University’s Mission Statement

James B. Duke’s founding Indenture of Duke University directed the members of the University to “provide real leadership in the educational world” by choosing individuals of “outstanding character, ability and vision” to serve as its officers, trustees and faculty; by carefully selecting students of “character, determination and application;” and by pursuing those areas of teaching and scholarship that would “most help to develop our resources, increase our wisdom, and promote human happiness.”

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Adopted by the Board of Trustees on February 23, 2001.
The information in this bulletin applies to the academic years 2003-2004 and is accurate and current, to the extent possible, as of April 2003. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University does not discriminate on the basis of race, color, national and ethnic origin, disability, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university also does not tolerate harassment of any kind.

Questions, comments or complaints of discrimination or harassment should be directed to the Office of the Vice-President for Institutional Equity, (919) 684-8222. Further information, as well as the complete text of the harassment policy, may be found at http://www.duke.edu/web/equity/.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with e-mail accounts as well as access to e-mail services from public clusters if students do not have personal computers of their own. All students are expected to access their e-mail accounts on a regular basis to check for and respond as necessary to such communications, just as they currently do with paper/postal service mail.

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at 684-2823 or in writing to 615 Chapel Drive, Box 90563, Duke University, Durham, North Carolina 27708.

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award baccalaureates, masters, doctorates, and professional degrees.
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Academic Calendar—2003-2004*

Summer 2003

March
26 Wednesday– Registration begins for all Summer sessions

May
15 Thursday– Term I classes begin
19 Monday– Drop/ Add for Term I ends
26 Monday– Memorial Day. Classes in session

June
11 Wednesday– Last day to withdraw WP or WF from Term I classes
23 Monday– Term I classes end
24 Tuesday– Reading period
25 Wednesday– Term I final examinations begin
26 Thursday– Term I final examinations end
30 Monday– Term II classes begin

July
2 Wednesday– Drop/ Add for Term II ends
4 Friday– Independence Day. No classes held
25 Friday– Last day to withdraw WP or WF from Term II courses

August
7 Thursday– Term II classes end
8 Friday– Term II final examinations begin
9 Saturday– Term II final examinations end

Fall 2003

August
19 Tuesday– New graduate student orientation
21 Thursday, 4 p.m.– Convocation for graduate and professional students
25 Monday, 8:00 A.M.– Fall semester classes begin. Drop/ Add continues

September
1 Monday– Labor Day. Classes in session
5 Friday, 5 P.M.– Drop/ Add ends

October
5 Sunday– Founders’ Day
10 Friday– Last day for reporting midterm grades
10 Friday, 7:00 P.M.– Fall break begins
15 Wednesday, 8:00 A.M.– Classes resume
18-19 Saturday-Sunday– Homecoming
24-26 Friday-Sunday– Parents’ and Family Weekend
29 Wednesday– Registration begins for Spring semester, 2004

November
21 Friday– Registration ends for Spring semester, 2004
22 Saturday– Drop/ Add begins
26 Wednesday, 12:40 P.M.– Graduate classes end. Thanksgiving recess begins

December
1-7 Monday-Sunday– Graduate reading period; length of the 200-level course reading period is determined by the professor
8 Monday– Final examinations begin
13 Saturday, 10:00 P.M.– Final examinations end

* The dates in this calendar are subject to change. Information on registration dates is available from the Office of the University Registrar.
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<th>Month</th>
<th>Date</th>
<th>Event</th>
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<td>January</td>
<td>7 Wednesday</td>
<td>Spring semester classes begin: ALL classes normally meeting on Mondays meet on this Wednesday only; Wednesday ONLY classes begin Wednesday, January 14; Drop/Add continues</td>
</tr>
<tr>
<td></td>
<td>19 Monday–</td>
<td>Martin Luther King, Jr. Day holiday: classes are rescheduled on Wednesday, January 7</td>
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<tr>
<td>February</td>
<td>21 Wednesday</td>
<td>Drop/Add ends</td>
</tr>
<tr>
<td></td>
<td>20 Friday–</td>
<td>Last day for reporting midsemester grades</td>
</tr>
<tr>
<td>March</td>
<td>5 Friday, 7:00 P.M.–</td>
<td>Spring recess begins</td>
</tr>
<tr>
<td></td>
<td>15 Monday, 8:00 A.M.–</td>
<td>Classes resume</td>
</tr>
<tr>
<td></td>
<td>24 Wednesday–</td>
<td>Registration begins for Fall semester, 2004, and Summer 2004</td>
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<tr>
<td>April</td>
<td>9 Friday–</td>
<td>Registration ends for Fall semester, 2004; Summer 2004 registration continues</td>
</tr>
<tr>
<td></td>
<td>10 Saturday–</td>
<td>Drop/Add begins</td>
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<tr>
<td></td>
<td>16 Friday–</td>
<td>Graduate classes end</td>
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<tr>
<td></td>
<td>17-25 Saturday-Sunday–</td>
<td>Graduate reading period; length of the 200-level course reading period is determined by the professor</td>
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<td>26 Monday, 9:00 A.M.–</td>
<td>Final examinations begin</td>
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<tr>
<td>May</td>
<td>1 Saturday, 10:00 P.M.–</td>
<td>Final examinations end</td>
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<tr>
<td></td>
<td>7 Friday–</td>
<td>Commencement begins</td>
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<td></td>
<td>9 Sunday–</td>
<td>Graduation exercises; conferring of degrees</td>
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University Administration

GENERAL ADMINISTRATION
Nannerl Overholser Keohane, Ph.D., President
Peter Lange, Ph.D., Provost
Ralph Snyderman, M.D., Chancellor for Health Affairs and Executive Dean, School of Medicine
Tallman Trask III, Ph.D., Executive Vice-President
David B. Adcock, J.D., University Counsel
Joseph L. Alleva, M.B.A., Director of Athletics
John F. Burness, A.B., Senior Vice-President for Public Affairs
H. Clint Davidson, M.B.A., Vice-President for Human Resources
Sally M. Dickson, J.D., Vice-President for Institutional Equity
William J. Donelan, M.S., Vice-Chancellor for Health Affairs and Executive Vice-President/Chief Operating Officer, Duke University Health System
Tracy Futhey, M.S., Vice-President for Information Technology and Chief Information Officer
N. Allison Haltom, A.B., Vice-President and University Secretary
Michael J. Mandl, M.A., Vice-President for Financial Services
Larry Moneta, Ed.D., Vice-President for Student Affairs
John J. Piva, Jr., B.A., Senior Vice-President for Alumni Affairs and Development
James S. Roberts, Ph.D., Executive Vice-President for Finance and Administration
Steven A. Rum, M.S., Vice-Chancellor for Development and Alumni Affairs
Robert S. Shepard, Ph.D., Vice-President for University Development
Robert L. Taber, Ph.D., Vice-Chancellor for Science and Technology Development
R.C. “Bucky” Waters, M.A., Vice-Chancellor for Special Projects
Gordon D. Williams, B.A., Vice-Chancellor for Medical Center Operations and Vice-Dean for Administration and Finance, School of Medicine
R. Sanders Williams, M.D., Vice-Chancellor for Academic Affairs and Dean, School of Medicine
William H. Willimon, S.T.D., Dean of the Chapel

GRADUATE SCHOOL ADMINISTRATION
Lewis Siegel, Ph.D., Dean of the Graduate School
A. Leigh DeNeef, Ph.D., Associate Dean
Bertie S. Belvin, M.A., Associate Dean
Jacqueline Looney, Ph.D., Associate Dean
Valarie Piper James, M.P.A., Assistant Dean

EXECUTIVE COMMITTEE OF THE GRADUATE FACULTY
Lewis Siegel, Dean
Leigh DeNeef, Associate Dean
David Bell (Romance Studies)
Jim Bettman (Business)
Blanche Capel (Cell Biology)
Elizabeth Clark (Religion)
Ken Dodge (Public Policy)
Craufurd Goodwin (Economics)
Cynthia Herrup (History)
Calvin Howell (Physics)
Richard MacPhail (Chemistry)
David McClay (Biology)
Michael Munger (Political Science)
Terrance Oas (Biochemistry)
Monty Reichert (Biomedical Engineering)
Ken Surin (Literature)
Card van Schaik (Biological Anthropology and Anatomy)
Lawrence Virgin (Mechanical Engineering and Materials Science)

