. Either Africa or South America will be featured in a third mini-course.

For a blend of (1) and (2) we will read a text or texts at the end of the first semester by the 2012 Nobel Prize Winner in Literature. We will know who that is some time in October.

Film will be an essential component of our course.

**Texts/Readings:**
Narayan, R.K. *The Mahabharata: A Shortened Modern Prose Version of the Original Epic*
Other texts will be ordered by mid-summer, dependent on Austin performances.
A Course Reader and online texts will contain required material.

**Assignments:**
Three or five short assignments (Library Treasure Hunt, Epic Storytelling, reviews of readings/performances, etc.) 10%
Oral Presentation on assigned topic to enhance reader understanding of texts. 10%
Active and useful participation in class discussion. 10%
Short, objective quizzes on the reading (to encourage preparedness) 10%
Short Paper on *The Merchant of Venice* section (3-4 pages). 20%
Short Paper on Greek or Indian Epic section. 20%
Short Paper on Nobel Winner. 20%
Papers subject to student revision, except the last paper. It is hoped that the numerous short assignments allow for growth and the development of good writing practices.

**About the Professor:**
Brian Doherty is a senior lecturer in the English Department. He received his Ph.D. from the University of Wisconsin-Milwaukee in 1994. Courses taught in Masterworks of World Literature have led to an interest in the newly developing canon of global world literature. He has an essay in progress on "Three Presentations of Achebe’s Things Fall Apart," which looks at the novel in context of three different anthologies.
Course Number: E 603  
Title: Composition and Reading in World Literature  
Instructor: James Garrison  
Time and Location: MWF 11:00am-12:00pm, CRD 007A  
Unique Number: 34555

Description:  
This section of E603A-B will consider versions of epic narrative from ancient to modern times. The first semester will be devoted to the study of classical and medieval epic, which we will read in translation. The second semester will consider transformations of this literary inheritance in English literature beginning with the Renaissance and continuing to the present. The emphasis throughout will be on how these narratives engage in dialogue with one another, how this cultural heritage speaks across the centuries to us as a class and to each of us individually.

Texts/Readings:  
Fall  
Homer, *Iliad*, trans. Stanley Lombardo (Hackett)  
Homer, *Odyssey*, trans. Stanley Lombardo (Hackett)  
Virgil, *Aeneid*, trans. Stanley Lombardo (Hackett)  
*Das Nibelungenlied: Song of the Nibelungs*, trans. Burton Raffel (Yale)  
*The Song of Roland*, trans. Glyn Burgess (Penguin)  
*The Song of the Cid*, trans. Burton Raffel (Penguin)

Spring  
Spenser, *The Faerie Queene* (Penguin)  
Pope, *The Dunciad* (Penguin)  
Byron, *Don Juan* (Penguin)  
Pound, *Cantos* (New Directions)  
Walcott, *Omeros* (Farrar, Straus, Giroux)

Assignments:  
Papers 60% (papers 1 and 2 15% each, third paper 30%)  
Reading journal 20%  
In-class essay 10%  
Final exam 10%

A strong attendance record (5 absences or fewer) provides exemption with a grade of 100 from the final exam.

About the Professor:  
James D. Garrison attended Princeton and The University of California Berkeley, receiving his PhD in English in 1972. Since 1973 he has taught at UT, serving as Chair of the English Department from 1994 to 2006. He is the author of two books on the poetry of John Dryden -- *Dryden and the Tradition of Panegyric* and *Pietas from Vergil to Dryden* -- as well as articles on Dryden, Gray, and Gibbon. His book *A Dangerous Liberty: Translating Gray’s Elegy* appeared in 2009 and in 2011 he received the Chad Oliver Award for Teaching Excellence in Plan II. He holds the Archibald A. Hill Regents Centennial Professorship in English and American Literature and the title Distinguished Teaching Professor.
Course Number: E 603
Title: Composition and Reading in World Literature
Instructor: Coleman Hutchison
Time and Location: MWF 11:00am-12:00pm, PAR 302
Unique Number: 34565

Description:
This course will expose students to a wide range of global literatures in literary and historical context, but with a thematic focus: love and human meaning. How do people of different cultures and regions use discourses of love to make meaning in their lives? What can literature teach us about the trans-historical and trans-cultural experiences of love? To steal a line, what do we talk about when we talk about love? Surveys of world literature are, by their nature, partial and idiosyncratic. There is simply no way to represent in a single year the full diversity of the literatures (plural) produced in a given country or region – much less all over the world. In compassing the globe this course will emphasize a common theme (i.e., love) and communal literary forms (e.g., narrative fiction, the sonnet). This organizing principle will allow us to engage in a responsible cross-cultural analysis, one that is sensitive to differences in social and historical context. This course will model methods of literary and cultural interpretation; help students to improve their critical thinking, reading, and writing skills; and underscore the complex, at times obscure nature of “talk of love.”

Texts/Readings:
*The Song of Songs*
Sappo, poems
William Shakespeare, *King Lear* (c. 1603)
William Shakespeare, *Shakespeare’s Sonnets* (1609)
Johann Wolfgang von Goethe, *The Sorrows of Young Werther* (1774)
Charles Dickens, *Great Expectations* (1861)
Kate Chopin, *The Awakening* (1899)
Pablo Neruda, *Twenty Love Poems and a Song of Despair* (1924)
Zora Neale Hurston, *Their Eyes Were Watching God* (1937)
Vladimir Nebokov, *Lolita* (1955)

Supplemental Readings will be made available in a Course Packet
Note: Required Film Viewings – Stanley Kubrick, dir. *Lolita* (1962)

Assignments:
Participation 25%
Short Essays 75% (3 total – 25% each)

About the Professor:
Coleman Hutchison (Ph.D., Northwestern, 2006) teaches and writes about U.S. literature and culture to 1900. He has abiding interests in poetry, print culture, regional and national literatures, popular and folk music, and histories of sexuality. His essays have appeared in *American Literary History, Comparative American Studies, The Emily Dickinson Journal,* and *PMLA,* among other venues. He recently published the first literary history of the Confederacy, *Apples and Ashes: Literature, Nationalism, and the Confederate States of America.*

Hutchison is working on two books-in-progress: “The Ditch is Nearer: Race, Place, and American Poetry, 1863-2009” and a popular biography of “Dixie.” The former project studies the interpenetration of locality and racial consciousness in American poetry between Abraham Lincoln’s Emancipation Proclamation and Barack Obama’s inauguration; the latter tells the story of how a song gave a region a nickname, and how that nickname helped to shape the region’s cultural identity.

Hutchison’s research has been supported by the American Academy of Arts & Sciences, the American Antiquarian Society, the Bibliographical Society of America, the Boston Athenaeum, and the Huntington Library. In 2010 Hutchison received a UT System Regents’ Outstanding Teaching Award.
Course Number: E 603
Title: Composition and Reading in World Literature
Instructor: James Loehlin
Time and Location: TTH 9:30am-11:00am, PAR 302
Unique Number: 34545

Description:
This course aims to provide an exciting encounter with many of the major works of Western literature, with a special focus on the drama. Conflict—between passionate individuals, competing world-views, differing ideas of the good, or whole human societies—has been at the center of the Western literary tradition since the quarrel between Achilles and Agamemnon that opens the *Iliad*, and the devastating war between Greeks and Trojans that Homer's epic depicts. While we will explore the way competing ideas and personalities are expressed in many forms, from the lyric to the novel, the drama will be at the center of our investigations. In plays from Aeschylus and Shakespeare to Chekhov and Beckett, competing perspectives, embodied in powerful rhetoric, allow us to come to a many-sided understanding of the basic problems of human life. We will listen to those voices, and try them out ourselves, in our year-long exploration.