Graduate School Faculty
(A as of January 1, 2003.)
The date denotes the first year of service at Duke University.
Alejandro Aballay (2002), Ph.D., Assistant Professor of Molecular Genetics and Microbiology
Stanley Kenji Abe (1994), Ph.D., Associate Professor of Art and Art History
Mohamed Bahie Abou-Donia (1975), Ph.D., Professor of Pharmacology and Cancer Biology and Profes-
Robert Abraham (1998), Ph.D., Professor of Pharmacology and Cancer Biology and Professor of Immunology
Arpád Ábrahám (2002), Ph.D., Assistant Professor of Economics
Soman Abraham (1997), Ph.D., Associate Professor of Pathology and Associate Professor of Microbiology
Francisco-Javier Hernández Adrián (2002), Ph.D., Assistant Professor of Romance Studies
David Aers (1994), Ph.D., Professor of English and Professor of Religion
Pankaj K. Agarwal (1990), Ph.D., Professor of Computer Science
Boris Akhremitchev (2002), Ph.D., Assistant Professor of Chemistry
John Albertson (2001), Ph.D., Associate Professor of Civil and Environmental Engineering
John H. Aldrich (1987), Ph.D., Pfizer, Inc./Edmund T. Pratt, Jr. University Professor of Political Science
Kenneth Alexander (1995), M.D., Ph.D., Assistant Professor of Microbiology
Dimitri Alexandrou (1992), Ph.D., Associate Professor of Art and Art History
James A. Anton (1989), Ph.D., Associate Professor of Business Administration
James W. Applewhite (1971), Ph.D., Professor of English
Peter Arociacono (1999), Ph.D., Assistant Professor of Economics
Srinivas Aravamudan (2000), Ph.D., Associate Professor of English
Allison Hubbard Ashton (1986), Ph.D., Associate Professor of Business Administration
Robert H. Ashton (1986), Ph.D., Martin L. Black, Jr., Professor of Business Administration
Paul Aspinwall (1998), Ph.D., Associate Professor of Mathematics and Assistant Professor of Physics
Owen Astrachan (1992), Ph.D., Professor of the Practice of Computer Science
George J. Augustine (1991), Ph.D., Professor of Neurobiology
Ron Avisser (2000), Ph.D., Professor of Civil and Environmental Engineering
Luis A. Baker (1999), Ph.D., Professor of English
Lee Baker (1995), Ph.D., Associate Professor of Cultural Anthropology
Paul A. Baker (1981), Ph.D., Professor of Earth and Ocean Sciences
Andrew E. Barber (1985), Ph.D., Associate Medical Research Professor of Immunology
Steven W. Baldwin (1978), Ph.D., Professor of Chemistry
Edward Balleisen (1996), Ph.D., Assistant Professor of History
Darryl Banks (1998) Ph.D., Assistant Professor of Business Administration
Ravi Bansal (1990), Ph.D., Associate Professor of Business Administration and Adjunct Assistant Professor of Economics
Harold U. Baranger (1999), Ph.D., Professor of Physics
Oscar A. Barbarin (2002), Ph.D., Adjunct Professor of Psychology: Social and Health Sciences
Richard T. Barber (1980), Ph.D., Harvey W. Smith Professor of Biological Oceanography and Professor of Biology
Moshe Bareket (2001), Ph.D., Assistant Professor of Business Administration
Roger C. Barr (1969), Ph.D., Professor of Biomedical Engineering
Steffen A. Bass (2001), Ph.D., Assistant Professor of Physics
Michael Jesse Battle (1999), Ph.D., Assistant Professor of Religion
Ian Baucom (1996), Ph.D., Associate Professor of English
Alan Baydush (1995), Ph.D., Assistant Research Professor of Biomedical Engineering
J. Thomas Beale (1983), Ph.D., Professor of Mathematics
Sarah Beckwith (1992), Ph.D., Professor of English
Michael Beben (1987), Ph.D., Associate Professor of Biochemistry
Lorena Beese (1992), Ph.D., Associate Professor of Biochemistry
Robert Paul Behringer (1982), Ph.D., James B. Duke Professor of Physics, Professor of Computer Science, and Professor of Mechanical Engineering and Materials Science
Adrian Bejan (1984), Ph.D., J. A. Jones Professor of Mechanical Engineering and Materials Science
Amy Bejocevic (2000), Ph.D., Associate Professor of Biology and Assistant Professor of Genetics
David F. Bell III (1983), Ph.D., Professor of Romance Studies
Philip N. Benfey (2002), Ph.D., Professor of Biology
Vann Bennett (1987), Ph.D., James B. Duke Professor of Cell Biology and Professor of Biochemistry
David N. Beratan (2001), Ph.D., R.J. Reynolds Professor of Chemistry
Janet E.L. Bercovitz (1997), Ph.D., Associate Professor of Business Administration
Arie Beresteanu (2001), Ph.D., Assistant Professor of Economics
James O. Berger (1997), Ph.D., Arts and Sciences Professor of Statistics and Decision Sciences
Teresa Berger (1987), Ph.D., Associate Professor of Religion, Ecumenical Theology
Fernando Bernstein (2000), Ph.D., Assistant Professor of Business Administration
Andrea L. Bertozzi (1995), Ph.D., Professor of Mathematics and Professor of Physics
Gregory Besharov (2000), Ph.D., Assistant Professor of Economics
James R. Bettman (1982), Ph.D., Burlington Industries Professor of Business Administration, Professor of Psychological and Brain Sciences, and Professor of Psychology: Social and Health Sciences
Tami Davis Biddle (1995), Ph.D., Assistant Professor of History
Alan Biermann (1974), Ph.D., Professor of Computer Science
Darel D. Bigner (1972), M.D., Ph.D., Professor of Pathology
Perry J. Blackshear (1984), M.D., Ph.D., Professor of Biochemistry
Kalman P. Bland (1973), Ph.D., Professor of Religion
Donald B. Bliss (1985), Ph.D., Associate Professor of Mechanical Engineering and Materials Science
Gerald Blobe (2000), M.D., Ph.D., Assistant Professor of Pharmacology and Cancer Biology
James A. Blumenthal (1979), Ph.D., Professor of Psychology: Social and Health Sciences
Fred K. Boadu (1994), Ph.D., Associate Professor of Civil and Environmental Engineering
John A. Board, Jr. (1986), Ph.D., Associate Professor of Electrical and Computer Engineering and Associate Professor of Computer Science
Mary T. Boatwright (1979), Ph.D., Professor of Classical Studies
Tim P. Bollerslev (1998), Ph.D., Juanita and Clifton Kreps Professor of Economics
Celia Bonaventura (1972), Ph.D., Professor of Environment and Professor of Cell Biology
Joseph Bonaventura (1972), Ph.D., Professor of Environment and Professor of Cell Biology
James F. Bonk (1959), Ph.D., Professor of Chemistry
Melanie Bonner (1995), Ph.D., Assistant Clinical Professor of Psychology: Social and Health Sciences
Frank Borchardt (1971), Ph.D., Professor of Germanic Languages and Literature
Edward H. Bossen (1972), M.D., Professor of Pathology
Alan E. Boudreau (1988), Ph.D., Associate Professor of Earth and Ocean Sciences
William F. Bouliging (1984), Ph.D., Professor of Business Administration
Randall Ray Boustany (1994), Ph.D., Assistant Professor of Neurobiology
William D. Bradford (1966), M.D., Professor of Pathology
Michael Bradley (1995), Ph.D., F. M. Kirby Professor of Business Administration
David Brady (2001), Ph.D., Associate Professor of Sociology
David J. Brady (2001), Ph.D., Addy Professor of Electrical and Computer Engineering
Robert N. Brandon (1979), Ph.D., Professor of Philosophy and Professor of Biology
Edwin Burmeister (1988), Ph.D., Assistant Professor of Psychological and Brain Sciences
Alon Brav (1997), Ph.D., Associate Professor of Business Administration
Douglas T. Breeden (2001), Ph.D., Professor of Business Administration
H. Keith H. Brodie (1970), M.D., D.Lit., James B. Duke Professor of Psychology: Social and Health Sciences
Susan E. Brodt (1994), Ph.D., Associate Professor of the Practice of Business Administration
Thomas Brothers (1991), Ph.D., Associate Professor of Music
Anthony Brown (1994), Ph.D., Professor of the Practice of Public Policy Studies
April Brown (2002), Ph.D., Professor of Electrical and Computer Engineering
Caroline A. Brzezinski (1981), Ph.D., Anne Murnick Cogan Professor of Art and Art History
Robert Bryant (1987), Ph.D., Juanita M. Kreps Professor of Mathematics
Allan Buchanan (2002), Ph.D., Professor of Public Policy Studies and Professor of Philosophy
C. Edward Buckley, III (1963), M.D., Assistant Professor of Immunology
Rebecca Buckley (1971), M.D., J. B. Sidbury Professor of Immunology
Claudia Buchmann (1997), Ph.D., Assistant Professor of Sociology
Peter Burian (1968), Ph.D., Professor of Classical Studies
Edward Burmeister (1988), Ph.D., Research Professor of Economics
Richard M. Burton (1970), D.B.A., Professor of Business Administration
Ronald Richard Butters (1967), Ph.D., Professor of English
Gale H. Buzzard (1957), Ph.D., Assistant Professor of Mechanical Engineering and Materials Science
Tina M. Campt (2002), Ph.D., Visiting Assistant Professor of Women’s Studies
Neil B. Cant (1977), Ph.D., Associate Professor of Neurobiology
Blanche Capel (1983), Ph.D., Associate Professor of Cell Biology
Maria E. Cardenas (2002), Ph.D., Associate Professor of Genetics
Lawrence Carin (1995), Ph.D., Professor of Electrical and Computer Engineering
Kurt A. Carlson (2001), Ph.D., Assistant Professor of Business Administration
Marc Caron (1983), Ph.D., Professor of Cell Biology
J. Kameron Carter (2001), Ph.D., Assistant Professor of Religion
Matt Cartmill (1968), Ph.D., Professor of Biological Anthropology and Anatomy
H. Craig Casey, Jr. (1979), Ph.D., Professor of Electrical and Computer Engineering
Patrick John Casey (1990), Ph.D., James B. Duke Professor of Pharmacology and Cancer Biology and Professor of Biochemistry
William H. Chafe (1971), Ph.D., Alice Mary Baldwin Professor of History
Krishnendu Chakrabarty (1996), Ph.D., Associate Professor of Electrical and Computer Engineering
Shailesh Chandrasekharan (2000), Ph.D., Assistant Professor of Physics
Stephen Chapman (2001), Ph.D., Assistant Professor of Religion
Albert M. Chang (2003), Ph.D., Professor of Physics
Evan Charney (2001), Ph.D., Ph.D., Assistant Professor of Public Policy Studies and Assistant Professor of Political Science
Jeffrey Chase (1995), Ph.D., Associate Professor of Computer Science
Qi Chen (2000), Ph.D., Assistant Professor of Business Administration
Y. T. Chen (1983), Ph.D., Associate Professor of Genetics
Dona M. Chikaraishi (1995), Ph.D., Professor of Neurobiology
Ashutosh Chilkoti (1996), Ph.D., Associate Professor of Biomedical Engineering
Norman L. Christensen, Jr. (1975), Ph.D., Professor of Biology and Professor of Environmental Studies
Stephen E. Churchill (1995), Ph.D., Associate Professor of Biological Anthropology and Anatomy
Mikael Ciftan (1967), Ph.D., Adjunct Professor of Physics
Elizabeth Ann Clark (1982), Ph.D., John Carlisle Kilgo Professor of Religion
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Diskin Clay (1990), Ph.D., RJR Nabisco Professor of Classical Studies
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Jeffery Vance (1988), Ph.D., Professor of Molecular Genetics and Microbiology
John Jay Vandenberg (1992), Ph.D., Adjunct Assistant Professor of the Environment
Dharmi Vasudevan (1997), Ph.D., Assistant Professor of Environmental Chemistry and Assistant Professor of Civil and Environmental Engineering
Stephanos Venakides (1986), Ph.D., Professor of Mathematics
Mohan Venkatachalam (2002), Ph.D., Associate Professor of Business Administration
John M. Vernon (1966), Ph.D., Professor of Economics
Antonio Viego (1999), Ph.D., Assistant Professor of Romance Studies and Lynne Vernon-Feagans (2002), Ph.D., Professor of Psychology: Social and Health Sciences
Elizabeth R. Vigdor (1999), Ph.D., Assistant Professor of Public Policy Studies
Jacob L. Vigdor (1999), Ph.D., Assistant Professor of Public Policy Studies
Steven Vigna (1987), Ph.D., Associate Professor of Cell Biology
Teresa Maria Vilarios (1992), Ph.D., Associate Professor of Romance Studies
Ryitas J. Vilgalys (1996), Ph.D., Professor of Biology and Associate Professor of Microbiology
Lawrence N. Virgin (1989), Ph.D., Professor of Mechanical Engineering and Materials Science and Professor of Civil and Environmental Engineering
S. Viswanathan (1986), Ph.D., Professor of Business Administration
Michal Vitek (1995), Ph.D., Associate Research Professor of Neurobiology
Steven Vogel (1966), Ph.D., Professor of Biology
Olaf T. von Ramm (1974), Ph.D., Thomas Lord Professor of Biomedical Engineering
James Voyvodic (1999), Ph.D., Assistant Professor of Neurobiology
Grant A. Wacker (1992), Ph.D., Professor of Religion
Robert A. Wagner (1978), Ph.D., Associate Professor of Computer Science
Geoffrey Warwright (1983), Dr.Theol., Robert Earl Cushman Professor of Religion
Wendy Wall (1996), Ph.D., Assistant Professor of History
Maurice Wallace (1998), Ph.D., Andrew W. Mellon Assistant Professor of English
Lise Wallach (1970), Ph.D., Research Professor of Psychological and Brain Sciences and Research Professor of Psychology: Social and Health Sciences
Priscilla Wald (2000), Ph.D., Associate Professor of English
Richard L. Walter (1962), Ph.D., Professor of Physics
Ingeborg Walther (1994), Ph.D., Associate Professor of the Practice of Germanic Languages and Literature
Paul P. Wang (1968), Ph.D., Professor of Electrical and Computer Engineering
Xiao-Fan Wang (1992), Ph.D., Associate Professor of Pharmacology and Cancer Biology
Benjamin Ward (2001), Ph.D., Adjunct Associate Professor of Philosophy
Russell Ware (1996), Ph.D., Associate Professor of Pathology
David Warner (1994), M.D., Professor of Neurobiology
Adam Wax (2002), Ph.D., Assistant Professor of Biomedical Engineering
Robert E. Webster (1970), Ph.D., Professor of Biochemistry
Robert Wechsler-Reya (2001), Ph.D., Assistant Professor of Pharmacology and Cancer Biology
Kathi Weeks (2002), Ph.D., Associate Professor of Women’s Studies
J. Brian Weidberg (1978), M.D., Professor of Immunology
E. Roy Weis and Me (1998), Ph.D., Professor of Economics
Gennifer Weisend (1998), Ph.D., Assistant Professor of Art and Art History
Henry R. Weis (1978), Ph.D., Professor of Physics
Karen Wells (1990), Ph.D., Associate Professor of Psychology: Social and Health Sciences
Michael West (1988), Ph.D., Arts and Sciences Professor of Statistics and Decision Sciences
Robert E. Whaley (1986), Ph.D., T. Austin Finch Foundation Professor of Business Administration
Annabel Wharton (1979), Ph.D., Professor of Art History
Robin P. Wharton (1992), Ph.D., Associate Professor of Genetics and Associate Professor of Microbiology
Kathryn Whetton-Goldstein (1999), Assistant Professor of Public Policy Studies
Peggy J. White (1987), Ph.D., Assistant Professor of Biological Anthropology and Anatomy
Leonard White (1992), Ph.D., Assistant Professor of Neurobiology
Richard A. White (1963), Ph.D., University Distinguished Professor of Biology
Richard Wharton (1979), Ph.D., Associate Professor of Pharmacology
Ross Widenhoefer (1997), Ph.D., Associate Professor of Chemistry
Robyn Wiegman (2001), Ph.D., Associate Professor of Women’s Studies
Jonathan Wiener (1994), J.D., Professor of Public Policy Studies
Robert L. Wilbur (1957), Ph.D., Professor of Biology
Christina L. Williams (1994), Professor of Psychological and Brain Sciences
Kenny J. Williams (1977), Ph.D., Professor of English
Redford B. Williams (1993), M.D., Professor of Psychology: Social and Health Sciences
John Willis (2000), Ph.D., Associate Professor of Biology
Richard Willis (1998), Ph.D., Associate Professor of Business Administration
Susan Willis (1989), Ph.D., Associate Professor of Literature
John Wilson (1968), D.Phil., Professor of Sociology
Wilkie Andrew Wilson, Jr. (1974), Ph.D., Medical Research Professor of Pharmacology and Cancer Biology
William Wilson (1996), Ph.D., Assistant Professor of Biology
Robert L. Winkler (1984), Ph.D., James B. Duke Professor of Business Administration and Professor of Statistics and Decision Sciences
Th omas Witelski (1999), Ph.D., Assistant Professor of Mathematics
Ronald G. Witt (1971), Ph.D., William B. Hamilton Professor of History
Myron L. Wolbarsht (1968), Ph.D., Professor of Ophthalmology in the Department of Psychology and Professor of Biomedical Engineering
Marty Wolpert (1999), Ph.D., Associate Research Professor of Psychological and Brain Sciences
Patrick Wolf (1993), Ph.D., Associate Professor of Biomedical Engineering
Walt Wolfram (2001), Ph.D., Adjunct Professor of English
Robert L. Wolpert (1984), Ph.D., Professor of Statistics and Decision Sciences and Associate Professor of the Environment
David Wong (2000), Ph.D., Professor of Philosophy
Fulton Wong (1989), Ph.D., Associate Professor of Neurobiology
Peter H. Wood (1975), Ph.D., Professor of History
Clare Woods (1999), Ph.D., Assistant Professor of Classical Studies
Gregory Wray (1999), Ph.D., Associate Professor of Biology
Donald Wright (1967), Ph.D., Associate Professor of Mechanical Engineering and Materials Science
Jo Rae Wright (1993), Ph.D., Professor of Cell Biology
Ying Wu (2001), Ph.D., Assistant Professor of Physics
José Wynne (2001), Ph.D., Assistant Professor of Business Administration
Duncan Yaggy (1980), Ph.D., Professor of Public Policy Studies
Jun Yang (2001), Ph.D., Assistant Professor of Computer Science
Weitao Yang (1989), Ph.D., Professor of Chemistry
Tso-Pang Yao (1998), Ph.D., Assistant Professor of Pharmacology and Cancer Biology
William E. Yarger (1971), M.D., Assistant Professor of Cell Biology
Gary Ybarra (1994), Ph.D., Associate Professor of the Practice of Electrical and Computer Engineering
Huseyin Yildirim (2000), Ph.D., Assistant Professor of Economics
John York (1996), Ph.D., Associate Professor of Pharmacology and Cancer Biology and Associate Professor of Biochemistry
Fan Yuan (1996), Ph.D., Assistant Professor of Biomedical Engineering
Michael Rod Zalutsky (1985) Ph.D., Professor of Pathology
Donna Zapf (1999) M.A., Director, Master of Arts in Liberal Studies Program
Stefan Zauscher (2000), Ph.D., Assistant Professor of Mechanical Engineering and Materials Science
Weiqiu Zhang (1999) Ph.D., Assistant Professor of Immunology
Doncho Zhelev (1991), Ph.D., Assistant Professor of Mechanical Engineering and Materials Science
Pei Zhong (1994), Ph.D., Associate Research Professor of Mechanical Engineering and Materials Science
Pei Zhou (2001), Ph.D., Assistant Professor of Biochemistry
Xin Zhou (1993), Ph.D., Professor of Mathematics
Xueguang Zhou (1994), Ph.D., Associate Professor of Sociology
Yuan Zhuang (1996), Ph.D., Associate Professor of Immunology and Associate Professor of Molecular Cancer Biology
Paul H. Zipkin (1995), Ph.D., T. Austin Finch, Sr., Professor of Business Administration
Professors Emeriti

Irving E. Alexander (1963), Ph.D., Professor Emeritus of Psychology

A. Tito Alt (1961-65; 1957), Ph.D., Professor Emeritus of Germanic Languages and Literature

D. Bernard Amos (1962), M.D., James B. Duke Professor Emeritus of Immunology

Lewis Edward Anderson (1936), Ph.D., Professor Emeritus of Botany

Neil C. Anderson (1966), Ph.D., Associate Professor Emeritus of Cell Biology

Roger Fabian Anderson (1950), Ph.D., Emeritus Professor of Entomology

Edward M. Arnett (1980), Ph.D., R. J. Reynolds Professor Emeritus of Chemistry

Kurt W. Back (1959), Ph.D., James B. Duke Professor Emeritus of Sociology

Joseph Randle Bailey (1946), Ph.D., Professor Emeritus of Psychology

James David Barber (1972), Ph.D., James B. Duke Professor Emeritus of Political Science and Professor of Public Policy Studies

William Waldo Beach (1946), Ph.D., Professor Emeritus of Christian Ethics

Mary L. C. Bernheim (1930), Ph.D., Professor Emeritus of Biochemistry

Sandra H. Bigner (1977), M.D., Professor Emeritus of Pathology

William Dwight Billings (1952), Ph.D., James B. Duke Professor Emeritus of Botany

Edward George Bilpuch (1962), Ph.D., Henry W. Newson Professor Emeritus of Physics

John O. Blackburn (1959), Ph.D., Emeritus Professor of Economics

Jacob J. Blum (1962), Ph.D., James B. Duke Professor Emeritus of Cell Biology

Cazlyn Green Bookhout (1935), Ph.D., Professor Emeritus of Zoology

Lloyd J. Borstelmann (1953), Ph.D., Professor Emeritus of Psychology

John E. Boynton (1968), Ph.D., Professor Emeritus of Biology

Ralph Brabanti (1953), Ph.D., James B. Duke Professor Emeritus of Political Science

Eleanor F. Branch (1953), Ph.D., Associate Professor Emeritus of Physical Therapy

Earl Ivan Brown (1960), Ph.D., J. A. Jones Professor Emeritus of Civil and Environmental Engineering

Frances Campbell Brown (1931), Ph.D., Professor Emeritus of Chemistry

Louis J. Budd (1952), Ph.D., James B. Duke Professor Emeritus of English

Donald S. Burdick (1962), Ph.D., Associate Professor Emeritus of Statistics and Decision Sciences

Edwin H. Cady (1973), Ph.D., Andrew W. Mellon Professor Emeritus in the Humanities

Clark R. Cahow (1960), Ph.D., Arts and Sciences Professor Emeritus of History

Peter F. Carbone (1966), Ed.D., Professor Emeritus of the Practice of Education

Jackson W. Carroll (1993), Ph.D., Ruth W. and A. Morris Williams, Jr., Professor Emeritus of Religion and Professor of Sociology

Robert C. Carson (1960), Ph.D., Professor Emeritus of Psychology: Social and Health Sciences

William H. Cartwright (1951), Ph.D., Professor Emeritus of Education

H. Craig Case, Jr. (1979), Ph.D., Professor Emeritus of Electrical and Computer Engineering

Jack B. Chaddock (1966), Sc.D., Professor Emeritus of Mechanical Engineering and Materials Science

Donald B. Chesnut (1965), Ph.D., Professor Emeritus of Chemistry

Howard G. Clark (1968), Ph.D., Professor Emeritus of Biomedical Engineering, Professor of Mechanical Engineering and Materials Science, and Professor of Biochemical Engineering

Frederic N. Cleaveland (1971), Ph.D., Professor Emeritus of Political Science

Katherine J. Colman (1974), Ph.D., Distinguished Bank Research Professor Emeritus

John D. Coie (1968), Ph.D., Professor Emeritus of Psychology: Social and Health Sciences

Joel Colton (1947), Ph.D., Professor Emeritus of History

Robert Merle Colver (1953), Ed.D., Associate Professor Emeritus of Education

Thomas Howard Cordle (1950), Ph.D., Professor Emeritus of Romance Studies

Robert Merle Corles (1970), Ph.D., Professor Emeritus of Religion

Sheila J. Counce (1968), Ph.D., Professor Emeritus of Cell Biology

William Louis Culberson (1955), Ph.D., Hugo L. Blomquist Professor Emeritus of Botany

Robert E. Cushman (1945), Ph.D., Research Professor Emeritus of Systematic Theology

Bingham Dai (1943), Ph.D., Professor Emeritus of Psychology

David G. Davies (1961), Ph.D., Professor Emeritus of Economics


Irving T. Diamond (1958), Ph.D., James B. Duke Professor Emeritus of Psychology

Neal Dow (1934), Ph.D., Professor Emeritus of Romance Languages

Francis George Dressel (1929), Ph.D., Professor Emeritus of Mathematics

Kenneth Lindsay Duke (1940), Ph.D., Associate Professor Emeritus of Biological Anthropology and Anatomy

Robert F. Durden (1952), Ph.D., Professor Emeritus of History

George F. Dutrow (1976), Ph.D., Professor Emeritus of Forestry and Environmental Studies

Howard Easley (1930), Ph.D., Associate Professor Emeritus of Education

Robert P. Erickson (1961), Ph.D., Professor Emeritus of Psychological and Brain Sciences

Laurence H. Evans (1963), Ph.D., Professor Emeritus of Physics

Henry A. Fairbank (1962), Ph.D., Professor Emeritus of Physics
Oliver W. Ferguson (1957), Ph.D., Professor Emeritus of English
Donald J. Fluke (1958), Ph.D., Professor Emeritus of Zoology
John D. Forsyth (1978), M.D., Professor Emeritus of Business Administration
Wallace Fowlie (1964), Ph.D., James B. Duke Professor Emeritus of Romance Languages
John H. Franklin (1981), Ph.D., James B. Duke Professor Emeritus of History
Irwin Fridovich (1958), Ph.D., James B. Duke Professor Emeritus of Biochemistry
Ernestine Friedl (1973), Ph.D., James B. Duke Professor Emeritus of Anthropology
William J. Furbish (1954), M.S., Associate Professor Emeritus of Earth and Ocean Sciences
Thomas M. Gallie, Jr. (1954-55; 1956), Ph.D., Professor Emeritus of Computer Science
W. Scott Gehman, Jr. (1954), Ph.D., Professor Emeritus of Psychology in Education
Donald A. Geiser (1962), Ph.D., Associate Professor Emeritus of English
Nicholas W. Gillham (1968), Ph.D., James B. Duke Professor Emeritus of Zoology
John R. Gregg (1957), Ph.D., Professor Emeritus of Zoology
Samson R. Gross (1960), Ph.D., Professor Emeritus of Biochemistry
Kazimierz Grzybowski (1967), S.J., Professor Emeritus of Political Science
John W. Gutknecht (1969), Ph.D., Professor Emeritus of the Environment
Herbert Hacker, Jr. (1965), Ph.D., Associate Professor Emeritus of Electrical Engineering
Hugh Marshall Hall, Jr. (1952), Ph.D., Professor Emeritus of Political Science
John Hamilton Hallowell (1942), Ph.D., James B. Duke Professor Emeritus of Political Science
William E. Hammond (1968), Ph.D., Professor Emeritus of Biomedical Engineering
Jerome S. Harris (1936), M.D., Professor Emeritus of Biochemistry
William S. Heckscher (1966), Ph.D., Benjamin N. Duke Professor Emeritus of Art
Henry Hellmers (1965), Ph.D., Professor Emeritus of Botany and Professor Emeritus of Forestry
Robert William Henkens (1968), Ph.D., Associate Professor Emeritus of Chemistry
Duncan Heron (1950), Ph.D., Professor Emeritus of Earth and Ocean Sciences
Marcus Edwin Hobbs (1935), Ph.D., University Distinguished Service Professor Emeritus of Chemistry
Irving B. Holley, Jr. (1947), Ph.D., Professor Emeritus of History
Edward H. Hopkins (1961), M.A., LL.D., Professor Emeritus of Education
Alexander Hull (1962), Ph.D., Associate Professor Emeritus of Romance Studies
Wanda S. Hunter (1947), Ph.D., Associate Professor Emeritus of Zoology
Allan S. Hurlburt (1956), Ph.D., Professor Emeritus of Education
Wallace Jackson (1969), Ph.D., Professor Emeritus of English
B. Jon Jaeger (1972), Ph.D., Professor Emeritus of Health Administration
Beverly A. Jayne (1976), Ph.D., Professor Emeritus of Forestry
Frans J. Jobis (1964), Ph.D., Professor Emeritus of Cell Biology
Sheridan Johns III (1970), Ph.D., Professor Emeritus of Political Science
Charles B. Johnson (1956), Ed.D., Associate Professor Emeritus of Education
Edward A. Johnson (1963), M.D., James B. Duke Professor Emeritus of Cell Biology
Terry W. Johnson, Jr. (1954), Ph.D., Professor Emeritus of Botany
Robert B. Kerr (1965), Ph.D., Professor Emeritus of Electrical Engineering
Gregory A. Kimble (1952-68; 1977), Ph.D., Professor Emeritus of Psychology
Peter H. Klopf (1958), Ph.D., Professor Emeritus of Biology
Kenneth R. Knoerr (1961), Ph.D., Professor Emeritus of Environmental Meteorology and Hydrology
John A. Koepeke (1976), M.D., Professor Emeritus of Pathology
Irwin Kremen (1963), Ph.D., Assistant Professor Emeritus of Psychology
Juanita Kreps (1957), Ph.D. James B. Duke Professor Emeritus of Economics
Władysław W. Kulski (1963), Ph.D., LL.D., James B. Duke Professor Emeritus of Russian Affairs
Weston LaBarre (1946), Ph.D., James B. Duke Professor Emeritus of Anthropology
Leon Lack (1965), Ph.D., Professor Emeritus of Pharmacology
Carl L. Lacy (1953), Ph.D., Professor Emeritus of World Christianity
Martin Lakin (1958), Ph.D., Professor Emeritus of Psychology: Social and Health Sciences
Richard H. Leach (1955), Ph.D., Professor Emeritus of Political Science
Warren Lerner (1961), Ph.D., Professor Emeritus of History
L. Sigfried Linderoth, Jr. (1965), M.E., Professor Emeritus of Mechanical Engineering and Materials Science
Donald W. Loveland (1973), Ph.D., Professor Emeritus of Computer Science
John M. McCann (1978), Ph.D., Professor Emeritus of Business Administration
Kenneth S. McCarty (1959), Ph.D., Professor Emeritus of Biochemistry
James H. McElhaney (1973), Ph.D., Hudson Professor Emeritus of Biomedical Engineering
Thomas J. McManus (1961), M.D., Professor Emeritus of Cell Biology
Allisdair MacIntyre (1994), D.Lit., Arts and Sciences Professor Emeritus of Philosophy
Sidney David Markman (1947), Ph.D., Professor Emeritus of Art History and Professor Emeritus of Archaeology
Gail R. Marsh (1969), Ph.D., Associate Professor Emeritus of Psychologica and Brain Sciences
Elgin W. Mellown, Jr. (1965), Ph.D., Associate Professor Emeritus of English
Richard S. Metzgar (1962), Ph.D., Professor Emeritus of Immunology
Johannes Horst Max Meyer (1959), Ph.D., Professor Emeritus of Physics
John W. Moore (1961), Ph.D., Professor Emeritus of Neurobiology
Montrose J. Moses (1959), Ph.D., Professor Emeritus of Cell Biology
Earl George Mueller (1945), Ph.D., Professor Emeritus of Art
Francis Joseph Murray (1960), Ph.D., Professor Emeritus of Mathematics
Aubrey Willard Naylor (1952), Ph.D., James B. Duke Professor Emeritus of Botany
Thomas H. Naylor (1964), Ph.D., Professor Emeritus of Economics
Francis Newton (1967), Ph.D., Professor Emeritus of Latin in Classical Studies
Yasuhiro Nozaki (1966), Ph.D., Associate Professor Emeritus of Biochemistry
Holger O. Nygard (1968), Ph.D., Professor Emeritus of English
John F. Oates (1967), Ph.D., Professor Emeritus of Ancient History in Classical Studies
Robert T. Osborn (1954), Ph.D., Professor Emeritus of Religion
James G. Osborne (1961), B.S., Professor Emeritus of Forest Biometry
Suydam Osterhout (1959), M.D., Ph.D., Professor Emeritus of Microbiology and Immunology
Athos Ottolenghi (1959), M.D., Professor Emeritus of Pharmacology
Harry Ashton Owen, Jr. (1951), Ph.D., Professor Emeritus of Electrical Engineering
George M. Padilla (1959), Ph.D., Professor Emeritus of Cell Biology
Erdman B. Palmore (1967), Ph.D., Professor Emeritus of Sociology
William Bernard Peach (1951), Ph.D., Professor Emeritus of Philosophy
George W. Pearsall (1964), Sc.D., Professor Emeritus of Mechanical Engineering and Materials Science
and Professor of Public Policy Studies
Ronald D. Perkins (1968), Ph.D., Professor Emeritus of Geology
Olan Lee Petty (1952), Ph.D., Professor Emeritus of Education
Leland R. Phelps (1961), Ph.D., Professor Emeritus of Germanic Languages and Literature
Orrin Pilkey (1965), Ph.D., James B. Duke Professor Emeritus of Earth and Ocean Sciences and Professor Emeritus of Environmental Studies
Jack J. Preiss (1959), Ph.D., Professor Emeritus of Sociology
Richard A. Preston (1965), Ph.D., William K. Boyd Professor Emeritus of History
Louis DuBoise Quin (1957), Ph.D., James B. Duke Professor Emeritus of Chemistry
Dale B. J. Randall (1957), Ph.D., Professor Emeritus of English
Jacqueline A. Reynolds (1969), Ph.D., Professor Emeritus of Cell Biology
Lawrence Richardson, Jr. (1966), Ph.D., James B. Duke Professor Emeritus of Classical Studies
Hugh G. Robinson (1964), Ph.D., Professor Emeritus of Physics
Theodore Ropp (1938), Ph.D., Professor Emeritus of History
Rachel F. Shipley (1952), Ph.D., Associate Professor Emeritus of Education
Harvey J. Sage (1964), Ph.D., Associate Professor Emeritus of Biochemistry
Charles Richard Sanders (1937), Ph.D., Professor Emeritus of English
Lloyd Saville (1946), Ph.D., Professor Emeritus of Economics
Harold Schiffman (1963), Ph.D., Professor Emeritus of Psychology
Knut Schmidt-Nielsen (1952), Ph.D., James B. Duke Professor Emeritus of Physiology and Zoology
Anne Firor Scott (1961), Ph.D., William K. Boyd Professor Emeritus of History
Richard A. Scoville (1961), Ph.D., Associate Professor Emeritus of Mathematics
Richard B. Seares (1965), Ph.D., Professor Emeritus of Botany
Marion Shepard (1967), Ph.D., Professor Emeritus of Mechanical Engineering and Materials Science
Ida Harper Simpson (1959), Ph.D., Professor Emeritus of Sociology
William H. Simpson (1930), Ph.D., Professor Emeritus of Political Science
David A. Smith (1962), Ph.D., Associate Professor Emeritus of Mathematics
Donald S. Smith II (1961), M.H.A., Assistant Professor Emeritus of Health Administration
Grover C. Smith (1952), Ph.D., Professor Emeritus of English
Joel Smith (1958), Ph.D., Professor Emeritus of Sociology
Peter Smith (1959), Ph.D., Professor Emeritus of Chemistry
George G. Somjen (1964), M.D., Professor Emeritus of Cell Biology
Joachim R. Sommer (1957), M.D., Professor Emeritus of Pathology
Madison S. Spach (1958), M.D., Professor Emeritus of Cell Biology
William J. Stambaugh (1961), Ph.D., Professor Emeritus of Environmental Studies
Charles Franklin Starmer, Jr. (1966), Ph.D., Professor Emeritus of Computer Science
William Franklin Stinespring (1936), Ph.D., Professor Emeritus of Old Testament and Semitics
Donald E. Stone (1963), Ph.D., Professor Emeritus of Botany
Boyd R. Strain (1969), Ph.D., Professor Emeritus of Botany
Howard Austin Stitchel (1948), Ph.D., Professor Emeritus of Chemistry
Richard Stubbing (1959), Ph.D., Professor of the Practice Emeritus of Public Policy Studies
Charles Tanford (1960), Ph.D., James B. Duke Professor Emeritus of Physiology
John J. TePaske (1967), Ph.D., Professor Emeritus of History
Marcel Tettel (1960), Ph.D., Professor Emeritus of Romance Studies
Fredrick L. Thurstone (1967), Ph.D., Professor Emeritus of Biomedical Engineering
Richard L. Tuthill (1953), Ed.D., Professor Emeritus of Economic Geography
Patrick R. Vincent (1954), Ph.D., Associate Professor Emeritus of Romance Languages
F. Stephen Vogel (1961), M.D., Professor Emeritus of Pathology
Stephen A. Wainwright (1964), Ph.D., James B. Duke Professor Emeritus of Zoology
William D. Walker (1971), Ph.D., Professor Emeritus of Physics
Michael A. Wallach (1962-72, 1973), Ph.D., Professor Emeritus of Psychological and Brain Sciences
Frances Ellen Ward (1969), Ph.D., Professor Emeritus of Immunology
Bruce W. Wardropper (1962), Ph.D., William Haynes Wannamaker Professor Emeritus of Romance Studies
Seth L. Warner (1955), Ph.D., Professor Emeritus of Mathematics
Morris Weisfeld (1967), Ph.D., Professor Emeritus of Mathematics
Henry Weitz (1950), Ed.D., Professor Emeritus of Education
Richard L. Wells (1962), Ph.D., Professor Emeritus of Chemistry
Paul Welsh (1948), Ph.D., Professor Emeritus of Philosophy
Robert W. Wheat (1958), Ph.D., Professor Emeritus of Microbiology
Hilda Pope Willett (1948), Ph.D., Professor Emeritus of Microbiology
George W. Williams (1957), Ph.D., Professor Emeritus of English
Peter Fredric Williams (1985), Ph.D., Arts and Sciences Professor Emeritus of Music
Thomas George Wilson (1959), Sc.D., Professor Emeritus of Electrical Engineering
Cliff W. Wing, Jr. (1965), Ph.D., Professor Emeritus of Psychology
Orval S. Winternute (1958), Ph.D., Professor Emeritus of Religion
Max A. Woodbury (1966), Ph.D., Professor Emeritus of Computer Science
William P. Yohe (1958), Ph.D., Professor Emeritus of Economics
James G. Yoho (1984), Ph.D., Professor Emeritus of Forestry
Charles R. Young (1954), Ph.D., Professor Emeritus of History
Peter Zwadyk, Jr. (1971), Ph.D., Associate Professor Emeritus of Pathology and Associate Professor of Microbiology
TO THE PROSPECTIVE GRADUATE STUDENT

A graduate school is where excellence in scholarship is established in a university. At Duke, the Graduate School is where the two essential functions of a university, teaching and research, truly come together. Over the years Duke's strength at the graduate level has grown in all the main fields of knowledge. The past two decades were particularly fruitful years for recruitment of faculty, establishment of new programs, and attraction of outstanding students. The international distinction of the faculty continues to grow, while the laboratories, libraries, and computer facilities, already among the very best, are targets of major enhancements in the next decade. Yet the Graduate School remains small enough so that personal contact is a central feature of our programs, and fruitful interaction across disciplines is a common experience, both for faculty and students.

For the student in search of a strong graduate education, Duke University has much to offer. This is a community in which minds and ideas grow. We provide training for many careers, but we seek also to foster personal creativity and to provide stimulating yet congenial surroundings for productive education and research.

The following pages provide the information you require in making the important choice of the course of your graduate education. We look forward to welcoming you to the Duke community of scholars.

Lewis Siegel

Dean of the Graduate School
Admission
Degree and Non-degree Admission

Students who wish to undertake graduate work at Duke University, whether for degree or non-degree purposes, must be formally admitted to the Graduate School by the dean. Prerequisites for admission include a bachelor’s degree (or the equivalent of a four-year U.S. bachelor’s degree) from an accredited institution and, for degree programs, satisfactory scores on the Graduate Record Examination and Test of English as a Foreign Language (international applicants only). Individual departments may specify additional prerequisites, which can be found in the chapter on “Courses of Instruction.”

Students who do not intend to earn an advanced degree at Duke, but who wish to take graduate courses, may apply for non-degree admission. Such admission is granted in three different categories: (1) admission as a regular non-degree student with a particular department; (2) admission as a special non-degree student without departmental affiliation through the Office of Continuing Education; and (3) admission as an unclassified student in the summer session only.

Credits earned by non-degree students in graduate courses taken at Duke before full admission to the Graduate School may be carried over into a graduate degree program if (1) the action is recommended by the student’s director of graduate studies and approved by the dean, (2) the work is not more than two years old, (3) the amount of such credit does not exceed one semester at full-time tuition, and (4) the work has received grades of G or better.

Students who have discontinued a program of degree work at Duke must apply for readmission to the Graduate School. Those who discontinue study prior to completing a degree must, by letter, request permission of the dean to be readmitted to the degree program; those who discontinue study after earning a master’s degree must file a new application for the doctoral program.

Admission Procedures*

A student seeking admission to the Graduate School should obtain application information from the Graduate School Enrollment Services Office, including the necessary forms and detailed instructions on how to apply. All of this information, including an electronic application, is available from the Graduate School web site at http://www.gradschool.duke.edu. All parts of the application form must be filled out completely, signed, and submitted to the Graduate School Enrollment Services Office.

*This chapter is a brief summary of and supplement to information contained in the current Graduate School application guide, available both in print, and electronically via the World-Wide Web at http://www.gradschool.duke.edu. Either of these publications should be consulted for more comprehensive information on all aspects of the process of applying for admission and award.
The necessary supporting documents and a nonrefundable application fee must also be sent with the paper application or immediately upon the submission of the electronic application. The fee is $75* in U.S. currency (check or money order payable to Duke University through a U.S. bank). However, if the application is postmarked and completed by December 1, the fee is reduced to $65. The required supporting documents are: (1) one copy of an official, confidential transcript from each institution (undergraduate or graduate) attended, sealed in a confidential envelope and signed across the seal by the registrar at the institution; (2) three letters of evaluation, written on the forms provided and returned by the applicant in confidential envelopes that have been sealed then signed by the evaluators; (3) official scores on the Graduate Record Examination General Test for applicants to all departments; and (4) official scores on the Graduate Record Examination Subject Test for applicants to certain specified departments. Additional requirements for international applicants are described below. Please consult the current application guide for more detailed information on all requirements.

Students applying for fall admission and award should take the Graduate Record Examination in time for official scores to reach the Graduate School by the December 31 deadline. Information on the times and places of the Graduate Record Examinations can be obtained from the applicant’s college or the Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000, telephone (609) 771-7670, website <http://www.gre.org>.

Additional Procedures for International Students. Fully qualified students from outside the United States are invited to apply for admission to full-time study in the Graduate School. The international student must, in addition to the information required of all students, submit with the application materials:

1. If the student’s native language is not English, certification of English proficiency demonstrated by official scores from the Test of English as a Foreign Language (TOEFL), administered through the Educational Testing Service, P.O. Box 6151, Princeton, New Jersey, 08541-6151 USA, website <http://www.toefl.org>. The Graduate School requires a minimum TOEFL score of 213 on the computer-based test.

2. A statement showing financial arrangements for the proposed term at Duke (estimated costs per calendar year are about $45,650).

English Language Requirements for International Students. All international students whose native language is not English must enroll in two sections of intensive English language instruction during their initial year at Duke, unless formally waived from this requirement by the Graduate School upon certification of competency in English.

Part-Time Graduate Study. Many graduate departments will consider applications from students wishing to pursue degree study on a full-time or part-time basis. (Consult application materials for listing of departments.) Admission requirements, procedures, and deadlines are the same in either case. Visa restrictions do not allow nonimmigrant students to pursue graduate study on a part-time basis.

Master of Arts in Liberal Studies Procedures. Students seeking admission to MALS should contact that program directly for information, requirements, and special application materials.