Texts/Readings:
Fall:
Homer, *The Iliad* (trans. Lombardo)
Aeschylus, *Oresteia*
Euripides, *Medea*
Aristophanes, *Lysistrata*
Dante, *Inferno*
Chaucer, *Canterbury Tales*
Medieval Mystery Plays
Shakespeare, *King Lear*

Spring:
Milton, *Paradise Lost*
Blake/Wordsworth/Coleridge, poems
Flaubert, *Madame Bovary*
Chekhov, *The Cherry Orchard*
Conrad, *Heart of Darkness*
Woolf, *To The Lighthouse*
Eliot, *The Waste Land*
Brecht, *Mother Courage and Her Children*
Beckett, *Waiting for Godot*
Stoppard, *Arcadia*

Assignments:
Requirements will include several short papers, a final exam in the fall and a term paper in the spring, and active participation in class, including performing excerpts from the works we are studying.

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About the Professor:
James Loehlin is a Plan II alumnus with a Master’s from Oxford and a Ph.D. from Stanford. He is Director of the Shakespeare at Winedale program in the English Department. He has written histories of Shakespeare’s *Henry IV, Henry V* and *Romeo and Juliet* in performance, as well as Chekhov’s *The Cherry Orchard*. He has directed and acted in dozens of productions, and enjoys theatre, movies, fishing, and all manner of sports and games.
Course Number: E 603  
Title: Composition and Reading in World Literature  
Instructor: Allen MacDuffie  
Time and Location: TTH 9:30am-11:00am, CRD 007B  
Unique Number: 34535  

Description:  
This course is an introduction to some of the most significant works of Western literature, with a particular emphasis on “fictions of formation.” Beginning with important classical and Renaissance precursor texts, we will focus on the nineteenth-century bildungsroman, or coming-of-age story, in its classic form. Our reading of these works will be informed by recent critical scholarship, and by essays on the historical and cultural background of the period. We will pay close attention to the question of gender, and the ways in which the process of identity formation is represented differently in texts about female protagonists by female authors.

In the second semester, we will extend our investigation by focusing on twentieth-century and twenty-first-century texts from a range of national and cultural traditions. If the first semester focuses on “fictions of formation” then the second semester emphasizes “fictions of deformation”—stories in which the process of achieving a stable identity and finding one’s place in the world is blocked, thwarted, or shown to be an illusionary goal.

Texts/Readings:  
Authors during the fall semester TBA but may include: William Shakespeare, Charles Dickens, Charlotte Brontë and George Eliot.

Authors during the spring semester TBA but may include: James Joyce, Virginia Woolf, James Baldwin, Jean Rhys, and Junot Diaz.

Assignments:  
Class participation will count as 20% of the final grade. Students are expected to participate actively in class discussions, which includes not just speaking but attentive listening to your peers.

There will be three essay assignments representing 70% of the final grade:  
Essay 1: 20%  
Essay 2: 20%  
Essay 3: 30 %

In addition each student will give one in-class presentation representing 10% of the final grade.

About the Professor:  
I received my Ph.D. in 2007 from Harvard University, where I wrote a dissertation on thermodynamics and the Victorian literary imagination. Portions of that work have appeared in the journals Representations and English Literary History. Currently I am finishing a book manuscript entitled The City and the Sun: Energy, Thermodynamics, and the Victorian Ecological Imagination, which expands upon my dissertation research.

My areas of interest include the nineteenth- and twentieth-century novel, Victorian poetry, narrative theory, and science and literature studies.
Course Number: E 603  
Title: Composition and Reading in World Literature  
Instructor: Marjorie Woods  
Time and Location: TTH 9:30am-11:00am, CRD 007A  
Unique Number: 34530  

Description:  
Reading a book can change your life. For many, a book has provided a formative experience that shaped personality, led to a conversion experience, or provided guidance in a time of crisis.  

During the first semester we will explore early classics of the western tradition that have enlightened or guided many readers—works that inspired extreme reactions almost immediately and for centuries afterward.  

For the spring semester, the books will be chosen in consultation with the students. There will be some guidelines and an attempt to pick texts that work well together, continuing some of the themes developed during the first semester. However, the focus and specific works will be decided on by each class.  

Texts/Readings:  
Fall  
Homer, *The Iliad*  
Hesiod, *Theogony*, or Euripides, *Helen* (student choice)  
Sappho, *Poems and Fragments*  
Plato, *The Symposium*  
Virgil, *The Aeneid*  
Augustine, *Confessions* (selections)  

Spring (selected works chosen by students in recent years)  
De Troyes, *Arthurian Romances*  
Pa Chin, *The Family*  
Kanafani, *Men in the Sun*  
Murakami, *Kafka on the Shore*  
Dangarembga, *Nervous Conditions*  
Lahiri, *Interpreter of Maladies*  
Müller, *Land of Green Plums*  

Assignments:  
Students will be required to write three analytical or creative papers of 3-5 pages each during the first semester. The first two papers will go through rigorous peer review before submission, and the last one can be revised if turned in early. During the second semester, different kinds of papers of approximately the same length will be assigned; two will incorporate some research and reading of scholarly articles; the third will be an open topic, which can be an autobiographical essay on an important reading experience. Peer review will be conducted during the second semester as well. There will be NO extensions on paper deadlines. Classes will be conducted by discussion and close reading of texts. Each student will be responsible for one or two short informal oral presentations per semester as well as regular class participation. Attendance is required, but, I hope, enjoyable.  

About the Professor:  
Marjorie Curry Woods is a medievalist specializing in school texts, especially literary works, and the history of teaching. Her wider interests include the history of reading and the transmission of knowledge, especially classical texts. Currently she is writing a book on the long western tradition of schoolboys writing and performing speeches in the voices of female characters from literature. For fun she likes to travel, watch sports, learn languages, and listen to live music, especially in Austin. Learn more about her from her UT website:  
http://www.utexas.edu/cola/depts/english/faculty/woodsmc
First-Year
Signature
Course
T C 302
Course Number: TC 302
Title: Hunger
Instructor: Marc Bizer
Time and Location: TTH 11:00am-12:30pm, CRD 007A
Unique Number: 42940
Semester: Fall 2012

Description:
Today, thanks to journalists such as Eric Schlosser (Fast Food Nation) but also Michael Pollan (The Omnivore’s Dilemma, In Defense of Food), eating is recognized as an integral (and problematic) part of national and individual identity. This seminar will focus on the relationship between eating, hunger, and identity by looking at modern non-fictional as well as literary and filmic accounts of eating, fasting, and starving. The course will be divided into three sections: politics, poetics, and culture. In the politics section of the course, we will study the physiological and political dimensions of hunger: first how hunger affects the body, and then how starvation can be a result of marginalization, exploitation, and victimization. In the poetics part, we will read works where eating, hunger and fasting are acts of self-definition and revolt. The last portion of the course, devoted to cultural questions, will use filmic representations of eating and hunger to generate discussion about the ways in which they are conditioned by cultural and national identities. Discussion throughout the course will be enriched by students’ hands-on experience of the politics and economics of hunger by volunteer work at the Capitol Area Food Bank, a local soup kitchen, sustainable farm, etc.

Texts/Readings:
For part I (politics), we will read from Russell’s Hunger: An Unnatural History, Patel, Pollan, and potentially others. A transition to part II (poetics) will be made by reading selected Simone Weil’s writings; we will then read Kafka’s “A Hunger Artist,” Knut Hamsun’s Hunger, and Amélie Nothomb’s The Life of Hunger. The films viewed and discussed in part III (culture) will be chosen by the students.

Assignments:
Students write 2 short papers (4-5 pages each 15% and 20%; a research paper on an aspect of a work read in the first part of the course and a literary analysis of a work from the second). Students’ volunteer experience will be blogged. Throughout the course, students will keep a journal (25%) composed of one-page writings on at least six reading/viewing assignments. During the third part of the course, students will work in teams to organize a film festival and will be responsible for animating discussion on the films viewed. Participation will count for 40% of the final grade, since it will consist not only of regular participation in class discussions, the volunteer blog, but also of one short oral report on one of the reading assignments.

About the Professor:
Marc Bizer is associate professor of French literature at the University of Texas at Austin and a specialist of French Renaissance literature which includes some notable scenes of gluttony. He has just published his third book, on the political uses of Homer in the period. In his free time, he is an avid movie-watcher and a bit of a computer nut indoors, and a runner and a swimmer outdoors. He and his wife are often busy feeding their two-year-old twins who already like tofu, although it looks like quinoa will be an acquired taste.