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*All fees are based on current charges and are subject to change without notice.
Summer Session Procedures. Students who wish to begin graduate work during the summer must check first with the department of interest concerning available courses or research work, as well as funding possibilities; some departments have summer offerings and others do not. Applications should be submitted according to the fall deadline schedule, since summer files will be reviewed along with others who plan to begin in late August.

In addition to the application for regular admission to the Graduate School, students must also apply directly to the summer session. Application forms and catalogues may be obtained from Summer Session, Duke University, Box 90059, Durham, North Carolina 27708-0059, telephone (919) 684-2621, email <learn@acpub.duke.edu>.

Students who wish to take graduate courses in the summer but not pursue a graduate degree may be admitted to the summer session under the following categories. Duke Students: current students in good standing may attend the summer session without formal application. Non-Duke Students: other persons may seek admission to the summer session provided they are (or were) in good standing at a fully accredited college or university.

Continuing Education Procedures. A student seeking admission as a non-degree continuing education graduate student at Duke must have received a bachelor’s degree and must either reside in the area or be moving to the area with the intention of residing here for a substantial period of time. Application materials and additional information may be obtained from the Office of Continuing Education, Duke University, Box 90700, Durham, North Carolina 27708-0700, telephone (919) 684-2621, email <learn@acpub.duke.edu>.

Review of Application and Notification of Status. All applications are considered without regard to race, color, religion, national origin, handicap, veteran status, sexual orientation or preference, sex, or age.

Application files are assembled in the Graduate School Enrollment Services Office, where all official record-keeping is maintained. Applications, once processed, are sent to the departments. A departmental admissions committee, usually headed by the director of graduate studies, reviews the applications and makes recommendations to the dean. Formal admission to the Graduate School is offered only by the dean, who will send the official letter of admission and an acceptance form. The process of admission is not complete until the student returns the acceptance form.

Admission may not be deferred from one term to another; an admission offer is only for the semester, program and degree specified in the letter of admission. Students seeking the A.M. or M.S. degree must re-apply for admission to a Ph.D. program.

Immunizations. North Carolina Statute G.S.: 130A-155.1 states that no person shall attend a college or university, public, private, or religious, excluding students attending night classes only and students matriculating in off-campus courses, unless a certificate of immunizations against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola), and rubella is presented to the college or university on or before the first day of matriculation. The required forms and instructions are provided to students in the packet of materials sent with the letter of admission or shortly thereafter.

Deadlines for Application

It is the applicant’s responsibility to make certain that the Graduate School Enrollment Services Office has received all required materials by the appropriate deadlines. Only complete applications can be considered. To ensure that the Enrollment Services Office will have adequate time to assemble all items submitted on an applicant’s behalf, applications should be sent at least two weeks before the stated deadlines.

Consult current application materials for a more detailed explanation of deadlines and their enforcement.

Deadlines for Application 35
FOR FALL SEMESTER

December 1. Deadline for postmark and completion of applications eligible for the reduced application fee of $65. All applications postmarked after this date must be accompanied by a fee of $75 or they will not be processed.

December 31. Final deadline for postmark of applications for admission and award to all programs for the fall semester. (Note: Applications must arrive in the Graduate School within fourteen days of the December 31 postmark date.) Applications postmarked and completed by this date are guaranteed a review; those postmarked/completed after this date are not guaranteed consideration. Late applications may be considered for admission only if all spaces have not been filled, and for financial aid, only if funds are still available. All students seeking fall admission should meet the December 31 deadline, since it is likely that enrollment in many departments will be filled soon after this date.

The final cut-off date for processing new applications is July 15. Few departments, however, continue to review applications this late. No applications for fall received after this date will be processed.

FOR SPRING SEMESTER

November 1. Final date for completion of applications for admission to the spring semester, space permitting. Not all departments accept new students for the spring semester, nor is financial aid readily available for spring matriculants.

FOR SUMMER SESSION

Students seeking admission to the Graduate School for study in the summer session should apply for Graduate School admission according to the fall deadline schedule. In addition to applying to the Graduate School, students must also apply to the Summer Session at least 30 days in advance of each Summer Session. (There are two Summer Sessions, typically running from mid-May to late June, and early July to mid-August.)
Fellowships and Scholarships

The Duke University Graduate School and its graduate programs offer a wide array of financial support. Funding is available from annually allocated awards funds, instruction, endowed fellowships, foundation and other private support, as well as federal research and training grants. A student who wishes to be considered for any of the fellowships or assistantships mentioned in this section should so indicate on the application form for admission and award. Selection of award recipients is made on the basis of academic merit and departmental recommendations.

(While personal financial need may not be the basis for the granting of many graduate awards, the Graduate School requests that all matriculating students complete the Free Application for Federal Student Aid. You can complete this form on-line at www.fafsa.ed.gov.)

In addition to those awards available through the university, applicants are urged to compete for national and foundation awards available for graduate study. The following list provides a few of the awards available from these sources and from within the university.

NATIONAL, REGIONAL, AND FOUNDATION AWARDS

National Science Foundation Graduate Fellowships and Minority Fellowships: predoctoral fellowships for students in the physical, biological, and social sciences. Applications are available from the National Science Foundation, 4201 Wilson Blvd., Arlington, Virginia 22230.


Andrew W. Mellon Fellowships: predoctoral fellowships for students who aspire to teaching and scholarship in the humanities. For information write to Fellowships in Humanistic Studies, The Woodrow Wilson National Fellowship Foundation, P.O. Box 288 (300 Alexander Street), Princeton, N.J. 08542-0288. (609) 452-7007.


Frederick K. Weyerhaeuser Forest History Fellowship. This fellowship is available campus-wide to students who wish to study broadly in the area of forest and conservation history. Inquiries should be made to the Forest History Society, 701 Vickers Avenue, Durham, North Carolina 27701.

COMPETITIVE GRADUATE SCHOOL FELLOWSHIPS

These competitive fellowships are offered through the Graduate School. Normally, students will not make direct application to these awards, but are nominated by their department.
Fellowships for Incoming Students

James B. Duke Fellowships. The James B. Duke One-Hundredth Anniversary Fund provides fellowships for students who wish to pursue a program leading to the Ph.D. degree in the Graduate School at Duke University. Its objective is to aid in attracting and developing outstanding scholars at Duke. Selection of recipients is made by a faculty committee upon nomination by the appropriate department. These fellowships provide a $4,000 stipend supplement for four years to any other award the student receives from the department, the Graduate School, or national fellowships.

The University Scholars Program was created in 1998 with a gift from Duke University Trustee Melinda French Gates and her husband Bill Gates, through the William H. Gates Foundation. The program is designed to stimulate an interdisciplinary, intergenerational, and diverse community of scholars. Each year the University Scholars Program provides tuition and a stipend for up to six incoming graduate students, who participate in bimonthly University Scholars Program seminars, and act as informal intellectual leaders and mentors (not advisors) to the program's undergraduates. For more information, see the University Scholars Program web site at: http://www.usp.duke.edu.

Fellowships for Advanced Students

Katherine Stern Fellowship provides dissertation-year support for advanced graduate students.

Named Instructorships in Arts and Sciences. Five of these awards are provided jointly by the Graduate School and Trinity College. Students are required to teach one course during the academic year in which they hold the award.

Summer Research Fellowships for students in Humanities and Social Sciences are available to students in the summer following years three through six who have passed their preliminary exams. The fellowships pay a summer stipend and fees.

Library Internships: The Graduate School and Perkins Library offer four 10-month internships to students working with special library materials.

Aleane Webb Dissertation Research Fellowships provide support for miscellaneous research projects associated with the dissertation.

Conference Travel Awards fund advanced students who are presenting papers at national conferences.

International Research Opportunities

The Graduate School works to secure funding for advanced students who need to do research overseas. Below are a few of the programs currently available. Information on other fellowship opportunities may be obtained from the Office of Research Support.

Advanced International Fellowship. The Graduate School offers one or two research awards to students who must travel overseas.

Predissertation/Dissertation Travel Awards are provided for overseas research travel.

Organization for Tropical Studies. The Graduate School provides limited funding for students to travel to Costa Rica to participate in this program.

Sigma Xi. Both the national and local chapters of this scientific honorary society offer research grants to graduate students. The Graduate School currently provides matching funding for these awards.

Exchange Programs. The Graduate School has developed exchange programs with a number of foreign universities, including the Free University of Berlin, Potsdam, Humboldt University, University of Salzburg, Trinity College-Dublin, University of Venice, University of Vienna, and the Deutscher Akademischer Austausch Dienst.
Fellowships and Scholarships which includes the University of Dresden, University of Erlangen-Nuremberg, and University of Wurzburg.

GRADUATE FELLOWSHIPS FOR MINORITY STUDENTS

Duke Endowment Fellowships. The Duke Endowment fellowship provides four years of graduate support. Its objective is to attract and develop outstanding minority scholars. A fellowship stipend is provided for the academic year and summer. Payment of academic year tuition and registration and health fees for fall, spring, and summer terms are also provided. Support for years one and two is provided by the Graduate School. Support for years three and four is provided by the department and may include service in the form of a research or teaching assistantship. In addition, in the fifth or final year, fellows are eligible to compete for dissertation support.

Presidential Fellowships. The Presidential Fellowship provides four years of graduate support. Its objective is to attract and develop outstanding minority scholars. A fellowship stipend is provided for the academic year and summer. Payment of academic year tuition and registration and health fees for fall, spring, and summer terms are also provided. In addition, a $1,000 book allowance is provided during the academic year. Support for years one and two is provided by the Graduate School. Support for years three and four is provided by the department and may include service in the form of a research or teaching assistantship. In addition, in the fifth or final year, fellows are eligible to compete for dissertation support.

National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc., is a tax-exempt, nonprofit corporation. GEM is jointly sponsored through a membership arrangement between employer and university members. GEM offers fellowships to minority students pursuing the M.S. or Ph.D. degrees in engineering, and Ph.D.’s in science. For application and other information email g.m.1@nd.edu with your complete mailing address or call GEM at (219) 631-7771.

DEPARTMENTAL FELLOWSHIPS, ENDOWMENTS, RESEARCH AND INSTRUCTIONAL ASSISTANTSHIPS

The majority of funding available for graduate study is provided by the student’s department. Listed below are some ways a student may be supported. For specific information, contact the program director of graduate studies.

Fellowships and Scholarships: Various departments offer fellowship stipends and tuition scholarships to students pursuing graduate studies. Information may be obtained from the individual departments.

Endowed Fellowships: Many departments offer endowed fellowship support. These include the Gurney Harris Kearns and the Gertrude Weil Fellowships in Religion, the Frank T. de Vyver and the Calvin Bryce Hoover Fellowships in Economics, the Clare Hamilton Memorial Endowed Fellowship in Clinical Psychology, the Charles R. Hauser Fellowship in Organic Chemistry, and the Robert R. Wilson Fellowship in English. Selection for these fellowships is made through faculty committees.

Research Assistantships. Appointments are available for graduate students whose special training and qualifications enable them to serve as assistants to individual staff members in certain departments. Stipends may be up to $15,000 depending on the nature of the assistance and the assisting time required.

Part-time Instruction. Several departments offering graduate work have exceptionally qualified graduate students work as part-time instructors, tutors, and teaching assistants. Amounts of these assistantships vary and interested applicants should contact their departments directly.

PAYMENT OF AWARDS

The payment of stipends for graduate assistantships starts on September 25 and is made in equal payments on the twenty-fifth day of each month thereafter. Fellowship
stipends are paid on the last working day of the month, beginning in September. Under the Tax Reform Act of 1986, for U.S. citizens, the only graduate student financial assistance exempt from taxation are amounts paid for tuition, fees, books, supplies, and equipment required for course instruction.

For foreign students, stipend payments are subject to withholding of federal and state income taxes, based on the existing tax treaty between the student's country and the USA. In addition there is an IRS requirement that tuition payments for foreign students must be reported to the federal government. Tax treaties can be viewed on the web (lower part of the page) at http://www.irs.ustreas.gov/prod/forms_pubs/pubs/p90102.htm. Each student's tax situation is unique, and the Payroll Office at Duke provides assistance to enrolled students regarding withholding requirements.

It is the responsibility of the student to be sure that tuition and fees are paid or that arrangements have been made with the appropriate office or department for submission of tuition payment notices to the bursar (101 Allen Building). Graduate students should contact either the director of graduate studies in their department or the Graduate School financial aid coordinator (03 Allen Building) depending upon the type of award. Faculty, senior administrative staff, employees, and eligible spouses not in degree programs should contact Jennifer Frazier (705 Broad Street) regarding tuition benefits.

Satisfactory Progress. Graduate students are expected to make satisfactory progress in their programs in order to remain enrolled in the Graduate School or to receive financial aid. Qualitative and quantitative requirements regarding formal coursework are detailed under the chapter of this bulletin entitled “General Academic Regulations,” including regulations regarding unsatisfactory or failing grades in major or related courses. Additional requirements may be imposed by individual departments, which are responsible for certifying at the conclusion of each academic year the satisfactory progress of all enrolled students. Finally, the Graduate School has established normative time requirements for completion of various stages of graduate degree work. Failure to meet expected time frames requires a review of the student's situation by the dean of the Graduate School, as specified in the chapter on “General Academic Requirements.” See also the section below on “Restrictions” under Payment of Accounts.

LOANS

Students who anticipate a need to supplement their financial resources through loans or college work-study employment must complete a Free Application for Federal Student Aid form. Forms are available at most financial aid offices or from the Financial Aid Coordinator, Graduate School, Duke University, Durham, North Carolina 27708. Students may also complete the FAFSA online at http://www.fafsa.ed.gov. In order for Duke Graduate School to obtain the information electronically, Duke's school code (E0016) must be indicated on the form.

Students who are enrolled at least half time, who are U.S. citizens at permanent residents, and who meet the federal criteria for need are eligible for loans. Loan funds are provided through the Carl Perkins Student Loan Program after a student has borrowed the maximum from the Federal Stafford Loan Program. Generally, loans made from these funds, as is the case with loans from state agencies, bear no interest charge to qualified borrowers while they maintain student status and for a short period thereafter. Interest during the repayment period is at a favorable rate.

Inquiries should be addressed to the Financial Aid Coordinator, Box 90061, Graduate School, Duke University, Durham, North Carolina 27708-0061.

WORK-STUDY PROGRAM EMPLOYMENT

Funds are available through the college work-study program for short-term or part-time employment of graduate students. A student who wishes to apply for work-study
must complete a Free Federal Financial Aid form. Students considering the possibility of work-study for the fall should submit Free Federal Financial Aid forms by April 15. Eligibility requirements are similar to those of the federal loan programs. In addition to departmental employment opportunities, the placement office maintains a listing of employment openings for students.

SUMMER FINANCIAL AID

A limited amount of financial aid is available to students in summer study. Summer financial aid, determined according to demonstrated need, may consist of a departmental award, institutional grant funds, instruction, and/or low interest loans from the Stafford Student Loan program. Students must be registered for summer school in order to receive summer support. The college work-study aid is determined by the financial aid office based upon the student’s financial need and the availability of funds. Graduate awards are determined by departments depending on usual criteria and availability of funds.

Student Expenses

Although many students will receive financial assistance for their graduate education, students are responsible for ensuring that they have the means to support themselves, and the ability to pay tuition and fees due the university. Below is a summary of expected costs.

COST OF LIVING

For a specific estimate of the cost of education for need-based awards or loan certification, contact the Graduate School Financial Aid Office. Cost may also differ for international students; contact Graduate Admissions for further information.

TUITION AND FEES

Tuition

The following figures are estimates for 2003-04, and are subject to change. Tuition is charged on a per semester basis for Ph.D. students, and on a per unit basis for masters and nondegree students. (The tuition rate for the masters program in international development policy is set separately from other graduate programs; information concerning these rates can be obtained from the program director.) For new Ph.D. students entering in 2003-04, the charge for tuition is $11,640 per semester. Currently, a charge for tuition is levied for six semesters of graduate study. One semester of credit may be granted for those entering with a previous graduate degree or for non-degree work done at Duke prior to matriculation. The “six semester” policy is currently under review and will likely be modified in future years.

For masters and nondegree students, the tuition for 2003-04 is $835 per unit or semester hour.

REGISTRATION FEE

All graduate students, with the exception of students registered through Continuing Education or the Master of Arts in Liberal Studies Program, will be charged a registration fee for every semester of residence. For 2003-04, the registration fee charge is $1,665 per semester. Registration for summer 2004 is also $1,665.

TRANSCRIPT FEE

All entering students will be charged in the fall semester a one-time mandatory fee of $40 for transcripts. This fee entitles the student to an unlimited number of Duke transcripts.

STUDENT HEALTH FEE

All full-time students and part-time degree candidates are assessed a fee each semester for the use of the Student Health Service. For fall and spring, the fee is
estimated at $524 ($262 each semester). For summer, the fee is estimated at $180. This fee is distinct from health insurance, and does not provide major medical coverage. For the services covered by this fee see the chapter "Student Life".

HEALTH INSURANCE

Students will be charged for health insurance in the fall semester, unless proof of other health insurance is provided. For 2003-04, the Student Health Insurance is estimated at $1,063 for the full year. Information on the coverage provided by this insurance is available from the Office of the Bursar.

STUDENT GOVERNMENT DUES

All graduate students will be charged student government dues of $10 per semester.

RECREATION FEE

All graduate students will be charged a recreation fee for the use of on-campus facilities. The fee is $30 per semester.