*Nota Bene: Professor Bizer’s TC 302 has a time conflict with Professor Bump’s E 603.*
Description:
The human life course is divided into meaningful stages, from infancy to the later years. Childhood and adolescence are two such stages, and both are interesting for several reasons. First, they differ from other stages in terms of dependence, responsibility, and expectations. Second, they are training grounds for adult society, so that experiences in these early stages can structure subsequent pathways in positive and negative ways. Third, they are both largely social constructions, meaning that the taken for granted rules, norms, and values associated with these two stages are created and shaped by larger social contexts and vary considerably across time and place. In this course, we will explore these issues in depth by mixing scientific evidence with narrative accounts about child and adolescent life. The semester will be broken down into 3 general areas. We will begin by talking about the different meanings of childhood and adolescence, turn to discussing variation in the experiences of children and adolescents across the social structure (e.g., race, class, and gender), and end with an examination of how social contexts (e.g., family, school, peer group) influence youth development.

Texts/Readings:
*The Body Project: An Intimate History of American Girls*
Joan Jacobs Brumberg, 1998, Vantage Books
*There are No Children Here: The Story of Two Boys Growing Up in the Other America*
Alex Kotlowitz, 1992, Alfred A. Knopf
*Unequal Childhoods: Class, Race, and Family Life*
Annette Lareau, 2003, University of California Press

Assignments:
10% Class participation
40% Two short essays (3-4 pages). These essays are thought pieces. Assigned topics integrate class discussion and readings and call for students’ own perceptions and opinions.
20% One oral presentation and write-up. The topic, chosen and researched by the student, should deal with an area of youth development that requires more study or intervention.
5% Attendance at University Lecture Series and University Gem
25% Take-home final examination

About the Professor:
A Plan II alum (1994), Professor Robert Crosnoe received his Ph.D. in Sociology from Stanford University and held a two-year post-doctoral fellowship in demography (the study of populations) and developmental psychology (the study of how people develop from birth to death) at the University of North Carolina at Chapel Hill before returning to Austin as an Assistant Professor in the Department of Sociology in 2001. As a fellow at the Population Research Center, he conducts research on childhood, adolescence, and adulthood with an emphasis on education and the family. Of particular interest is the phenomenon of resilience—how people succeed in life despite difficult circumstances. Professor Crosnoe has two young children himself, a son and a daughter.
Course Number: TC 302
Title: Origin Science: The Universe and Life
Instructor: Neal Evans
Time and Location: TTH 2:00pm-3:30pm, CRD 007B
Unique Number: 42955
Semester: Fall 2012

Description:
We will consider the successes and limitations of the scientific mode of reasoning by focusing on two subjects of “origin science.” The origin of the universe and the origin of life have long been considered from religious and philosophical points of view. In the twentieth century, both became the subject of scientific inquiry. We will examine the history of cosmology to understand the evolution of our world-view and the development of the scientific approach. The current state of understanding of the origin of life will be considered in the same context. Students will learn some physics, astronomy, chemistry, and biology in the context of historical events.

Texts/Readings:
The primary book for the origin of the Universe will be *The Accelerating Universe*, by Mario Livio. It will be supplemented by an anthology on cosmology edited by N. Hetherington entitled *Cosmology—Historical, Literary, Philosophical, Religious, and Scientific Perspectives*.

For the origin of life, we will use a book by Iris Fry called *The Emergence of Life on Earth* and also a book by R. Shapiro called *Origins, A Skeptic’s Guide to the Creation of Life on Earth*. This book is out of print, but the Co-op has permission to produce copies. It deals with both the science and the philosophical issues.

I will also supply materials, including articles at the level of *Scientific American* and occasionally more technical pieces.

Assignments:
There will be two exams, primarily on the scientific content (40%) and three papers (each about 5 pages), which focus on the historical and philosophical issues (50%). The remaining 10% will be based on homework and class discussion. The grade for the papers will include a component for an oral presentation; each student will make one such presentation during the semester. Class discussion will include at least one of the talks in the University Lecture Series.

About the Professor:
Professor Neal Evans studies the formation of new stars from interstellar molecular clouds using radio and infrared telescopes. He regularly teaches undergraduate classes on extraterrestrial life and the origins of the Universe, stars, planets, and life. He survived the sixties at Berkeley, earning both B.A. and Ph.D. degrees in Physics, while dabbling in English literature. After a postdoctoral fellowship at Caltech, he joined the faculty at the University of Texas, where he is currently the Randall Centennial Professor of Astronomy.
**Course Number:** TC 302  
**Title:** Emerging Selves: The Autobiographical Impulse in Women's Writing  
**Instructor:** Carol MacKay  
**Time and Location:** MWF 1:00pm-2:00pm, CRD 007B  
**Unique Number:** 42935  
**Semester:** Fall 2012

**Description:**  
Writers have always employed an ingenious array of narrative strategies to construct and project their sense of an autobiographical self, but historically that task has entailed an additional cultural challenge for women writers worldwide. Although members of the class may have read individual titles before, they will now have the opportunity to read them critically within the context of other women's writing—itself perhaps a first-time experience.

**Texts/Readings:**  
Charlotte Brontë, *Jane Eyre* (1847)  
Harriet E. Wilson, *Our Nig; or, Sketches from the Life of a Free Black* (1859)  
Charlotte Perkins Gilman, *The Yellow Wallpaper* (1899)  
May Sarton, *Journal of a Solitude* (1973)  

**Assignments:**  
Class discussion and 2 oral reports—25%  
2 short papers (each 4-5 pp.) and a seminar paper (10-12 pp. + prospectus)—75%  
Attendance at University Lecture Series—required for course credit

**About the Professor:**  
With graduate degrees from Stanford University and UCLA, Professor Carol MacKay specializes in Victorian fiction, Women’s Studies, and autobiography. She is the author of *Soliloquy in Nineteenth-Century Fiction* and the editor of *Dramatic Dickens*, which grew out of her 1986 international conference here at UT on Dickens and the theatre. The winner of the Chancellor’s Award for Outstanding New Teacher in 1981 and the Harry Ransom Teaching Award in 1992, Professor MacKay was elected to the Distinguished Teaching Academy in 2003. Her most recent book is entitled *Creative Negativity: Four Victorian Exemplars of the Female Quest*. She loves to swim at Barton Springs Pool, and she confesses to being an ailurophile.
**Course Number:** TC 302  
**Title:** Language, Concealment, and Decipherment  
**Instructor:** Marc Pierce  
**Time and Location:** MWF 12:00pm-1:00pm, CRD 007B  
**Unique Number:** 42945  
**Semester:** Fall 2012  

**Description:**  
People often conceal their secrets by using coded language. Modern examples of this phenomenon range from the innocuous (e.g. teenagers texting certain symbols to their friends to indicate that their parents are eavesdropping) to the significantly more serious (e.g. the codes used by governments to protect their secrets). This type of language use is certainly not new; the Apocalyptic books of the Bible (e.g. Daniel, Revelation) are rich in symbolic language, intended to conceal dissatisfaction with the oppressor (the Roman Empire, Babylon, etc.) from all but the uninitiated, for instance. In this course, we will explore the use of codes and coded language through time, as well as some of the most famous decipherments of codes and coded language.

We will begin in Ancient Egypt, with the development and decipherment of the hieroglyphics, and will then discuss the Germanic runic writing system. From there, we will progress to the coded language of ancient cults and religions, including the Greek cult of Elysium and Christianity; then to the coded language of medieval magic. This will lead us into the slang and argot of various social groups, including sailors, criminals, and circus workers; and then on to codes and ciphers (including Morse code, semaphore code, and the famous Enigma Machine of World War II). The course will conclude with an investigation of various current uses of coded language, from crossword puzzles to backward masking in music and literary symbols.

**Texts/Readings:**  
- Barry J. Blake, *Secret Language*  
- Course packet, containing various readings, both primary and secondary.

**Assignments:**  
Students will be required to write five brief (3-4 pp.) essays on various topics, do two brief in-class oral presentations, take a final examination, and participate in class discussion.