OTHER FEES

Thesis or Dissertation Fees. Fees incurred in connection with a thesis or dissertation are currently as follows:

- Binding fee, three university copies of thesis or dissertation $25
- Microfilming fee (doctoral degree only) upon final submission $55
- Copyright fee (doctoral degree only), optional $45

Marine Laboratory Fee. For Marine Laboratory investigators' research table fee, see the publication Marine Laboratory 1995.

Audit Fee. Auditors are permitted on a space available basis with the consent of the instructor. Students registered full time during fall and spring may audit courses without charge. An audit fee is charged for other students.

Vehicle Fee. Students should contact the University Parking Services Office (2010 Campus Drive) regarding parking fees.

PAYMENT OF ACCOUNTS FOR FALL AND SPRING

The Office of the Bursar will issue invoices to registered students for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The total amount due on the invoice is payable by the payment date indicated on the invoice. Inquire at the Bursar's Office, (919) 684-3531, if an invoice has not been received three weeks prior to the first day of classes, so that payment can be forwarded while a duplicate invoice is issued to document the balance owed. As part of the admission agreement to Duke University, a student is required to pay all invoices as presented. If full payment is not received, a late payment charge as described below will be assessed on the next invoice and certain restrictions as stated below will be applied. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Nonregistered students will be required to make payment for tuition, fees, required deposits, and any past due balance at the time of registration.

Monthly Payment Option. The Monthly Payment Option Plan allows students to pay all or part of the academic years' expenses in ten equal monthly payments from July 1 to April 1. The only cost is an annual, nonrefundable fee of $95. The participation fee can be paid by Visa or Mastercard. Payments may be made by check or by bank draft. Questions regarding this plan should be directed to Tuition Management Systems, 1-800-722-4867 or 401-849-1550. At renewal, the plan can be extended to twelve months. The monthly payments can be increased or decreased without additional costs.

Late Payment Charge. If the total amount due on an invoice is not received by the invoice late payment date, the next invoice will show a penalty charge of 1 1/4 percent.
per month assessed on the past due balance regardless of the number of days past due. The past due balance is defined as the previous balance less any payments and credits received on or before the late payment date and also any student loans or scholarship memo credits related to the previous balance which appear on the invoice.

Restrictions. An individual will be in default if the total amount is not paid in full by the due date. A student in default will not be allowed to receive a transcript of academic records, have academic credits certified, go on leave of absence, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school and have the account referred to a collection agency.

Reduction in Registration and Tuition. Full refunds are granted students who reduce registration on the drop/add date at the beginning of each semester.

Refunds for Withdrawal from School during Fall and Spring Semesters. For students who withdraw from school or who are withdrawn by the university, refunds of tuition are governed by the following policy.

1. In the event of death, refund of full tuition and fees will be granted.
2. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule:
   a. Withdrawal before classes begin: full refund;
   b. Withdrawal during the first or second week of classes: 80 percent refund (fees will not be refunded);
   c. Withdrawal during the third, fourth, or fifth week of classes: 60 percent refund (fees will not be refunded);
   d. Withdrawal during the sixth week: 20 percent refund (fees will not be refunded);
   e. Withdrawal after the sixth week: no refund.
   f. Tuition charges paid from grants or loans will be restored to those funds on the same pro rata basis and will not be refunded or carried forward.
3. If a student has to drop a course for which no alternate registration is available, drops special fee courses (music, golf, etc.), or drops a paid audit during the first two weeks of the drop/add period, a full refund may be granted with the approval of the dean. (The student health fee will not be refunded.)

Special Tuition Benefits for Employees. The Graduate School recognizes a special obligation to encourage the professional and personal advancement of employees. The university thus grants reductions in tuition to eligible employees enrolling in courses offered by the university. Employees should consult the Benefits Office, 705 Broad Street, (919) 684-6723, for eligibility and payment requirements.
Registration
Registration

All students who enrolled prior to fall 1994 should consult the bulletin of their year of matriculation for registration procedures and requirements.

Registration Requirements. All students must register each fall and spring semester for “continuation” and pay a registration fee each semester until all degree requirements are completed, unless waived by an approved leave of absence granted by the dean. Failure to maintain “continuation” registration each fall and spring will result in administrative withdrawal from the university.

Leave of Absence. Students who have been on leaves of absence and who intend to resume a degree program must give the department and the dean notice of this intention two months before registration.

Doctoral students. In addition to “continuation,” doctoral students must also register for a total of 6 semesters of full-time tuition. For Ph.D. students, approved transfer of an earned graduate degree may reduce the number of semesters of full-time tuition required for the degree to five semesters. After the 6 semesters of tuition, doctoral students will be charged only the registration fee. Specific course requirements for doctoral students are set by the departments. Students must be registered during the terms that they take qualifying, preliminary, and final examinations.

Master’s students. Master’s students must register for a minimum of 30 units of degree credit, although some programs require more than 30 units. A registration fee and “continuation” registration for each semester are also required in all programs. Approved transfer course work into a master’s program will not reduce the minimum registration of 30 units for a master’s degree at Duke University. Students must be registered during the terms that they take final examinations.

Registration Periods. All students who are enrolled in the Graduate School and who have not been granted a leave of absence by the dean must register each fall and spring until all degree requirements are completed. New students will register immediately prior to the first day of classes in either term; continuing students register during the announced registration periods (set by the Registrar’s Office) in November and March.
Late Registration. All students are expected to register at the times specified by the university. A late registration fee of $25 is charged any student registering late, including a current student who delays registering until the registration for new students.

Change of Registration. During the first two weeks of the fall or spring semester, registration may be changed with the approval of the director of graduate studies if no reduction of fee is entailed. If fees are reduced, the approval of the dean of the Graduate School is required and must be received no later than the first week of the semester.

Summer Registration. Students who are in residence at Duke University during the spring and who plan to enroll for courses in the summer session may have their course programs approved by the director of graduate studies during the week of Graduate School registration in March. Summer session students may register at announced times beginning with the March registration period and up to the Wednesday preceding the start of the appropriate term. Graduate students who are in residence during the summer session, but not enrolled in any courses, pay only the “continuation” fee.

The university does not mail statements for summer session tuition and fees. All tuition and fees should be paid in the Office of the Bursar (101 Allen Building) at least five full working days prior to the first day of class (see summer session calendar). Students who fail to register and pay all tuition and fees before this deadline will be assessed a late charge. Failure to pay tuition and fees by the end of the drop/add period will result in administrative withdrawal of the student.

Summer session students may add a course or courses before or during the first three days of the term. Courses may also be dropped before and during the first three
days, but a 20 percent tuition fee will be charged (1) if the course is not dropped before the first day, and (2) the dropped course(s) results in a total tuition reduction. Courses dropped after the third day of classes are not eligible for tuition refund.

Additional Registration Requirements. It is necessary to be a fully registered student according to the regulations listed in the chapter on “Registration” in order to be eligible for library carrel and laboratory space, student housing, university and some outside loans, and the Student Health Service, including accident and sickness insurance. See the chapter on “Student Life.”
Regulations
General Academic Regulations

Credits. The following regulations pertain to credits earned outside the Duke University Graduate School:

Graduate Credit Earned before the A.B. Degree Is Granted. Ordinarily no credit will be allowed for graduate courses taken before a student has been awarded the A.B. or B.S. degree. However, an undergraduate student at Duke University, who at the beginning of the final semester lacks no more than three courses in order to fulfill the requirements of the bachelor’s degree, may apply for admission to the Graduate School for that final semester. If the student meets the requirements for admission, permission may be obtained from the dean of the Graduate School to enroll for graduate courses to bring the total program to no more than four courses. In addition to undergraduate registration, the student must register in and pay tuition for those courses to the Graduate School at the beginning of the semester in which graduate credit is to be earned in order for the courses to be credited toward a graduate degree program.

Transfer of Graduate Credits. For master’s programs, the transfer of graduate credit does not reduce the required minimum registration of 30 units for a master’s degree at Duke. For Ph.D. students, one semester of full-time tuition credit may be given if the student has completed a relevant graduate degree at another institution. No credit will be given to those students who wish to receive a master’s degree en route to the Ph.D. Up to one semester of tuition credit may be given to students who have completed graduate course work at Duke as nondegree students. Financial credit for the above programs will be given only after the student has completed one full-time semester in a degree-granting graduate program. (For Ph.D. students, departments are free to
consider previous coursework in determining further course requirements for the student—academic credit is distinct from financial credit or registration requirements for the degree.)

**Grades.** Grades in the Graduate School are as follows: E, G, S, F, and I. E (excellent) is the highest mark; G (good) and S (satisfactory) are the remaining passing marks; F (failing) is an unsatisfactory grade; and I (incomplete) indicates that some portion of the student’s work is lacking, for an acceptable reason, at the time the grades are reported. For students enrolled in the Graduate School, the instructor who gives an I for a course specifies the date by which the student must make up the deficiency. If a course is not completed within one calendar year from the date the course ended, the grade of I becomes permanent and may not be removed from the student’s record. The grade of Z indicates satisfactory progress at the end of the first semester of a two-semester course. For unclassified graduate students enrolled in the summer session, a temporary I for a course may be assigned after the student has submitted a written request. If the request is approved by the instructor of the course, then the student must satisfactorily complete the work prior to the last day of classes of the subsequent summer term. A grade of F in a major course normally occasions withdrawal from a degree program not later than the end of the ensuing semester or term; a grade of F in any other course occasions at least academic probation.

**Reciprocal or Interinstitutional Agreements with Neighboring Universities.** Under a plan of cooperation between Duke University and the University of North Carolina at Chapel Hill, North Carolina Central University in Durham, and North Carolina State University at Raleigh, full-time students properly enrolled in the Graduate School of Duke University during the regular academic year, and paying full tuition to this institution, may be admitted to a maximum of two courses per semester at one of the other institutions in the cooperative plan. Under the same arrangement, students in the graduate schools in the neighboring institutions may be admitted to course work at Duke University. Credit so earned is not defined as transfer credit. To take advantage of this arrangement during either summer session term, the student registers for 3 units of credit at the home institution and 3 units of credit at the other institution, for a total of 6 units. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke University tuition coverage. This reciprocal agreement does not apply to contract programs such as the American Dance Festival.

**Identification Cards.** Graduate students are issued identification cards which they should carry at all times. The card is a means of identification for library privileges, athletic events, and other university functions or services open to university students. Students will be expected to present their cards on request to any university official or employee. The card is not transferable, and fraudulent use may result in loss of student privileges or suspension from the Graduate School. A report of the loss of a card must be given immediately to the registrar’s office. The cost of a new ID card is $5.

**Courses Primarily for Undergraduates.** With the approval of their director of graduate studies, graduate students may enroll in undergraduate courses to round out their programs of study. Students pursuing a master’s degree are limited to two undergraduate courses; doctoral students may take as many as required. In either case, students must receive a grade of B or better to have such courses counted as part of their earned graduate credit.

**Withdrawal from a Course.** For permissible changes during the first two weeks of the fall or spring semester and during the first three days of summer session term, see the chapter on “Registration.” If a course is dropped without the necessary approval, the permanent record will, at the discretion of the dean of the Graduate School and with the permission of the instructor, list the course as Withdrawal Error (WE). If a course is
dropped after the two-week period during the fall or spring or after the first three days of classes during the summer, the status of the student at the time of withdrawal from the course will be indicated on the permanent record as Withdrew Passing (WP) or Withdrew Failing (WF).

**Interruption of Program and Withdrawal from the Graduate School.** Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must be observed also. Failure to meet these requirements may result in summary dismissal by the appropriate officer of the university.

The university reserves the right, and matriculation by the student is a concession to this right, to request the withdrawal of any student whose academic performance at any time is not satisfactory to the university. A student who wishes for any reason to withdraw from the Graduate School during the fall, spring, or summer session must notify in writing both the director of graduate studies in the major department and the dean of the Graduate School prior to the date of the expected withdrawal and no later than the published last day of classes for that semester or summer session. If students wish to withdraw from courses in the summer session, they must consult both the director of graduate studies in the major department and the director of the Summer Session. For refunds upon withdrawal, see the chapter on “Financial Information.”

A student who, after successfully completing one semester of graduate study, must withdraw before completion of a graduate program may, with the approval of the major department, request the dean to issue a certificate of graduate study.

**Leave of Absence.** A leave of absence for a period of time no longer than one calendar year may be granted because of medical necessity, full-time employment, receipt of an external award, or other acceptable reasons. A request for a leave of absence should be originated by the student, endorsed by the student’s major professor and director of graduate studies, and submitted to the dean of the Graduate School for consideration prior to the beginning of the semester for which the leave is requested. A student is eligible to request a leave of absence only after having completed at least one semester at Duke. Time limitations which pertain to the various degrees and the completion of courses on which a grade of I (incomplete) was earned are not waived. Students contemplating leaves of absence for reasons other than medical emergency should be aware that, for financial purposes, all guarantees of financial support are calculated from the date of initial matriculation. For example, if a graduate program has stated that a student will be supported through the fifth year of graduate study and the student subsequently takes a leave of absence for one of those years for reasons other than medical emergency, the student would forfeit a year of institutional support.

See page 34 of this bulletin for further English proficiency requirements for foreign students.

**Degree Regulations—The Master’s Degrees**

**MASTER OF ARTS/MASTER OF SCIENCE**

**Prerequisites.** As a prerequisite to graduate study in the major subjects, a student must have completed a minimum of 24 undergraduate semester hours—ordinarily 12 semester hours of approved college courses in the major subject and 12 semester hours in the major or in related work. Since some departments require more than 12 semester hours in the proposed field of study, students should read carefully the special requirements listed by their major departments in the chapter on “Courses of Instruction.” If special master’s requirements are not specified in this chapter and there is a question about prerequisites, prospective students should write directly to the appropriate director of graduate studies.

**Language Requirements.** The Graduate School requires no foreign language for the master’s degree. Certain departments, however, do have language requirements...
and these must be satisfied before the master’s examination can be taken. See the
departmental listings in the chapter on “Courses of Instruction.”

Major and Related Subjects. Thirty units of graduate credit at Duke constitutes
minimum enrollment for the Master of Arts and the Master of Science degrees. Students
must present acceptable grades for a minimum of 24 units of graded course work, 12 of
which must be in the major subject. A minimum of 6 units of the required 24 is normally
in a minor subject or in a related field which is approved by the student’s major
department.

Individual departments decide whether the M.A./M.S. program may be
completed by submission of an approved thesis or by other academic exercises (see
requirements listed in the chapter on “Courses of Instruction”). In either case, a
maximum of 6 units may be earned by the completion exercises and the final
examination.

Thesis Requirements. The thesis should demonstrate the student’s ability to
collect, arrange, interpret, and report pertinent material on a research problem. The
thesis must be written in an acceptable style and should exhibit the student’s
competence in scholarly procedures. Requirements of form are set forth in the Duke
University Guide for the Preparation of Theses and Dissertations, copies of which are
available in the Graduate School office.

The thesis must be submitted in an approved form to the Graduate School on or
before April 15 for a May degree, ten days before the final day of the second summer
term for a September degree, ten days before the final day of the fall semester for a
December degree, and at least one week before the scheduled date of the final
examination. The copies of the thesis will be distributed by the student to the several
members of the examining committee. Two copies for the library and one copy for the
adviser will be bound upon payment of the university binding fee of $25.

The Examining Committee and the Examination. The department’s director of
graduate studies recommends an examining committee normally composed of three
members of the graduate faculty, one of whom is usually from a department other than
the major department or from an approved minor area within the major department.
Nominations for membership on this committee are submitted for approval to the dean
of the Graduate School at least one week before the final examination. A student must
be registered during the term in which he/she takes the final examination.

The committee will conduct the examination and certify the student’s success or
failure by signing the card provided by the Graduate School office. This card indicates
completion of all requirements for the degree. If a thesis is presented, the committee
members also sign all copies of the thesis, and the candidate then returns the original
and first two copies to 013 Perkins Library.

MASTER OF PUBLIC POLICY

See page 238 for a description of the M.P.P. degree.

MASTER OF ARTS IN TEACHING

See page 270 for a description of the M.A.T. degree.

Additional Master’s Regulations

Filing the Intention to Receive Degree. On or before January 25 for a May degree,
on or before July 1 for a September degree, on or before November 1 for a December
degree, and at least one month prior to the final examination, the student must file online
a declaration of intention to receive degree. The declaration of intention presents the title
of the thesis or specifies alternative academic exercises on which the degree candidate
will be examined. The declaration must have the approval of both the director of
graduate studies in the major department and the chair of the student’s advisory
Transfer of Credits. A maximum of 6 units of graduate credit may be transferred for graduate courses completed at other schools. Such units will be transferred only if the student has received a grade of B (or its equivalent) or better. The transfer of graduate credit does not reduce the required minimum registration of 30 units for a master’s degree at Duke. Requests for transfer should be submitted on the approved Graduate School form.

Nondegree Students. Credit for graduate courses taken at Duke by a student (not undergraduate) before degree admission to the Graduate School or while registered as a nondegree student through the Office of Continuing Education or the Graduate School may be carried over into a graduate degree program if (1) the action is recommended by the student’s director of graduate studies and approved by the dean, (2) the amount of such credit does not exceed 12 units, (3) the work has received grades of G or better, (4) the work is not more than two years old, and (5) the student applies for and is granted formal admission into a degree program.

Time Limits for Completion of Master’s Degrees. Master’s degree candidates who are in residence for consecutive academic years should complete all requirements for the degree within two calendar years from the date of their first registration in the Graduate School. Candidates must complete all requirements within six calendar years of their first registration.

To be awarded a degree in May, the recording of transfer credit must be completed by the first day of the final examination period. If a thesis is one of the requirements, it must be submitted to the Graduate School office no later than April 15. Candidates desiring to have their degrees conferred on September 1 must have completed all requirements, including the recording of transfer of credit, by the last weekday of the Duke University summer session. Candidates completing degree requirements after that date and during the fall will have their degrees conferred on December 30.

Degree Regulations– The Doctoral Degree

Requirements. The formal requirements for the Ph.D. degree are as follows: (1) payment of 6 semesters of full-time tuition (or five if credit for previous graduate work has been approved), (2) major and related courses, (3) foreign language(s) in many departments, (4) training in the Responsible Conduct of Research, (5) a supervisory committee for the student’s program of study, (6) residence, (7) preliminary examination, (8) dissertation, and (9) final examination.

Major and Related Work. The student’s program of study normally demands substantial concentration on courses in the major department, plus coursework in related minor fields as determined by individual programs. If there are deficiencies in a student’s undergraduate program, departments may also require certain undergraduate courses to be taken. In all cases the student’s supervisory committee will determine if the student must meet requirements above the minimum.

Foreign Languages. The Graduate School has no foreign language requirement for the Ph.D., but individual departments may have language requirements. For specific departmental requirements, see the chapter on “Courses of Instruction” or contact the appropriate director of graduate studies.

English Language Proficiency. All international Ph.D. students are subject to the requirement described on page 34 of this bulletin.

Responsible Conduct of Research. Beginning with the entering class of Fall 2003, all doctoral students at Duke University will be required to complete a series of training sessions in the Responsible Conduct of Research. These sessions will consist of two
components: the first is comprised of supplemental workshops scheduled throughout the academic year. All students in the Bio-Medical Sciences will attend the general introductory workshop at the Duke University Marine Laboratory; students in the Humanities and Social Sciences will attend a similar introductory workshop on the main campus, as will students in non-medical Biological Sciences, Physical Sciences and Engineering programs. As a formal requirement of the doctoral degree, all Ph.D. students will subsequently attend a minimum number of supplementary and more focused workshops in individual topics related to Responsible Conduct of Research over the course of their first three years at the University. The number and content, as well as the annual schedule of, such workshops will be published at the beginning of each fall semester.

Committee to Supervise the Program of Study. As early in a student's course of study as is practicable and not later than two months before the preliminary examination, the director of graduate studies in the major department will nominate for the approval of the dean a supervising committee consisting of at least four members, with one member designated as chair. This committee should include at least three graduate faculty members from the major department and, usually, at least one from outside the department. For programs in which approval has been granted for related work from a clearly differentiated division within the department, one member of the committee may be chosen from that division. This committee, with all members participating, will determine a program of study and administer the preliminary examination.

Residence. The minimum residence requirement is one academic year of full-time registration at Duke (that is, two consecutive semesters of full-time tuition).

Time Limits. Ordinarily a student registered for full-time study should pass the preliminary examination by the end of the third year. A student who has not passed the examination by this time must file with the dean of the Graduate School a statement, approved by the director of graduate studies in the major department, explaining the delay and setting a date for the examination. Except under unusual circumstances, extensions will not be granted beyond the middle of the fourth year.

Ordinarily, credit is not allowed for graduate courses (including transfers) or foreign language examinations that are more than six years old at the date of the preliminary examination. Similarly, credit will not be allowed for a preliminary examination that is more than five years old at the date of the final examination. In cases of exceptional merit, however, the dean of the Graduate School may extend these limits. Should either of these limits be exceeded, the student's department must submit to the dean specific requirements for revalidating credits or examinations. The doctoral dissertation should be submitted and accepted within two calendar years after the preliminary examination is passed. Should the dissertation not be submitted and accepted within four years after the examination, the candidate may, with the approval of the committee and the director of graduate studies, petition the dean of the Graduate School for an extension of up to one year. If this extension is granted and the dissertation is not submitted and accepted by the new deadline, the student may be dropped from candidacy. The student must then pass a second preliminary examination to be reinstated as a candidate for the degree. In such cases, the time limit for submitting the dissertation will be determined by the dean of the Graduate School and the candidate's committee.

Preliminary Examination. A student is not accepted as a candidate for the Ph.D. degree until the preliminary examination has been passed. The examination ordinarily covers both the major field and related work, although some departments cover such field expertise in a separate qualifying examination. Please consult the chapter on “Courses of Instruction” for individual department procedures. In the summer a preliminary examination may be scheduled only between the opening and closing dates.
Successful completion of the preliminary examination requires at least three affirmative votes and no more than one negative vote. The sole exception to this policy is that a negative vote cast by the chair of the examining committee will mean a failure on the examination. A student who fails the preliminary examination may apply, with the consent of the full supervisory committee and the dean of the Graduate School, for the privilege of a second examination to be taken no earlier than three months after the date of the first. Successful completion of the second examination requires the affirmative vote of all committee members. Failure on the second examination will render a student ineligible to continue a program for the Ph.D. degree at Duke University.

The qualifying and/or preliminary examination may also be used as the completion exercise for awarding a master's degree either for a terminal master's or, where appropriate, for awarding a master's enroute to the Ph.D.

The Dissertation. The dissertation is expected to be a mature and competent piece of writing, embodying the results of significant and original research.

One month before the dissertation is presented and no later than January 25 preceding the May commencement, July 1 for a September degree, and November 1 for a December degree, the student must file online a declaration of intention to receive degree. This form should indicate the approved title of the dissertation and be approved by both the director of graduate studies of the student’s major department and the professor who directs the dissertation. The online address is: http://www.gradschool.duke.edu/intent/degreere.htm.

The basic requirements for preparing the dissertation (type of paper, form, and binding) are prescribed in the Guide for the Preparation of Theses and Dissertations, copies of which are available in the Graduate School office.

The dissertation must be completed to the satisfaction of the professor who directs the dissertation, members of the student's advisory committee, and the dean of the Graduate School. A copy of the dissertation must be submitted to the dean of the Graduate School on or before April 1 preceding the May commencement, ten days before the end of the Duke summer session for a September degree, or ten days before the end of the fall semester for a December degree. The dissertation must be submitted to the Graduate School office at least seven days before the scheduled date of the student's examination.

All doctoral dissertations are published on microfilm through University Microfilms, Ann Arbor, Michigan. Authors may copyright them if they wish. Abstracts are published in Dissertation Abstracts International.

One extra copy of the abstract (not more than 350 words long) with signature page is submitted when the dissertation is presented at 013 Perkins (Photographic Services). A nonrefundable fee of $55 is charged for microfilming. If copyright is desired, an additional fee of $45 is charged. The original and two copies will be bound at a cost of $25.

Final Examination. The final examination is administered by at least four members of the supervising committee. The final oral examination shall be primarily on the dissertation; however, questions may be asked in the candidate's major field. Except in unusual circumstances approved by the dean, a final examination will not be scheduled when the university is not in session. A student must be registered during the term that he/she takes the final examination.

Successful completion of the final examination requires at least three affirmative votes and no more than one negative vote. The sole exception to this policy is that a negative vote cast by the chair of the examining committee will mean a failure on the examination. A student who fails the final examination may be allowed to take it a
second time, but no earlier than six months from the date of the first examination. Permission to take the second examination must be obtained from the professor who directed the dissertation and from the dean of the Graduate School. Failure to pass the second examination renders the student ineligible to continue work for the Ph.D. degree at Duke University.

Deposit of the Dissertation. After passing the examination, candidates return the original and the first two copies of the dissertation, properly signed to 013 Perkins Library. At this time they sign the microfilming agreement and present proof of payment of binding, microfilming, and, if applicable, copyright fees.

Commencement

Graduation exercises are held once a year, in May, when degrees are conferred on and diplomas are issued to those students who have completed requirements by the end of the spring. Those who complete degree requirements by the end of the fall or by the end of a summer term receive diplomas dated December 30 or September 1, respectively. There is a delay in the mailing of September and December diplomas because diplomas cannot be issued until they are approved by the Academic Council and the Board of Trustees.

Standards of Conduct

Duke University expects and will require of all its students cooperation in developing and maintaining high standards of scholarship and conduct. Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must be observed also. Failure to meet these requirements may result in summary dismissal by the appropriate officer of the university.

The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect or which, from time to time, are put into effect by the appropriate authorities of the university. Students, in accepting admission, indicate their willingness to subscribe to and be governed by these rules and regulations and acknowledge the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the university.

Duke University, as a community of scholars, strongly relies upon the standard of academic integrity. Plagiarism and other forms of academic dishonesty represent a corruption of this integrity and, as such, cannot be tolerated within the community. Ignorance of what constitutes academic dishonesty is no excuse for actions which violate the integrity of the community. In a community which builds on the notion of academic integrity, the threat of academic dishonesty represents an intolerable risk. Students unsure about the university definition of plagiarism may wish to consult the Bulletin of Duke University: Information and Regulations (especially the chapter on "Academic Honesty").

DUKE UNIVERSITY HARASSMENT POLICY

I. Duke University is committed to protecting the academic freedom and freedom of expression of all members of the university community. This policy against harassment shall be applied in a manner that protects the academic freedom and freedom of expression of all parties to a complaint. Academic freedom and freedom of expression include but are not limited to the expression of ideas, however controversial, in the classroom, residence hall, and, in keeping with different responsibilities, in workplaces elsewhere in the university community.
II. Definition of harassment at Duke University:
   A. Harassment is the creation of a hostile or intimidating environment, in which verbal or physical conduct, because of its severity and/or persistence, is likely to interfere significantly with an individual’s work or education, or affect adversely an individual’s living conditions.
   B. Sexual coercion is a form of harassment with specific distinguishing characteristics. It consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
      1. submission to such conduct is made, explicitly or implicitly, a term or condition of an individual’s employment or education; or
      2. submission to or rejection of such conduct is used as a basis for employment or educational decisions affecting an individual.
   C. The conduct alleged to constitute harassment under this policy shall be evaluated from the perspective of a reasonable person similarly situated to the complainant and considering all the circumstances.

III. In considering a complaint under the Duke University Harassment Policy, the following understandings shall apply:
   A. Harassment must be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities.
   B. In so far as Title VII (Equal Employment Opportunity) of the Civil Rights Act of 1964 is applicable (i.e., in complaints concerning carrying out of noninstructional employment responsibilities), the university will use the definition of sexual harassment found in the Equal Employment Opportunity Commission (EEOC) Guidelines: “conduct of a sexual nature . . . when such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.”
   C. Instructional responsibilities require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

IV. The following behaviors are also prohibited by the Harassment Policy:
   A. Reprisals.
      1. Against the Complainant: It is a violation of Duke’s Harassment Policy to retaliate against a complainant for filing a charge of harassment. A complaint of retaliation may be pursued using the steps followed for a complaint of harassment. When necessary, the appropriate dean or other university officer may monitor student grading or faculty/staff reappointment, tenure, promotion, merit review, or other decisions to ensure that prohibited retaliation does not occur.
      2. Against the respondent: Lodging a complaint of harassment is not proof of prohibited conduct. A complaint shall not be taken into account during reappointment, tenure, promotion, merit, or other evaluation or review until a final determination has been made that the university’s harassment policy has been violated.
   B. Knowingly false or malicious complaints.
      To file a knowingly false or malicious complaint of harassment or of retaliation is a violation of the harassment policy. Such conduct may be pursued using the steps followed for a complaint or harassment. A complaint under this provision shall not constitute prohibited retaliation.
C. Intentional breaches of confidentiality.

All participants in the harassment complaint resolution process, including the complainant and respondent, witnesses, advisors, mediators, members of hearing panels, and officers, shall respect the confidentiality of the proceedings. Breaches of confidentiality jeopardize the conditions necessary to the workings of internal procedures for resolution of claims of harassment. Participants are authorized to discuss the case only with those persons who have a genuine need to know.

A complaint alleging an intentional breach of confidentiality may be pursued using the steps followed for a complaint of harassment. Such a breach may also constitute an act of retaliation. A breach of confidentiality may void the outcome of any previously agreed-upon resolution to a complaint.

V. Individuals who believe they have been harassed, individuals charged with harassment, and individuals with knowledge of situations in which harassment may exist should consult Duke University’s “Procedures for Resolution of Claims of Harassment.”

VI. This harassment policy and the procedures for resolution of claims of harassment are only part of Duke University’s effort to prevent harassment in our community. In addition to spelling out steps for making and resolving complaints, the university is also committed to programs of education to raise the level of understanding concerning the nature of harassment and ways to prevent its occurrence.

STUDENT GRIEVANCE PROCEDURES. It is the responsibility of the director of graduate studies to inform each graduate student of the appropriate channels of appeal. In normal circumstances, the director of graduate studies is the first to hear a complaint. If the complaint cannot be resolved satisfactorily at this level, the student may address, in turn, the department chair, the associate dean of the Graduate School, the dean of the Graduate School, the provost, and as a last resort, the president of the university.

JUDICIAL CODE AND PROCEDURES. In the spring of 1971, the Graduate School community ratified and adopted an official judicial code and procedures. These procedures were subsequently amended in November 1998.

I. Graduate School Judicial Code and Procedures

A. A student, by accepting admission to the Graduate School of Duke University, thereby indicates willingness to subscribe to and be governed by the rules and regulations of the University as currently are in effect or, from time to time, are put into effect by the appropriate authorities of the University, and indicates willingness to accept disciplinary action, if behavior is adjudged to be in violation of those rules or in some way unacceptable or detrimental to the University. However, a student’s position of responsibility to the authorities and the regulations of the University in no way alters or modifies responsibilities in relation to civil authorities and laws.

B. A graduate student at Duke University stands in a primary and unique relation of responsibility to the faculty in the major department, the faculty upon whose recommendation a graduate degree will or will not be awarded to the student. In matters which involve or may affect the student’s intellectual or professional life, the student is directly responsible to this department and its representatives, and such matters should primarily be handled by the department.
C. Actions which appear to conflict with University-wide rules and regulations will fall under the jurisdiction of the University Judicial Board.

D. A student may elect to have the Dean of the Graduate School hear matters related to the student’s conduct in addition to or instead of faculty members from the student’s major department, or may elect to have such matters reviewed and judged by a judicial board instead of the Dean of the Graduate School or members of the faculty in the major department. (The constitution and procedure of the judicial board are detailed below.)

E. The Director of Graduate Studies in the student’s major department may request that a student’s actions be reviewed by the Judicial Board or by the Dean of the Graduate School.

II. The Graduate School Judicial Board

A. Composition. The Graduate School Judicial Board shall have five members, serving for a period of two years: two students selected from the student body, two members of the Graduate Faculty appointed by the Executive Committee of the Graduate School, and one Associate or Assistant Dean appointed by the Dean of the Graduate School. The Board shall elect one of its members as Chairman. The Board shall have at its service a recording secretary to keep minutes of the hearings and of the Board’s actions in a permanent, confidential record book. The Board will be constituted in order to hear cases in which the accused is a student currently enrolled in the Graduate School and in cases in which the accused is a former student but which arise out of activities of the accused while a student enrolled in the Graduate School, and which have been referred to it by the Director of Graduate Studies in the student’s department, by the Dean of the Graduate School, or by the student.

B. Preliminary Procedures. If a student requests a hearing by the Judicial Board it must be done in writing, allowing its Chairman at least seventy-two hours to convene the Board. In addition, the Chairman shall not convene the Board until seventy-two hours after being asked to convene the Board. It is the responsibility of the Chairman of the Judicial Board fully to inform its members concerning the case and the reasons the case has been referred to the Board; and to prepare a written summary of this information for the Board, the Dean, and the student.

C. Procedural Safeguards for the Hearing. The Accused has the right to challenge any member of the Judicial Board on grounds of prejudice. If the Board decides to excuse one or more of its members for reasons given by the Accused, it shall consult with the Dean about the need for replacements. The Accused may choose an Adviser to assist in the defense. The Accused may also produce witnesses (including no more than two character witnesses), introduce documents, and offer testimony. A person having direct knowledge relevant to a case being heard by the Board is a material witness. The Judicial Board may request the appearance of material witnesses. The Board shall also request, upon written request of the Complainant or the Accused, the appearance of material witnesses. Witnesses shall be notified of the time, place, and purpose of their appearance. The Accused has the right to examine the written statement of any witness relevant to the case at least seventy-two hours before the hearing. The Accused has the right to be faced with any witness who has given a statement relevant to the case at the hearing if the witness's attendance can be secured.
The hearing will be conducted in private unless the Accused requests an open hearing. If any objection is raised to conducting an open hearing in any particular case, the Judicial Board shall decide the issue by majority vote. If the decision is made not to hold an open hearing, the Accused shall be informed in writing of the reasons for the decision.

The Judicial Board shall consider only the report of the Chairman, documents submitted into evidence, and the testimony of witnesses at the hearing in reaching its decisions.

D. Conduct of the Hearing. The hearing of any case shall begin with a reading of the charge by the Chairman in the presence of the Accused. The Accused shall then plead guilty or not guilty or move to terminate or postpone the hearing. The Accused may qualify a plea, admitting guilt in part and denying it in part. The Accused may not be questioned for more than one hour without recess.

At any time during the hearing, the Accused or the Judicial Board may move to terminate or to postpone the hearing or to qualify the plea or to modify its charge.

Pending verdict on charges (including appeal) against the Accused, status as a student shall not be changed, nor the right to be on campus or to attend classes suspended, except that the Chancellor or Provost may impose an interim suspension upon any member of the University community who demonstrates, by conduct, that continued presence on the campus constitutes an immediate threat to the physical well-being or property of members of the University community or the property or orderly functioning of the University.