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<td>Papers</td>
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**About the Professor:**  
Marc Pierce is an assistant professor in the Department of Germanic Studies. He has taught courses on a number of topics, including Germanic linguistics, Great Books, German grammar and composition, and German and Scandinavian literature. His research focuses mainly on Germanic linguistics and philology, the Brothers Grimm, and the history of linguistics. He is currently working on a book about the history of Germanic linguistics in North America. He has held fellowships from the Swedish Institute and the German Academic Exchange Service.
Course Number: TC 302
Title: The Evolution/Creation Debate in America
Instructors: Denné Reed & Steve Friesen
Time and Location: TTH 3:30pm-5:00pm, MAI 220B
Unique Number: 42960
Semester: Fall 2012

Description:
Starting with the late 17th century inquiries of Nicholas Steno, debate and discussion on the question of evolution raged in biology until the neo-Darwinian synthesis of the 1930’s established evolution by mutation, genetic drift, and natural selection as the consensus paradigm of modern biology and the organizing principle around which the discipline is based. The universal adherence to evolutionary principles in biology stands in stark contrast to popular perceptions, where only about half of the U.S. population accepts the basic tenants of evolution.

The goal of this course is to provide basic scientific and religious literacy in a single course that is team-taught by a physical anthropologist and a specialist in Biblical literature. We will examine the interplay between scientific and popular thought through the lens of the contemporary debate on evolution and human origins in the U.S. The course takes a broad look at how different religious traditions, including Christianity, Islam, Judaism, Buddhism and indigenous religions approach the question of origins, and how they interact with one another and with science. Through critical reading, civil discourse, and concise writing students explore the scientific basis of evolution; different definitions of science, religion and mythology; the debate on intelligent design; scientific and mythic cosmologies; the bases of epistemologies; the role of science and religion in morality and ethics; and contemporary politics surrounding science education.

Texts/Readings:

Assignments:
This course seeks to develop three important skills: 1) critical thinking and the ability to analyze written and spoken arguments, 2) the ability to share ideas through discourse rather than heated argument with the aim of reaching greater understanding for all participants rather than coercive persuasion to a particular point of view, 3) the ability to craft a laconic, well-reasoned essay.

In pursuit of these goals the coarse requires students to annotate assigned readings and to keep a written journal with short entries (ca. 150-200 words) of reading notes and discussion questions for each class session, along with a brief summary of the in-class discussion. Journals are graded and account for 40% of the total grade.

Each class discussion is led and moderated by one student with help from the instructors. In preparation to lead a class discussion students must prepare written summaries of the readings, along with a list of major and minor discussion questions. This critical reading assignment accounts for 10% of the student’s grade.

Drawing on the critical reading assignment and the class discussion, the student is expected to write a well-crafted short essay (ca. 1000-1200 words) on the topic that was discussed. This essay may draw upon points raised during the class discussion but must be more than a mere summary of the discussion. The essay should reflect the student’s position on the topic and also provide evidence and reasoned argument in support of that position. The essay is due one week after the student moderates the class. Critique on the essay is provided by the instructors, a revised version of the essay is submitted and accounts for 25% of the student’s grade.

Students will apply their writing skills to a final exam covering major topics that arise in the course. The final exam will count for the remaining 25% of the students’ grades.

About the Professors:
Denné Reed is Assistant Professor in the Department of Anthropology who studies the influences of ecology and environment on hominin adaptations and behavior. Denné conducts field work on human origins in Ethiopia, Tanzania, and Morocco.

Steve Friesen is the Louise Farmer Boyer Chair in Biblical Studies, Department of Religious Studies. His area of research is Christian origins. His special interests include apocalyptic literature, and economic inequality in the early Roman Empire.
Course Number: TC 302  
Title: The Mind Body Relationship in Modern Medicine  
Instructor: Rosa Schnyer  
Time and Location: TTH 3:30pm-5:00pm, CRD 007B  
Unique Number: 42950  
Semester: Fall 2012

Description:  
This course will explore the mind body relationship in sickness and health from an interdisciplinary perspective. The aim is to provide a contemporary critical overview of the many influences that shape our beliefs about what the role of belief and expectation in healing and the implications of these beliefs in health care access, delivery and choices.

Various perspectives from the fields of philosophy, neurobiology, anthropology, psychology, medicine and economics will be presented in this course.

A key goal in health care is to foster the ability of health professionals to critically appraise the best scientific evidence in making decisions about the care of individual patients. Although evidence is not limited to what we know through randomized controlled trials and meta-analyses, at the end of the day, the buck stops with the question of efficacy: is a treatment effective above and beyond the patient’s belief that it will work? But what do we know so far about the mind-body relationship? Is the elusive placebo a clinicians’ friend or a foe? What are the implications of the emerging field of mind-body medicine in our interpretation of clinical research data? How does culture influence our beliefs on why we fall ill, and how do our beliefs influence the course and duration of our illness? How will we decide which benefits to include in The Affordable Care Act?

Texts/Readings:  
Additional readings will be posted on Blackboard.

Assignments:  
There are a variety of assignments for this course. These assignments were chosen to provide you with the opportunity to learn some new skills and practice old ones that will be helpful for you as you begin your college career. Please seek guidance early and often as you work on these assignments.

There are three main categories of assignments for the semester (Quizzes / Exams, Oral Presentations, and Written Assignments). You are encouraged to personalize the assignments to areas that are of interest to you. It is much interesting to hear how the material applies to your life and your interests! Participation and keeping up with the weekly readings are essential components of the course. Specific assignments are subject to change and will be announced on the first day of class; overall grade distribution will remain the same.

Readings – (response and participation on blackboard and in class discussion) – 20%  
Writing – (weekly journal entries, two personal reflections 250-500 words, paper 500-750 words, final assignment search/bibliography/thesis statement/abstract) - 25%  
Oral – (two mini oral presentations, Debate/Discussion Argument presentation) - 25%  
Quizzes – (two based on on-line tutorials) - 5%  
Final Exam – 25%

About the Professor:  
Rosa N. Schnyer is a Doctor of Chinese Medicine (DAOM) and a Clinical Assistant Professor in the College of Nursing where she teaches and introductory course on Botanicals and Nutriceuticals and a course on Complementary and Alternative Medicine. She conducts research on acupuncture. Dr. Schnyer serves is former co-president of the Society for Acupuncture Research and maintains a private practice in Austin, TX.
Course Number: TC 302
Title: Art, Sport and the Meaning of Life
Instructor: Tara Smith
Time and Location: TTH 2:00pm-3:30pm, WAG 112
Unique: 42925
Semester: Fall 2012

Description:
This course will explore the meaning and value of two unusual human activities – the creation and contemplation of art and the playing and watching of sports – and aim to situate them in the larger framework of how human beings should lead their lives. What, in particular, is truly valuable in a human life? What is most valuable? And what might art or sport have to do with that?

In different forms, both art and sport have been around for millennia. In part, we will address the question: why? “It’s just a story,” after all; “it’s only a game.” Both realms are artificial and even the finest displays in each stand removed from ordinary, practical concerns. Neither offers a utilitarian service, such as baking bread or curing the sick. Yet people devote countless hours and often care passionately about a work or art or a particular team. (Think about your favorite music, or a painting that you loathe, or the OU game.) Should they?

Is interest in art or sport a matter of personal preference or taste, or does either speak to some sort of need in the human psyche? If so, what is the exact nature of this need? What is it a need for? Does man have non-physical needs?

People enjoy many forms of rest and less structured forms of play than those provided by art and sport. Nature offers considerable beauty and people’s lives (as well as history) offer plenty of stories to contemplate. Given this, what is it about the creation or contemplation of art or about being a spectator or player of sport that is distinctly gratifying? And what is the point of these activities? Is art valuable in order to teach lessons, for instance, to convey a moral? Is sport worthwhile as a means of building character of developing specific skills or traits, such as discipline, persistence, or teamwork, as many have claimed? Is either art or sport simply an end in itself? What makes anything and end in itself? And what bestows value on anything, for that matter?

By seeking to understand the unusual kind of value that art and sport offer (along with significant similarities and differences in their value), we will be led to consider the nature of values, as such. Correspondingly, by exploring the meaning of art and the meaning of sport, we will explore the age-old question of the meaning of life. And the meaning and value of things in a person’s life.