F. Appeals. The appellant may submit to the Dean a written statement containing the grounds for appeal and arguments. In such cases, the Dean should determine if the appeal should be granted, and the Dean can hear the case, or refer it to the appropriate faculty in the student’s department or to the Judicial Board.

E. Sanctions and the Verdict. The Graduate School Judicial Board shall have the power to impose the following penalties: expulsion, dismissal from the University with the recommendation that the person never be readmitted; suspension, dismissal from the University and from participation in all University activities for a specified period of time, after which the student may apply for readmission; disciplinary probation, placing the student on a probationary status for a specified period of time, during which conviction for violation of any regulation may result in more serious disciplinary action; restitution, payment for all, or a portion of property damage caused during the commission of an offense. Restitution may be imposed by itself or in addition to any of the other penalties. In the case of a student who is not currently at Duke or who has already graduated, such sanctions could include revocation of the degree. The Judgment shall consist of a finding of guilty or not guilty of the charge and, when the Accused is found guilty, a statement of the punishment assessed. On all questions, including the verdict and the finding of guilty or not guilty, the Board shall be governed by a majority vote. The Judicial Board may decide to rehear a case in which significant new evidence can be introduced. In addition, the defendant may request an appeal.

An appeal shall be granted on the following grounds: procedural error substantially affecting the rights of the accused; incompatibility of the
verdict with the evidence; excessive penalty not in accord with “current community standards;” new evidence of a character directly to affect the judgment but on which the original tribunal had refused a new hearing.

III. Amendment and Construction

This Judicial code and procedure and this constitution and procedure for the Graduate School Judicial Board may be amended at any time with due notice or publication by consent of the Dean, the Executive Committee, and the graduate students. Questions and problems not answered or anticipated by the foregoing may be resolved by the use of other existing institutions or by amendment.
Courses of Instruction
Course Enrollment

Courses numbered 200-299 are sometimes open to qualified undergraduate students who have received permission of the instructor and the director of graduate studies.

Undergraduate students are not permitted in any courses above 300. Double numbers separated by a hyphen indicate that credit is contingent upon completion of both courses. Double numbers separated by a comma indicate that although the course is a year-long course, credit may be received for either course or both courses. The following symbols, suffixed to course numbers, identify the small group learning experiences: S, seminar; P, preceptorial; T, tutorial; D, discussion section. The L suffix indicates that the course includes laboratory experience. C-L: denotes a course that is cross-listed or a program under which a course is listed.

African and African-American Studies (AAAS)

Professor Payne, Director (201 Franklin Center); Professors H. Baker, Gaspar, Holloway, McClain and Powell; Associate Professors L. Baker, Lubiano and Piot; Assistant Professors Glymph and Wallace

The African and African-American Studies Program (AAASP) offers a certificate in African and African-American studies. Students enrolled in doctoral programs and in the Master of Arts in Liberal Studies (MALS) program are eligible and may work concurrently with their departments to satisfy the requirements for a certificate in African and African-American studies. The curricular format is a trifold course of study that includes coursework, teaching, and research. The award of a graduate certificate is carried on the student’s official transcript upon completion of the program. Students enrolled in the graduate program are eligible to apply for AAASP-sponsored teaching assistantships for an undergraduate course in their department or for the program’s introductory course for undergraduates.

Graduate study leading to the certificate in African and African-American studies encourages research and scholarship in all dimensions of the African and African-American experience. The graduate program is designed to provide access for students and scholars to a broad range of information and research from the humanities and social sciences, and the arts and professions, while taking advantage of the university’s distinctive resources in each of these areas of study. Approximately seventy-five faculty in nearly 34 university departments and programs participate in AAASP and are available to mentor graduate students. Graduate students enrolled in the program are encouraged to participate in all African and African-American Studies Program events, to audit the series lecture and symposia, and to join with the faculty at the dinner colloquia.

A brochure is available upon request giving detailed information about requirements for the graduate certificate. For further information regarding application and enrollment in the graduate certificate program in African and African-American studies, contact the program director’s office.

200S. Seminar in Asian and African Cultural Studies. 3 units. C-L: see Asian & African Languages and Literature Studies 200S; also C-L: Cultural Anthropology 288S, Literature 200S

209S. Race, Class, and Gender in Modern British History. 3 units. C-L: see History 209S

216S. Gender, Race, and Class. 3 units. C-L: see Cultural Anthropology 216S

221S. Ethnicity, Culture, and Family Processes (D, P). 3 units. C-L: see Psychology 221S

235S. The Antebellum South. 3 units. C-L: see History 235S

255. Anthropology as Public Discourse. 3 units. C-L: see Cultural Anthropology 255
262S. Minority Mental Health: Issues in Theory, Treatment, and Research (P). 3 units. C-L: see Psychology 262S
269S. Harlem Renaissance. 3 units. C-L: see Art History 269S
270S. Topics in African Art. 3 units. C-L: see Art History 270S
278S. Race and American Politics (A). 3 units. C-L: see Political Science 278S; also C-L: Public Policy Studies 278S
279S. Race, Racism, and Democracy. 3 units. C-L: see Cultural Anthropology 279S
292S. Slavery and Freedom in Africa, to 1960. 3 units. C-L: see History 295S
293. Special Topics in Literature and History. Instructor: Staff. 3 units.
309S. Seminar in African-American History, 1870s to the Present. 3 units. C-L: see History 309S
310S. Seminar in African-American History, 1870s to the Present. 3 units. C-L: see History 310S
330S. Selected Topics in Brazilian History. 3 units. C-L: see History 330S
391. Special Topics. Topics vary from semester to semester. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED
241. Classical Islamic Theology and Ethics
254. Justice, Law, and Commerce in Islam
264S. Poverty and Social Policy: Life Course Human Resource Development

Art and Art History (ARTHIST)
Professor Leighton, Chair (112A East Duke Building); Professor Wharton, Director of Graduate Studies (114A East Duke); Professors Bruzelius, and Powell; Associate Professors Abe, Antliff, Stiles and Van Miegroet; Assistant Professors Dillon and Weisenfeld; Professor Emeritus Markman; Adjunct Professor Mezzatesta; Adjunct Associate Professor Schroth; Adjunct Assistant Professor Schroder

The Department of Art and Art History offers graduate work leading to the Ph.D. degree in art history. The doctoral program in the history of art is competitive with the leading art history programs in the country. It is distinctive in its size and funding pattern, academic goals, and faculty interests. We are committed to full and equal funding of our students, despite their different and individualized curricula, teaching, or workloads during their residence at Duke. Admission to the program is limited to between three and six new students per year.

The Ph.D. program in the history of art has connected itself proactively with the many interdisciplinary, theoretical, and international initiatives in the humanities at Duke. The doctoral program is distinguished by its flexibility and cross-disciplinarity. It requires a thorough grounding in the formal and iconographic aspects of artworks, monuments, and visual culture, as well as in their theoretical, historical, and socioeconomic contexts. Course work has been designed to prepare students for careers in art and architectural criticism, research and teaching in the academy, museum, and art gallery. Faculty in the program cover the broad range of periods of art history, as well as including more contemporary topics, such as cyberculture and hypermedia. Concurrent with their work toward a Ph.D., students may satisfy the requirements for a certificate of museology.

Students are required to have demonstrated their ability to read German and at least one other foreign language relevant to their chosen area of research before taking their preliminary examination. For further information on the program, prospective applicants may write to the director of graduate studies.

For Seniors and Graduates
202S. Topics in Roman Art. Selected topics in the art and architecture of late republican and imperial Rome. Subject varies from year to year. Consent of instructor required. Instructor: Staff. 3 units. C-L: Classical Studies 227S
203A. Student-Curated Exhibition I. Preparation and execution of an exhibition in the Duke Museum of Art by a small group of Art History majors; selection of theme and works, planning, and execution of all aspects of the exhibition including the writing of text labels and catalogue. Two semester sequence. Prerequisites: status as Art History major and consent of instructor. Instructor: Staff. 3 units.

203B. Student-Curated Exhibition II. Continuation of Art History 203A. Prerequisites: status as Art History major and consent of instructor. Instructor: Staff. 3 units.

205S. Greek Architecture. 3 units. C-L: see Classical Studies 233S

206S. Roman Architecture. 3 units. C-L: see Classical Studies 235S

218S. Topics in Islamic Architecture and Art. Subject varies from year to year. Consent of instructor required. Instructor: Staff. 3 units.

227S. Roman Painting. 3 units. C-L: see Classical Studies 236S

236S. Topics in Romanesque and Gothic Art and Architecture. Analysis of an individual topic. Subject varies from year to year. Consent of instructor required. Instructor: Bruzelius. 3 units. C-L: Medieval and Renaissance Studies 237S

237S. Greek Painting. 3 units. C-L: see Classical Studies 232S

238S. Greek Sculpture. 3 units. C-L: see Classical Studies 231S

241. History of Netherlandish Art and Visual Culture in a European Context. A contextual study of visual culture in the Greater Netherlands and its underlying historical and socioeconomic assumptions from the late medieval to early modern period, through immediate contact with urban cultures, such as Amsterdam, Leiden, Utrecht, Brussels, Ghent, Bruges, and Antwerp. Includes daily visits to major museums, buildings, and sites; hands-on research in various collections; discussion sessions with leading scholars in the field; and a critical introduction to various research strategies. (Taught in the Netherlands.) Not open to students who have taken Art History 158-159. Course credit contingent upon completion of Art History 242. Instructor: Van Miegroet. 3 units. C-L: Medieval and Renaissance Studies 241

242. History of Netherlandish Art and Visual Culture in a European Context. Second half of Art History 241-242; required for credit for 241. (Taught in the Netherlands.) Not open to students who have taken Art History 158-159. Instructor: Van Miegroet. 3 units. C-L: Medieval and Renaissance Studies 242

243S. Topics in Netherlandish and German Art. Specific problems in northern Renaissance or baroque art such as the Antwerp workshops of the sixteenth century or a critical introduction to major artists such as Van Eyck, Bosch, Dürer, and Rubens. An analytical approach to their lives, methods, atelier procedures and followers; drawings and connoisseurship problems; cultural, literary, social, and economic context; documentary and scientific research strategies. Subject varies from year to year. Consent of instructor required. Instructor: Van Miegroet. 3 units. C-L: Medieval and Renaissance Studies 243S

247S. Topics in Italian Renaissance Art. Topics in art and/or architecture from c. 1300 to c. 1600. Subject varies from year to year. Consent of instructor required. Instructor: Staff. 3 units. C-L: Medieval and Renaissance Studies 248S

256S. Inventing the Museum: Collecting and Cultural Discourses of the Nineteenth Century. 3 units. C-L: German 256S

257S. Topics in Pre-Columbian Art and Culture. Selected topics in pre-Columbian art and archaeology with an emphasis on the political and cultural context of the artifact. Subject varies from year to year. Consent of instructor required. Instructor: Staff. 3 units.

260S. Topics in Italian Baroque Art. Problems in Italian art and architecture from c. 1580 to c. 1750. Topics vary from year to year. Consent of instructor required. Instructor: Staff. 3 units. C-L: Medieval and Renaissance Studies 261S
268S. Black Visual Theory. Approaches to studying and theorizing African diasporal arts and black subjectivity in art historiography, iconology, and criticism, with focus on slavery, emancipation, freedom, cultural nationalism, as pertaining to peoples of African descent and as manifested in visual forms. Paintings, sculptures, graphics, and media arts from the early modern period to the present; the political edicts, philosophical tracts, autobiographies, and theoretical writings of individuals similarly preoccupied with these ideas. Instructor: Powell. 3 units.

269S. Harlem Renaissance. The art and culture that was produced by and about African Americans (largely in the western metropoles) during the period roughly between the two world wars. Chronological overview, a focus on individual figures, and study of the criticism and creative writings of this period. Other topics include black migrations to urban centers, performance-as-a-visual-paradigm, racial and cultural primitivism, and an alternative, African American stream of early twentieth century visual modernism. Instructor: Powell. 3 units. C-L: African and African American Studies 269S

270S. Topics in African Art. Specific problems of iconography, style, connoisseurship, or a particular art tradition in African art. Subject varies from year to year. Consent of instructor required. Instructor: Powell. 3 units. C-L: African and African American Studies 270S

271S. Topics in Art of the United States. Selected topics from colonial times to 1945, with emphasis on major cultural issues, movements, works, and/ or artists. Consent of instructor required. Instructor: Powell. 3 units.

272S. Topics in Chinese Art. Problems and issues in a specific period or genre of Chinese art. Specific focus varies from year to year. Instructor: Abe. 3 units.

274S. Topics in Japanese Art. Problems and issues in a specific period or genre of Japanese art. Specific focus varies from year to year. Consent of instructor required. Instructor: Weisenfeld. 3 units.

283S. Topics in Modern Art. Selected themes in modern art before 1945, with emphasis on major movements or masters. Subject varies from year to year. Consent of instructor required. Instructor: Antliff, Leighten, or Stiles. 3 units.

288S. Special Topics. Subjects, areas, or themes that embrace a range of disciplines or art historical areas. Instructor: Staff. 3 units.

296S. Methodology of Art History. Various theoretical perspectives that have shaped different disciplinary perspectives and practices in art history. Introduction to particular types of methodologies (i.e. Marxism, feminism, race and gender, psychoanalysis, post-colonial theory, and deconstruction) as fields of inquiry through which the study of the visual arts and culture have been practiced. Historiography of the last two decades in art history; selected contemporary debates. Instructor: Staff. 3 units.

297S. Topics in Art since 1945. Historical and critical principles applied to present-day artists and/ or movements in all media since World War II. Consent of instructor required. Instructor: Stiles. 3 units.

299S. Critical Theory. Understanding of the visual arts in terms of the theoretical developments in other disciplines (for example, literature, women's studies, Marxism, and anthropology). Focus on the writings of theory-centered art historians and critics. Consent of instructor required. Instructor: Stiles or staff. 3 units.

For Graduates

300. Pedagogy in Art History. Instruction and practice in the teaching of art history. Credit/ no credit grading only. Instructor: Staff. 0 units.

301. Museum Studies. Introduction to the organization and functions of the museum in preparation for the presentation of a student-organized exhibition. Most of the semester spent in independent study researching scholarly, critical essays for the catalog. Instructor: Mezzatesta. 3 units.
302. Museum Studies. Completion of research and preparation of the catalog. Students actively participate in catalog design and production, and will be responsible for planning and installing the exhibition as well as interpreting it to the public through lectures and tours. Instructor: Mezzatesta. 3 units.

350. Topics in Japanese Art. Problems and issues in a specific period or genre of Japanese Art. Specific focus varies from year to year. Consent of instructor required. Instructor: Weisenfeld. 3 units.

362. Theatricality in Art: Staging Public Life in the Classical World. The idea that life is a stage was a pervasive one in antiquity and reflects the importance of the theater as a cultural and civic institution. Exploration of the concept of theatricality and its effects on art and life in Hellenistic and Roman worlds. Topics include public funerals, festival processions, the statesman as actor, costumes, masking, and portraiture, and the popularity of theatrical imagery in domestic decoration. Exploration of the influence of and resistance to the Greek theater and theatricality in Roman politics and culture. Consent of instructor required. Instructor: Dillon. 3 units.

363. Imagery of Empire: Roman Historical Reliefs. Genre of sculpture that emerged in late Republic as major vehicle for visual transmission of imperial ideology. Representing the emperor engaged in a variety of activities, these images helped to construct and communicate the power and grandeur of the Roman Empire to its citizens. In examining a broad range of Roman historical reliefs, course considers how sculptured styles and narrative strategies were used to represent imperial histories and explores the range of messages these images conveyed. Also considers issues of center versus periphery and the visual dynamics of 'Romanization.' Consent of instructor required. Instructor: Dillon. 3 units.

364. Primitivism, Art, and Culture. Seminar studies issues of primitivism in western culture, considering attitudes towards race and gender. Particular attention to the function of primitivism within modernist discourse—especially as regards such major figures as Gauguin, Matisse, and Picasso; and critical evaluations of the concept of primitivism in the fields of anthropology, literary criticism, cultural geography, and social history. Consent of instructor required. Instructor: Leighten. 3 units.

365. Italian Futurism. Seminar investigates the development of the futurist movement from its beginnings in 1909 through the 1920s. Studies the art of futurist painters Umberto Boccioni, Carlo Carr, and Gino Severini in tandem with that of literary figures such as F. T. Marinetti, Ardengo Soffici, and Giovanni Papini. Special attention given to interdisciplinary debates over the role of futurism in the pre- and postwar development of fascism in Italy, as well as the relation of futurism to other European movements. Consent of instructor required. Instructor: Antliff. 3 units.

366. British Modernism in the Early Twentieth Century. A seminar focusing on the development of modernism in England, from the creation of a British fauvist movement in 1910 to the advent of vorticism during World War I. Topics include Roger Fry and the Omega Workshops, J. D. Fergusson and the British fauvists, the vorticism of Wyndham Lewis, Jacob Epstein and Henri Gaudier-Brzeska, and the criticism of vorticists T. E. Hulme and Ezra Pound. These movements studied in the light of political ideology, literary theory, and gender studies. Consent of instructor required. Instructor: Antliff. 3 units.