Texts/Readings:
Susan Wolf, Meaning in Life & Why it Matters
Additional readings will be required in the form of a course packet, PDF’s posted to blackboard and online articles

Assignments:
Paper 1 and draft – 4 pages – 15%
Paper 2 and draft – 4 pages – 20%
Paper 3 and draft – 6-8 pages – 25% (this draft will be graded by the prof. & must be substantially revised)
Final Exam (take home, all essays) – 25%
Oral presentation, brief homework assignments, attendance, thoughtful participation – 15%

About the Professor:
Professor Tara Smith’s main interests concern the nature of values, virtues, and the requirements of objective law. She is currently writing a book on proper methodology in judicial review. Smith is author of Ayn Rand’s Normative Ethics – The Virtuous Egoist (2006), Viable Values – A Study of Life as the Root and Reward of Morality (2000), and Moral Rights and Political Freedom (1995), as well as a number of articles in such venues as The Journal of Philosophy, American Philosophical Quarterly, Law and Philosophy, and Social Philosophy and Policy. Recent publications include “Reckless Caution: The Perils of Judicial Minimalism,” NYU Journal of Law & Liberty, 2010, and “Originalism’s Misplaced Fidelity: ‘Original’ Meaning is Not Objective,” Constitutional Commentary, 2009. She is the BB&T Chair for the Study of Objectivism and also holds the Anthem Foundation Fellowship and is a lifelong, devoted New York Giants fan.
**Course Number:** TC 302  
**Title:** Doubles, Fakes and Counterfeits  
**Instructor:** J.K. Barret  
**Time and Location:** TBA  
**Unique Number:** TBA  
**Semester:** Spring 2013

**Description:**
Selfish. Self-conscious. Self-aware. Self-absorbed. These familiar words characterize both a state of mind and a way of interacting with the world around us, one that implicitly depends on a story familiar in college classrooms: that the modern, autonomous, secular self was born in the Renaissance. More recently, computers have given rise to a way of accessing the world virtually, even allowing us to create online versions of ourselves through social networks like Facebook or role-playing communities like Second Life. In this course, we'll think about the clash of these two strands—is a human being importantly singular or is a multiple, fractured identity the mark of human progress?—by exploring the literature of "Double, Fakes and Counterfeits." Even before Shakespeare, literary texts have been fascinated with doubled figures, ranging from mirror images to twins to nefarious, forged reproductions. This course will approach a broad sampling of literary texts that take up these popular figures to investigate how, when and why the representation of a second version might tell us something about its original.

**Texts/Readings:**
- Ovid, *Metamorphoses* (selections)  
- Arthur Phillips, *The Tragedy of Arthur*  
- Ridley Scott, *Blade Runner*  
- William Shakespeare, *Twelfth Night; The Winter’s Tale*  
- Edmund Spenser, *The Faerie Queene* (selections)  
- Mary Shelley, *Frankenstein*  
- Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*  
- Oscar Wilde, *The Picture of Dorian Gray*  
- Orson Welles, *F is for Fake*

**Assignments:**
- Daily reaction (100 words)  
- Two Brief Research Exercises (1-2 pages each)  
- In-class Presentation  
- Class Participation  
- Three Papers (3-4 pages each)  
- Final exam

**Assignments:**
- Daily reaction (100 words)  
- Two Brief Research Exercises (1-2 pages each)  
- In-class Presentation  
- Class Participation  
- Three Papers (3-4 pages each)  
- Final exam

**About the Professor:**
J.K. Barret has been an Assistant Professor of English at UT Austin since 2009. She grew up in southern California, but lived on the east coast while attending college (University of Pennsylvania), graduate school (Princeton University), and in between (working in finance in Washington DC and at an internet start up company in New York City). As an undergraduate, she majored in English, focusing on medieval and Renaissance literature, and minored in Classical Studies. In graduate school, she turned her attention to Renaissance texts. She has been awarded several national fellowships (including the Solmsen Fellowship, the Josephine de Karman Fellowship and the Mrs. Giles Whiting Fellowship) that provided support for her research project on conceptions of time and the future in the literature of Renaissance England. She has also received fellowship support to study French and Italian abroad. Her academic areas of interest include the intersection between word and image, temporality, performance, narrative, translation, and the influence of antiquity on Renaissance writers. She is an avid traveler, and has lived in Spain and visited Europe, Latin America and (briefly) Morocco.
Course Number: TC 302
Title: Images of Hellenism
Instructor: Glenn Peers
Time and Location: TBA
Unique Number: TBA
Semester: Spring 2013

Description:
This class examines the traditions of Hellenism in art and culture from the age of Homer to the twentieth century. We will focus on paradigmatic monuments of Hellenic culture (Mycenae, Parthenon, Venus de Milo, Hagia Sophia, and other less well-known monuments like late medieval Crete, the work of Makriyiannis and modern painting), all while making connection to significant works of literary culture (Homer, Sophocles, Thucydides, Paul the Silentiary, the Patriarch Photius, Cavafy, Elytis and Seferis, for example). We will study these works of art and literature not only to appreciate the extraordinary achievement of Hellenism from the pre-historic to the modern period, but also to understand the dynamic relationship of art and literature in that tradition—and in our own.

Objectives:
1. To gain a basic understanding of some key concepts concerning history of art and architecture. To do so, learning about styles and formal elements of art and architecture will be key, but further extracting meaning from those styles and elements will be the ultimate skill learned.
2. To learn to look at art works carefully and to articulate meaning from looking.
3. To have gained an understanding of – and appreciation for – the history of the Hellenic traditions and its meaning for our society and culture.

Texts/Readings:
Virginia Woolf, "On Not Knowing Greek"
Simon Goldhill, Who Needs Greek? Contests in the Cultural History of Hellenism (passages)
Simon Goldhill, Love, Sex and Tragedy: How the Ancient World Shapes Our Lives (passages)
Randy Kennedy, "Using Art to Train Doctors’ Eyes”
The Iliad (passages)
Athanasios Papalexandrou, The Visual Poetics of Power: Warriors, Youths, and Tripods in Early Greece
Malcolm Gladwell, "Blink: The Power of Thinking without Thinking”
A. A Donohue, Greek Sculpture and the Problem of Description (passages)
The Odyssey (passages)
Sophocles, Antigone
Mary Beard, The Parthenon (passages)
Jennifer Neils, The Parthenon Frieze (passages)
Judith M Barringer, Art, Myth, and Ritual in Classical Greece (passages)
Cultural Responses to the Persian Wars: Antiquity to the Third Millennium (passages)
Thucydides, The Peloponnesian War (passages)
J. J. Pollitt, Art and Experience in Classical Greece (passages)
Greg Curtis, Disarmed: The Story of the Venus de Milo (passages)
Peter Fuller, Art and Psychoanalysis (passages)
Christian Scripture and Apocrypha (passages)
Anthony Kaldellis, The Christian Parthenon: Classicism and Pilgrimage in Byzantine Athens (passages)
Cyril Mango, The Art of the Byzantine Empire, 312-1453: Sources and Documents (passages)
Richard Brilliant, My Laocoon: Alternative Claims in the Interpretation of Artworks (passages)
Ioannes Makriyiannis, Memoirs (passages)

Assignments:
Two take-home tests 40% (20ea)
Two papers (1000 words ea) 50% (25ea)
Attendance & Participation 10%

About the Professor:
Glenn Peers, Department of Art and Art History - I came to Byzantine art history by way of ancient Greek literature: I was a Classics major who was moved during my junior-year abroad to look at Byzantine art. I work on theoretical aspects of Byzantine art, and on social and art historical ramifications of diverse faiths in the medieval Mediterranean. I always keep the Hellenic tradition in for foreground, and I’d very much like the chance to teach a class that combines my interests in this forum.
Course Number: TC 302
Title: Pathways to Civic Engagement
Instructor: Lee Walker
Time and Location: TBA
Unique Number: TBA
Semester: Spring 2013

Description:
The aim of this class is to expose students to innovative solutions for societal justice with the hope of inspiring them to become civic entrepreneurs. The course is organized around four essential societal needs that impact all aspects of civic engagement and place: namely, Energy, Water, Food, and Transit. We will explore each topic through readings, individual research, guest speakers, and field trips in the Austin area. Students will research one of the four topics in depth and produce a final research paper on the controversies and potential solutions surrounding their focus. The course will culminate in a final group presentation, drawn largely from the students’ individual research papers.

Texts/Readings:
The readings come from a variety of sources, including newspaper articles, periodicals, and scholarly journals, and are all included in a single course packet.

Assignments:
- Readings: All readings should be completed by the class date for which they are assigned. Students are expected to participate in all discussions on the material. During guest lectures or fieldtrips, students should come to class prepared with questions to contribute to the class experience.
- Admission Slips: For each guest lecture and field trip, students should come to class prepared with at least ONE genuine, relevant, and thoughtful question per reading (more than one, if you are so inclined) based on the assigned readings and speaker/site profiles. Questions are due by 11 PM the night before each class for review by Professor Walker. Students are liable to be called on during class to introduce topics and/or present their questions, if selected.

Semester grades will be assigned according to the following (Participation will contribute discretionarily to the attendance grade):

**Writings:**
- Paper 1: Reflections on the Relationship between Justice, Energy, Water, Food Transit and Community 5%
- Paper 2: Area of Controversy & Annotated Bibliography 10%
- Paper 3: Outline 10%
- Paper 4: Draft 1 10%
- Paper 5: Final Paper (10-12pp) 25%
- PowerPoint 6: Final Presentation 20%

**Other:**
- Admission Slips/Attendance 10%
- Thank You Notes 10%

About the Professor:
Raised in Three Rivers, Texas, Lee Walker graduated from Texas A&M University with a Bachelor’s of Science in Physics (class of 1963) graduating Phi Kappa Phi (top academic 5% of his class), receiving NASA and National Science Foundation (NSF) funding for his post graduate work in nuclear physics (theoretical cosmic ray research). He was named Honorable Mention All Southwest Conference Basketball Team his senior year. Lee received his MBA from Harvard Business School in 1967. He served as the President of Dell Computer Corporation through its formative years. After leaving Dell in 1990 for health reasons, Lee was asked to teach at the University of Texas at Austin. The success of his “Elements of Entrepreneurship” and “Not for Profit Excellence” courses in the Graduate School Business Management Department earned him best teaching award three times. Lee teaches freshman courses "Pathways to Civic Engagement” and “Civic Perspectives” in the Plan II Honors Program. The Austin Chamber of Commerce recognized Lee as their 1998 Austinite of the Year. In 2000 Lee was a founder of Envision Central Texas. In 2004, Lee received the Texas Nature Conservancy Lifetime Achievement award. In 2006 Lee and his wife Jennifer Vickers received the AFP’s Outstanding Philanthropists of the year.
Either Plan II Logic (PHL 313Q) or Modes of Reasoning (TC 310) is required of ALL Plan II students, except those seeking dual degrees in Architecture, Business Honors, Computer Science, Dean’s Scholars, Engineering, Nursing, Psychology, and some Biology majors. These degree plans require a similar course (or courses) that will substitute.

These courses are not part of the lottery on Day 1. Students may register for these courses based on need and availability.
Course Number: PHL 313Q (Plan II Logic)  
Title: Logic and Scientific Reasoning  
Instructor: Josh Dever  
Time and Location: TTH 11:00am-12:30pm, WAG 101  
Unique Numbers: 42515-42540 (see online course schedule for discussion times)  
Semester: Fall 2012

Description:
This course is an introduction to the use of formal logical techniques in the analysis of arguments and texts, with an eye to the applicability of such formal techniques in the humanities, social sciences, and natural sciences. We will study formal propositional logic as a tool for extracting information from definite information premises; modal logic as a tool for modelling reasoning situations involving multiple agents or information sources; probability and probabilistic decision theory as tools for reasoning under uncertainty; and game theory as a tool for making theoretical and practical decisions in multi-agent situations.

Texts/Readings:
An Introduction to Non-Classical Logic, Graham Priest  
An Introduction to Decision Theory, Martin Peterson

Assignments:
Your grade in the course will be based on the following:

1. Short Problem Sets: There will be eight short problem sets assigned over the course of the semester. Each will consist of two or three problems designed to test your understanding of the current material. 5% each (for a total of 40%)

2. Long Problem Sets: There will be two longer problem sets over the course of the semester. These longer problem sets consist of substantially more difficult problems that ask you to take the concepts and techniques developed in class and apply and extend them in novel ways to a variety of logical puzzles. You should expect the long problem sets to require a significant commitment of time and mental energy. 12% each (for a total of 24%)

3. Exams: There will be two in-class exams. These exams will cover the same sort of material as is covered in the short problem sets. The exams are open-book and open-note. 16% (for a total of 32%)

4. Class Participation: Primarily, attendance of and participation in the weekly discussion section. 4%

There is no final exam for this course. Late work will not be accepted. All work should be done individually.

About the Professor:
Josh Dever received his Ph.D. in philosophy from the University of California at Berkeley in 1998. He works primarily in the philosophy of language and the philosophy of logic, and is the author of Complex Demonstratives, Compositionality as Methodology, Binding Into Character, and other works. His recent interests include the semantics, logic, and philosophical applications of conditionals, and foundational issues in the nature of semantic values. When he's not doing philosophy, he's usually reading English Renaissance drama or watching movies without plots.

*Nota Bene: This course is only offered during the Fall semester. Either TC 310 or PHL 313Q can fulfill the Plan II Logic/Modes requirement; students should take one course or the other.
Course Number: TC 310  
Title: Modes of Reasoning: Optimal Geometry in Nature, Art, and Mathematics  
Instructor: Daniel Knopf  
Time and Location: TTH 9:30am-11:00am, GEA 127  
Unique Number: 42970  
Semester: Fall 2012

Description: "Equations are just the boring part of mathematics. I attempt to see things in terms of geometry." — Stephen Hawking

In many cases, nature finds optimal solutions to geometric problems. For example, among all possible shapes spanning a loop of wire, a soap film always has least area. The hexagonal packing system used by bees in their honeycombs is the most efficient (least perimeter) way to divide a plane into equal areas. Remarkably, these and other shapes found in physical or biological systems also appear in abstract mathematics as solutions to certain optimization problems. Many of these forms also frequently appear in art and architecture, and are regarded as beautiful by many cultures.

These phenomena raise several interesting questions. What does it mean to have a "best form?" Indeed, is the concept of "best" even well defined in this context? Can mathematical reasoning prove that something is optimal in a precise sense? What roles do evolution and physical principles play in finding such forms? How and why do various cultures integrate such forms into their patterns of artistic expression?

This course will examine some of the attempts of science to provide rigorous explanations of optimal geometry. Historically, such attempts had both empirical and synthetic (i.e. philosophical or theological) motivations. Some even incorporated ideas that today might provocatively be labeled "intelligent design." The course will also explore how artists and architects incorporate geometric principles in their designs.

The main focus of the course will investigate what insights might be gained by looking at nature and art through the lens of mathematics — specifically, by investigating how our ways of understanding mathematics and the natural world inform and interact with each other. In accord with the Modes of Reasoning rubric, we will devote particular attention to the roles of geometric reasoning and mathematical epistemology in making our explanations intellectually rigorous. We will do this through four "case studies," organized around the following topics:  
1. Optimality and Minimal Surfaces (can optimality be proved with mathematical rigor?);  
2. Pattern and Abstraction (why does nature repeat itself?);  
3. Evidence and Proof (what convinces a mathematician that something is true?); and  
4. Symmetries and their Structure (why do symmetries form and break?).

Texts/Readings:  
The course will draw on multiple sources, which will be excerpted and included in a custom course packet. Some of the sources currently under consideration are as follows:  
The Parsimonious Universe: Shape and Form in the Natural World, by Stefan Hildebrandt and Anthony Tromba;  
Architecture and Geometry in the Age of the Baroque, by George L. Hersey;  
Connections: The Geometric Bridge between Art and Science, by Jay Kappraff;  
Fearful Symmetry: Is God a geometer?, by Ian Stewart and Martin Golubitsky;  
Geometry of Design: Studies in Proportion and Composition, by Kimberley Elam;  
Life's Other Secret: The New Mathematics of the Living World, by Ian Stewart;  
On growth and form, by D'Arcy Wentworth Thompson; and  
The shape of space, by Jeffrey R. Weeks.

Assignments:  
Exams (64%). There will be four in-class exams, each worth 16% of the total grade.  
Homework (20%). Each topical unit in the course will be accompanied by a small project.  
Class participation (16%). This component will assess participation in class discussions and completion of daily “minute papers” — brief impressionistic paragraphs written in response to questions raised during class discussion.

About the Professor:  
Dan Knopf is an Associate Professor and the Graduate Adviser in the Department of Mathematics. He joined the University of Texas at Austin in fall of 2004. He received a National Science Foundation CAREER award in 2006, and a College of Natural Sciences Teaching Excellence Award in 2012. He is an active researcher in geometric analysis — in particular, the use of geometric evolution equations to find and classify canonical or optimal geometries. He is author or coauthor of over twenty-five scholarly publications, including five books. His nonacademic interests include running, gardening, spoiling two cats, and rooting for the Longhorns.

*Nota Bene: Either TC 310 or PHL 313Q can fulfill the Plan II Logic/Modes requirement; students should take one course or the other.
Course Number: TC 310
Title: Modes of Reasoning: Inventive Thinking and Problem Solving Methods
Instructor: Marc Lewis
Time and Location: TTH 12:30pm-2:00pm, SEA 2.116
Unique Number: 42975
Semester: Fall 2012

Description:
This is a course for people who love creative problem solving. We first investigate normal modes of problem solving and why they go wrong in some instances. We then turn to novel methods for dealing with difficult problems, including creative approaches to both research and the real-world problems. Class time is evenly divided between lectures, in-class exercises, and a class/individual project.

Texts/Readings:
Readings focus on works that give insight into the creative process and reading lists that you generate yourself as you pursue ideas for your classroom presentation.

Assignments:
Class Project
Individual Project
Classroom Presentation
Classroom Participation

About the Professor:
Marc Lewis is the winner of numerous teaching awards including the Regent’s Outstanding Teaching Award, The Eyes of Texas Teaching Award, The Silver Spurs Fellowship, The Presidents Teaching Excellence Award, and University Dad's Association Centennial Fellowship. His research, which addresses the molecular biology of aging and the etiology of certain rare diseases, is based on training at Cold Spring Harbor Laboratories and Woods Hole Oceanographic Institute. His chief nonacademic interest is travel including India, Tibet, Kyrgyzstan, Nepal, Outer Mongolia and many other small and wonderful places along the way. His 2000 graduation address is ranked number 3 of the more than 700 speeches recorded at http://www.graduationwisdom.com/speeches/topten.htm.

*Nota Bene: Either TC 310 or PHL 313Q can fulfill the Plan II Logic/Modes requirement; students should take one course or the other.
Course Number: TC 310
Title: Modes of Reasoning: The Discovery of Science
Instructor: Steven Weinberg
Time and Location: TBA
Unique Number: TBA
Semester: Spring 2013

Description:
The aim of the course is to describe how we learned how to learn about nature --- that is, how science became what it is now. The topics to be covered are:

1. Greek astronomy
2. Greek physics
3. Arab science
4. Medieval science
5. The scientific revolution
6. Physics after Newton
7. Chemistry and Biology after Newton
8. Reductionism in the 20th Century
9. Is science still changing?

No scientific background is required. Scientific discoveries will be explained using elementary algebra, geometry, and trigonometry, but not calculus.

Texts/Readings:
Kuhn "Copernican Revolution" Ed: 1 Yr: 1957 Pub: TRILIT
Course Packet

Assignments:
Midterm Exam: 35%
Final Exam: 65%

About the Professor:
Steven Weinberg holds the Josey Regental Chair in Science at the University of Texas at Austin, where he is a member of the Physics and Astronomy Departments. His research on elementary particles and cosmology has been honored with numerous prizes and awards, including in 1979 the Nobel Prize in Physics and in 1991 the National Medal of Science. In 2004 he received the Benjamin Franklin Medal of the American Philosophical Society, with a citation that said he is "considered by many to be the preeminent theoretical physicist alive in the world today." He has been elected to the US National Academy of Sciences and Britain's Royal Society, as well as to the American Philosophical Society and the American Academy of Arts and Sciences. Articles of his on various subjects appear from time to time in The New York Review of Books. He has served as consultant at the U. S. Arms Control and Disarmament Agency, President of the Philosophical Society of Texas, and member of the Board of Editors of Daedalus magazine, the Council of Scholars of the Library of Congress, the JASON group of defense consultants, and many other boards and committees. Educated at Cornell, Copenhagen, and Princeton, he also holds honorary doctoral degrees from sixteen other universities, including Chicago, Columbia, McGill, Padua, Salamanca, and Yale. He taught at Columbia, Berkeley, M.I.T., and Harvard, where he was Higgins Professor of Physics, before coming to Texas in 1982.

*Nota Bene: Either TC 310 or PHL 313Q can fulfill the Plan II Logic/Modes requirement; students should take one course or the other.
BIO 301E is a common course for first-year Plan II students, however it is NOT required in the first year. These course descriptions are provided for those curious about the content of the course.

These courses are not part of the lottery on Day 1. Students may register for these courses based on need and availability.
Course Number: BIO 301E
Title: Problems in Modern Biology (Plan II Biology)
Instructor: Ruth Buskirk
Time and Location: MWF 1:00pm-2:00pm, BUR 116
Unique Numbers: 48000-48015 (see online course schedule for discussion times)
Semester: Fall 2012

Description:
This class, designed for Plan II students who are not concentrating in the life sciences, introduces major principles in genetics, molecular biology, evolution, ecology and physiology. Our emphasis will be on human biology and its applications, as we are living in times of unprecedented expansion of information in biology and significant consequences of how we use that information.

Texts/Readings:
Audesirk: BIOLOGY with Physiology, either 8th or 9th edition, Pearson Prentice Hall

Assignments:
100 points Exam 1
100 points Exam 2
100 points Exam 3
40 points Participation in activities during lecture and in discussion section
30 points Class Field Trip, Marine Science Institute (Port Aransas)
30 points Point Papers (three “making your point” papers on applied biology topics, 10 points each)
400 total points possible for Bio 301E

About the Professor:
Professor Buskirk is distinguished senior lecturer in the School of Biological Sciences and interim director of the new Health Science Honors Program in the College of Natural Sciences. Her current research concentrates on spiders and dragonflies, as well as on how students learn science. An award-winning teacher, including the most recent recipient of the Plan II Chad Oliver Teaching Award, Professor Buskirk has taught Plan II biology for the last several years and also co-leads a Maymester TC 357 course in Costa Rica. She received her doctorate in zoology from the University of California at Davis.
**Course Number:** BIO 301E  
**Title:** Problems in Modern Biology (Plan II Biology)  
**Instructor:** Stuart Reichler  
**Time and Location:** TBA  
**Unique Numbers:** TBA  
**Semester:** Spring 2013

**Description:**
Important and life altering decisions about biology (genetically altered organisms, stem cell research, pollution, end of life care, etc) are being made. Informed and rational decisions can only be made with an understanding of the underlying biological principles. This class will help provide you with that information. Instead of looking primarily at generalized information in a textbook, we will learn about contemporary topics through the use of scientific journal articles and case studies. I hope this will lead to a dynamic and useful learning experience. The drawback is that there will not be an easy source of information outside of class. Some of the topics that we will cover include: genetics, molecular biology, evolution, ecology and physiology. This class is designed for Plan II students who are not concentrating in the life sciences.

**Texts/Readings:**
There is no textbook for this class. We will be making our own textbook with assigned reading from different sources and the discussion that we have in class. I will post my lecture slides after class. Handouts and links to articles will be available on Blackboard.

**Assignments:**
I have designed the assignments in this class to encourage you to learn and participate in the class. I hope that the assignments will serve to help you learn and provide useful feedback on your progress.

The semester will be graded on a maximum of 100 points with up to 3 bonus points earned for participating in discussion sessions.

- There will be four projects that will ask you to use information from class to analyze new data or reach a new conclusion. Collectively this will be worth 30 points.
- To get a feel for how scientists make discoveries, you will design and carry out a simple experiment. Details will be given in class. This will be a semester long project and be worth 20 points.
- For some classes I will assign an article to read and a short homework. Then we will discuss the reading material in class and answer questions. Other classes will involve an activity performed during class. These homework and in-class assignments will be worth 30 points.
- There will be a field trip to the Marine Science Institute (to be scheduled) and assignments based on the field trip will be worth 20 points (A make-up trip will be offered.)
- Bonus points can be received for attending and participating in discussion sections, up to 3 points.

**About the Professor:**
The universe is a fascinating place, and there are many more interesting things to discover than we have time for in our brief stint on earth. Stuart's early education concentrated on finding the performance limitations of various materials. That wide ranging area of study was narrowed somewhat in college when he began working in a plant molecular biology lab. For his Ph.D. in Botany (UT, 1999), Stuart worked on determining how plants perceive and respond to their environment. This mostly involved tearing the plants apart. During his post-doctoral work in Cuernavaca, Mexico, Stuart realized that he was missing teaching, so he returned to UT and has been teaching a variety of classes at UT for over 10 years. His interests include plant molecular biology, human interactions with the environment, and inquiry based learning.
M 310P is a common course for first-year Plan II students, however it is NOT offered in the fall semester (it is offered in the Spring only). Many Plan II students will complete their Plan II math requirement with a calculus sequence in lieu of Plan II Math; this course description is provided for those curious about the content of the course.

These descriptions are tentative and subject to change prior to the Spring 2013 semester.
**Course Number:** M 310P  
**Title:** Modern Mathematics (Plan II Math)  
**Instructor:** Jim Vick  
**Time and Location:** TBA  
**Unique Numbers:** TBA  
**Semester:** Spring 2013

**Description (subject to change):**
This course will provide an encounter with some of the fundamental ideas in mathematics. Our goal will not be to master any particular techniques or to solve any category of problems, rather we will examine some of the important philosophical issues that have motivated and challenged mathematicians. We will explore several of the famous unsolved questions that have been so important in the development of mathematics, and we will see how some of these problems have been solved in the last forty years. We will encounter historical topics and current applications; we will gather biographical information on some of the most famous mathematicians of the past three centuries; and we will try to understand what it means to be a mathematician. The topics will be drawn from set theory, number theory, cryptography, Euclidean and non-Euclidean geometry, topology, the foundations of mathematics, and other areas.

Classes will be primarily open discussion, and students will be evaluated on the nature and extent of their participation. **Attendance is expected at every class.** Assignments will be made regularly; many of these will be reading and analysis; some will be written work or problems to turn in for grading. A few of these assignments may be made on the basis of teams. At the beginning of the semester the class will be divided into teams; during the semester the teams may be asked to turn in written work and lead the class in discussion on particular topics.

There are no specific prerequisites for the course. The course is intended for Plan II students, and it is expected that all who enroll will have had a strong foundation in high school mathematics.

**Texts/Readings (subject to change):**
Donald M. Davis, *The Nature and Power of Mathematics*  
Keith Devlin, *Mathematics: the New Golden Age*

**Assignments (subject to change):**
- Three in-class quizzes, each worth approximately 100 points  
- A cumulative final exam  
- Regularly assigned homework  
- One or more team projects, each with a written and class discussion presentation  
- Class participation

**About the Professor:**
Dr. Vick grew up in Baton Rouge, La., and attended Louisiana State University, where he received a bachelor's degree in mathematics in 1964. After earning master's and doctor's degrees in mathematics at the University of Virginia, he taught for two years at Princeton University before joining the faculty of The University of Texas at Austin in 1970. From 1978 to 1989 he was associate dean for the Office of Academic and Student Affairs in the College of Natural Sciences. In September 1989 he was named vice president for student affairs and continued in that position until 2005.

As a professor of mathematics, Vick has been recognized on several occasions for outstanding teaching and for service to undergraduate honors programs. Some of these awards and recognitions include the Jean Holloway Teaching Excellence Award, the William Blunk Professorship, President's Associates Teaching Award, AMOCO Teaching Excellence Award and CASE Professor of the year for the State of Texas. He was appointed as an Ashbel Smith Professor in 1992. Until June 1996 he was the university's faculty athletic representative to the NCAA and the Southwest Conference. In spring 1996, he was elected to the university's Academy of Distinguished Teachers. In 2008 Vick was awarded the Nowotny Medal in recognition of his contribution to student affairs and in 2009 he was a recipient of The University of Texas System Board of Regents Award for undergraduate teaching. He also has been a faculty athletic representative on the advisory group for the Division of Undergraduate Students and the Dean's Scholars Program in the College of Natural Sciences. He is also a recipient of the Plan II Honors Chad Oliver Teaching Award.
Course Number: M 310P  
Title: Modern Mathematics (Plan II Math)  
Instructor: Michael Starbird  
Time and Location: TBA  
Unique Numbers: TBA  
Semester: Spring 2013

Description (subject to change):  
Most people do not have an accurate picture of mathematics. For many, mathematics is the torture of tests, homework, and problems, problems, problems. The very word problems suggests unpleasantness and anxiety. But mathematics is not “problems.” Some people view mathematics as a set of formulas to be applied to a list of problems at the ends of textbook chapters. Toss that idea into the trash. Formulas in algebra, trigonometry, and calculus are incredibly useful. But, in this course, you will see that mathematics is a network of intriguing ideas—not a dry, formal list of techniques. It is creative, powerful, and even artistic.

Mathematics uses penetrating techniques of thought that we can all use to solve problems, analyze situations, and sharpen the way we look at our world. This course emphasizes basic strategies of thought and analysis. These strategies have their greatest value to us in dealing with real-life decisions and situations that are completely outside mathematics. These “life lessons,” inspired by mathematical thinking, empower us to better grapple with and conquer the problems and issues that we all face in our lives from love to business, from art to politics. If you can conquer infinity and the fourth dimension, then what can’t you do?

The realm of mathematics contains some of the greatest ideas of humankind—ideas comparable to the works of Shakespeare, Plato, and Michelangelo. These mathematical ideas helped shape history, and they can add texture, beauty, and wonder to our lives.

The road through this course is not free from perils, bumps, and jolts. Sometimes you will confront issues that start beyond your comprehension, but they won’t stay beyond your comprehension. The journey to true understanding can be difficult and frustrating, but stay the course and be patient. There is light at the end of the tunnel—and throughout the journey, too.

What’s the point of it all? Well, the bottom line is that mathematics involves profound ideas. Making these ideas our own empowers us with the strength, the techniques, and the confidence to accomplish wonders. And, hopefully, you will find the ideas and the process of thinking through them to be an enjoyable, as well as valuable, experience.

Topics: The mathematical topics that we will consider include Fun & Games, Number Contemplation, Infinity, Geometric Gems, Contortions of Space, Chaos & Fractals, Taming Uncertainty, Meaning from Data, and Deciding Wisely.

Texts/Readings (subject to change):  

Assignments (subject to change):  
- Daily exercises 15%  
- Workshop sessions 5%  
- Two mid-term tests 20% each  
- Final examination 20%  
- Math as Metaphor 10%  
- Creative Math Project 10%  
- Attendance and participation are required

About the Professor:  
Michael Starbird is Professor of Mathematics and a University Distinguished Teaching Professor at The University of Texas at Austin. He received his B.A. degree from Pomona College and his Ph.D. in mathematics from the University of Wisconsin, Madison. He joined the faculty of the Department of Mathematics of The University of Texas at Austin, where he has stayed except for leaves as a Visiting Member of the Institute for Advanced Study in Princeton, New Jersey; a Visiting Associate Professor at the University of California, San Diego; and a member of the technical staff at the Jet Propulsion Laboratory in Pasadena, California. He is also a recipient of the Plan II Honors Chad Oliver Teaching Award.