367. Cubism and Cultural Politics. Seminar studies the cubist movement in pre-World War I Paris, considering art theory and production within the matrix of cultural politics and current critical debates in the field. Focus on significant figures including Georges Braque, Robert and Sonia Delaunay, Marcel Duchamp, Raymond Duchamp-Villon, Albert Gleizes, Juan Gris, Marie Laurencin, Henri Le Fauconnier, Fernand Léger, Jean Metzinger, Pablo Picasso, and others. Consent of instructor required. Instructor: Antliff or Leighten. 3 units.
368. Anarchism and Modernist Art. Studies the anarchist theories of Proudhon, Bakunin, Kropotkin, Redus, Stimer, and others as they relate to the art of Courbet, Seurat, Signac, Pissarro, Cézanne, Kupka, Kandinsky, Picasso, Severini, and other artists involved in anarchist discourse. Attention paid to current interest in anarchism as an alternative to various forms of Marxism within contemporary theoretical debate. Consent of instructor required. Instructor: Antliff or Leighten. 3 units.

369. Modernism and Cultural Politics. Issues of politics and art of the modernist period in Europe, focusing on movements significantly involved with and influenced by political thought and activism--from anarchism and Marxism to nationalism, neocatholicism, royalism, and fascism--and/or subject to recent politicized art historical interpretation. Topics may include the neo-impressionism; symbolism; catalanism and the early Picasso; fauvism; primitivism, cubism; futurism; purism; the Bauhaus; deStijl; Russian avant-gardism; dada; and surrealism. Consent of instructor required. Instructor: Antliff or Leighten. 3 units.

370. Art of the Courts in Thirteenth- and Fourteenth-Century Europe. Examination of the major courts of Europe in France, England, Germany, and Italy to study the development of court culture and the relationships and exchanges between the different courts through marriage alliances, exchanges of presents, and shifts in taste and style. Focus on the courts of Louis IX in France, Henry III and Edward II in England, and the court of Naples from 1266 onwards. Topics include patterns of spirituality, family relationships, and the role of women and books. Instructor: Bruzelius. 3 units.

371. Art and Culture in the Angevin Kingdom of Naples. A seminar on the importation of French culture to Italy after the conquest of Charles of Anjou in 1266. Focus on the shift within the Kingdom of Naples from models and styles derived from northern Europe to a focus on the environment of Rome, Tuscany, and the Mediterranean basin by the end of the thirteenth century. Topics include patterns of patronage, the production of books and manuscripts, the construction of civic and religious monuments, tomb sculpture, and city planning. Instructor: Bruzelius. 3 units.

372. Western Monasticism and Its Buildings. The development of monastic planning and space within the western tradition. The concept of the cloister and its position, the disposition of utilitarian buildings, and the relationships between decoration (painting, sculpture) and spiritual life; the rejection of the enclosed monastic life as a result of the founding of the mendicant orders. The monastic life and its spaces for men were reinforced for women with new types of regulations on barriers, grills, and access to the lay public and the sacraments, a process that for the Middle Ages culminates with the bull Pericoloso of Boniface VIII in 1297. Instructor: Bruzelius. 3 units.

373. Art and Allegory. Allegory is a symbolic mode of representation in which the thing figured is a metaphor for the thing signified; it is a system of encoding meaning, by which ideas or concepts, usually abstract in nature, are given material form. Exploration of the range and diversity of allegorical representation in the visual arts. Examination of the tools and methods of iconographic analysis, levels of symbolic language, problems of intention and interpretation, and the conceptual basis of allegory from antiquity through the baroque. Focus on the interactions between visual and literary forms of allegory. Instructor: Staff. 3 units.

374. Print Culture in Early Modern Europe. Investigation of the cultural impact of the printed image from its emergence around 1400 to the end of the eighteenth century, and exploration of the implications of print technology for the transmission of ideas in the era before photography. Topics include print collecting and the growth of the print industry; artistic innovation and the invention of new genres; prints and the world of knowledge; prints and propaganda; and the role of the reproductive print in the history of art history. Instructor: Staff. 3 units.

375. Landscape and Memory in the Later Middle Ages. A series of studies involving evidence both visual and verbal that reconstruct and assess the nature and significance
of the mis-en-scene of late medieval life in both the country and the city. Topics include planning traditions, public monuments and public works, streets and thoroughfares, gardens and agriculture, and range from the medieval West to the Byzantine and Muslim worlds. Instructor: Staff. 3 units.

376. Through a Glass Diasporally: Photography, Film, and Video. This seminar examines photographic, cinematic, and other mass media images of people of African descent as a means of exploring questions that have recently been asked about racial and cultural identities in the "black Atlantic," the "burden" of racial representations; and art produced during this era of "mechanical reproduction." Focus on images of blacks as seen in ethnographic, documentary, and fine art photography; silent and sound film; and broadcast television and video art, past and present, by both black and nonblack artists, along with assorted critical writings about mass media images of blacks. Instructor: Powell. 3 units.

377. Performing Gender/Exhibiting Race. Studying the intersections of race and gender in art since 1945 invites a host of visual subjects and methodological strategies. This seminar examines works by artists like Barkley Hendricks, David Hammons, Adrian Piper, Jean-Michel Basquiat, Faith Ringgold, and Kara Walker, and traces the theorizing of gender and race through historical documents and contemporary writings. Instructor: Powell. 3 units.

378. Outsiders and Insiders. An exploration of the phenomenon in Europe and the Americas during the nineteenth and twentieth centuries, when critics began to differentiate between art from learned, civilized communities and art from an uneducated, barbaric population. From the Beaux-Arts and Völkerkunde, to the debates surrounding primitivism, modernism, and popular culture. An examination of the idea of an art hierarchy and other concepts of artistic outsiders and insiders from a variety of positions, taking into account nationality, class, literacy, economics, race, and gender in the categorization and evaluation of art. Instructor: Powell. 3 units.

379. Fascism East and West: The Visual Culture of Japan, Germany, and Italy. Through a close analysis of cultural production and aesthetics, this course examines the relationship between the politics of fascism and its symbolic practices; how forms of rituals, myths, and images played a crucial role in the formation of the fascist regime's self-identity, and the formation of the national fascist subject. Materials include painting, sculpture, architecture, photography, graphic design, mass media, film, and forms of public spectacle and pageantry. Instructor: Weisenfeld. 3 units.

380. Art and Markets. New research that negotiates various possibilities in reuniting ideas, theories, and reception codes, different from those we currently identify. Various scenarios generated will focus on unexpected interplays between images and audiences within their local, timely, and particular socioeconomic frame. Instructor: De Marchi and Van Miegroet. 3 units.

381. Destinations. Consideration of architectures of play, escape, and healing. History and physical form of sites from antiquity to the present (for example, the Roman and Byzantine spa at Hieropolis, the pilgrimage shrine at Lourdes; Disney World) studied through primary sources and theoretical texts. Instructor: Wharton. 3 units. C-L: Religion 381

382. Art and Commodity. Exploration of relations between unique objects (relic, monument, art work) and evolving markets in the West from late antiquity to the present. Economic and theoretical texts (e.g. Aquinas, Adam Smith, Mauss, Appadurai) as well as historical and art historical works (e.g. Schapiro, Greenberg, Belting, Mitchell) will provide the ground for both formal and social understanding of particular works of art. The course will focus on Jerusalem and its representations in the West. Instructor: Wharton. 3 units.

383. Art and Text. This seminar concerns ekphrasis, the problem of using verbal representation to describe visual representation. Study of the interrelation between

Art and Art History (ARTHIST) 71
artists’ theoretical writings and visual productions. Students may work on art and texts in all traditional and experimental visual art media, as well as in photography, video, film, and electronic multimedia. Instructor: Stiles. 3 units.

384. Art and Memory. Art can be a form for the remembrance, construction, recapitulation, and visualization of memory. This seminar considers theories of memory, cognition, and perception, traumatic memory, dissociation, and recovered memory, flashbulb memory, as well as eidetic and other anomalous forms of memory as they are displayed in all traditional and experimental visual art media, including photography, video, film, and electronic multimedia. Instructor: Stiles. 3 units.

385. Art, Violence, and Taboo. Art provides an unparalleled liminal space for the presentation and representation of violence, destruction, sadism, masochism, and other breaches of moral code otherwise controlled and legislated against in civil society. This seminar considers theories and practices of violence and taboo, and students may work on this subject in all traditional and experimental visual art media, including photography, video, film, and electronic multimedia. Instructor: Stiles. 3 units.

386. Fascism, Art, and Ideology. A study of the cultural politics of European fascism, from its origins in the synthesis of nationalism and socialism before World War I, to its final eclipse in 1945. Analysis of art and architecture in Britain, France, Italy, and Germany in terms of contemporary debates over what constituted a fascist aesthetic. Consideration of the art and writing of the symbolists, futurists, vorticists, La Corbusier, German expressionists, and various German and Italian realists in light of theories of fascism. Instructor: Antliff. 3 units.

387. Art History and Representation. Seminar in the production of art history through various forms of representation, broadly construed, with special attention to issues of aesthetics, social context, historical location, and enunciative position. Consideration of practices of collecting, translation, display, and knowledge formation in order to explore the heterogeneous genealogy of art history. Instructor: Abe. 3 units.

388. Topics in Modern and Postmodern Architecture. The study of particular architects, movements, or building genres in their conceptual and political contexts. Subject varies from year to year. Instructor: Wharton. 3 units.

391. Individual Research in Art History. Directed research and writing in areas unrepresented by regular course offerings. Consent of instructor required. Instructor: Staff. 3 units.

392. Individual Research in Art History. Directed research and writing in areas unrepresented by regular course offerings. Consent of instructor required. Instructor: Staff. 3 units.

393. Colloquium in the History of Art. Topics of interest to art historians in every field, including "The Question of Originality," "Implications of the Frame (or its absence)," and "Art and Economy: The Impact of the Market on Visual Production." Faculty and students participate in the forum. Consent of instructor required. Instructor: Staff. 3 units.

394. Graduate Symposium. Graduate students deliver major research papers to their peers, faculty, and interested visitors. A one-day event organized by participating graduate students, supervised by a student-faculty committee, and scheduled annually sometime in April. Consent of instructor required. Instructor: Staff. 3 units.

395. Topics in Art History. In-depth consideration of a specific art historical problem of a formal, historical, or conceptual nature. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED
201S. Topics in Greek Art
217. Islam and Islamic Art in India
233S. Topics in Early Christian and Byzantine Art
Asian and African Languages and Literature (AALL)

Professor Cooke, Chair; Associate Professor of the Practice Khanna; Assistant Professors Ching and Yoda; Instructors Mutima, Uno, and Soo-Hoo; Affiliated faculty: Professor Lawrence (religion); Assistant Professors Jonassaint (Romance studies), and Nickerson (religion)

Courses in the following languages are taught currently and regularly in Asian and African Languages and Literature: Arabic, Chinese, modern Hebrew, Hindi, Japanese, Korean, and Swahili. In addition, courses in Persian are taught on an irregular basis.

The curriculum in Asian and African languages and literature (AALL) is based on intellectual perspectives that examine contemporary national and ethnic cultures of Asia and Africa within a global context. The mission of AALL is twofold: to equip students with advanced language proficiency in preparation for academic or career goals, and secondly, to foster a view of literature and culture at once indigenous and global, informed by local histories of internal development as well as by theories of cross-cultural influence. AALL has a faculty of eighteen whose interests range from language pedagogy to film, modernism, war and gender, colonialism and postcolonialism.

AALL’s core courses and literature courses address such diverse topics as self and others, popular culture, rethinking the sixties, psychoanalysis and culture, and war and women’s literature. For a detailed listing of full course offerings, see the Asian and African Languages and Literature section in the Bulletin of Duke University: Undergraduate Instruction or contact our web site at www.duke.edu/web/aall.

ASIAN & AFRICAN LANGUAGES AND LITERATURE (AALL)


205. Asian and African Languages and Literature. Graduate credit for a course in any of the following languages: Arabic, Chinese, Hebrew, Hindi, Korean, Persian, Swahili. Instructor: Staff. 3 units.

206. Asian and African Languages and Literature. Graduate credit for a course in any of the following languages: Arabic, Chinese, Hebrew, Hindi, Korean, Persian, Swahili. Prerequisite: Asian and African Languages and Literature 205. Instructor: Staff. 3 units.

237. Contemporary Culture in South Asia. Same as Asian and African Languages and Literature 137. Instructor: Staff. 3 units.

250S. Chinese Modernism in Post-Mao Era. Mainland Chinese aesthetic modernity in the 1980s and 1990s examined through the study of narrative fiction and films. (Same as Asian and African Languages and Literature 150S but requires extra assignments.) Research paper required. Instructor: Staff. 3 units.

252. Special Topics in Asian and African Literature. Topics vary each semester. Instructor: Staff. 3 units.

253. East Asian Cultural Studies. East Asia as a historical and geographical category of knowledge emerging within the various processes of global movements (imperialism, colonialism, economic regionalism). (Same as Asian and African Languages and Literature 153 but requires extra assignments.) Instructor: Ching or Yoda. 3 units. C-L: Cultural Anthropology 254

262. Modern Japanese Literature and Culture. An examination of modern Japanese culture through a variety of media including literary texts, cultural representations, and
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films. Different material each year; may be repeated for credit. (Same as Asian and African Languages and Literature 162 but requires extra assignments.) Instructor: Ching or Yoda. 3 units. C-L: Cultural Anthropology 260

265. Modern Arabic Literature and Culture. Same as Asian and African Languages and Literature 165 except with expanded readings and paper. Instructor: Cooke. 3 units.

280S. Intellectuals/Culture/History: Modern China in Transition. Debates over politics, ideology, high culture, and popular culture in China since the 1920s. Topics include: Marxism, the Cultural Revolution; the modernist narratives of ‘world history’; the postmodern turn of debunking universal history; the 1990s’ resurgence of Mao Zedong fever; the Chinese search for modernity; the revival of neo-nationalism and new conservatism; and state sponsorship and the new meanings of ‘culture as leisure.’ (Same as Asian and African Languages and Literature 180S but requires extra assignments.) Research paper required. Instructor: Staff. 3 units.

288S. Seminar on Modern Chinese Cinema. Films, documentaries, television series, and soap operas produced in mainland China in the post-Mao era. Topics include the history and aesthetics of the cinema, soap operas as the new forum for public debates on popular culture, the emerging film criticism in China, the relationship of politics and form in postrevolutionary aesthetics. (Same as Chinese 188S but requires extra assignments.) Research paper required. Prerequisite: Chinese 184S or advanced oral and written proficiency in Mandarin Chinese. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

259. The Best-Seller: Cultural Populism in the 1990s’ China

HINDI (HINDI)

COURSES CURRENTLY UNSCHEDULED

200. Special Studies in South Asian Languages

201. Special Studies in South Asian Languages

JAPANESE (JPN)


Biochemistry (BIOCHEM)

Professor Raetz, Chair (255 Nanaline H. Duke); Associate Professor Oas, Director of Graduate Studies (436 Nanaline H. Duke); Professors Bennett, Beratan, Greenleaf, Hammes, Hill, Hsieh, Kredich, Kreuzer, Lefkowitz, Modrich, Rajagopalan, D. Richardson, J. Richardson, Siegel, Simon, Spicer, Stamler, Steege, and Webster; Associate Professors Been, Beese, Casey, Greene, Hellinga, Kaufman, and Toone; Assistant Professors Gewirth, Hershfield, Hershfield, Kuehn, Rudolph, York, and Zhou; Professors Emeriti Bernheim, Fridovich, Gross, Guild, Kirshner, McCarty, and Sage; Adjunct Professors Bell and Blackshear

Graduate work in the Department of Biochemistry is offered leading to the Ph.D. degree. Preparation for such graduate study may take diverse forms. Undergraduate majors in chemistry, biology, mathematics, or physics are welcome, but adequate preparation in chemistry is essential. Graduate specialization areas include protein structure and function, crystallography and NMR of macromolecules, nucleic acid structure and function, lipid biochemistry, membrane structure and function, molecular genetics, and enzyme mechanisms. The recommended core requirements consist of courses 258, 259 and 268 (or equivalent training) and additional courses in the area of specialization. The Biochemistry Department, in cooperation with the University
Programs in Genetics, Cell and Molecular Biology, Molecular Biophysics, and Biological Chemistry, offers biochemistry students the opportunity to pursue advanced research and study to fulfill the requirements for the Ph.D. degree related to these fields.

200. General Biochemistry. An introductory survey of fundamental aspects of biochemistry with emphasis on the structure of macromolecules, mechanism of enzyme action, metabolic pathways, biochemical genetics, and the structure and functions of special tissues. Designed for medical students; graduate students only with consent of instructor. Instructor: Staff. 4 units.

210. Research Independent Study. Individual research in a field of special interest, under the supervision of a faculty member, the major product of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Designed for students interested in either a laboratory or a library project in biochemistry. One course for undergraduate students. One to twelve units for graduate students. Instructor: Staff. Variable credit.

222. Structure of Biological Macromolecules. Computer graphics intensive study of some of the biological macromolecules whose three-dimensional structures have been determined at high resolution. Emphasis on the patterns and determinants of protein structure. Two-hour discussion session each week along with computer-based lessons and projects. Instructors: D. Richardson and J. Richardson. 3 units. C-L: Molecular Biophysics 222


228. Introductory Biochemistry II. Structure, function, and biosynthesis of biological macromolecules and regulation of their synthesis. Intermediary metabolism and metabolic utilization of energy. Biochemistry of biological membranes, receptors, and signal transduction via membrane receptors. Prerequisite: organic chemistry and Biochemistry 227. Instructors: Been and staff. 3 units.

258. Structural Biochemistry I. Principles of modern structural biology. Protein-nucleic acid recognition, enzymatic reactions, viruses, immunoglobulins, signal transduction, and structure-based drug design described in terms of the atomic properties of biological macromolecules. Discussion of methods of structure determination with particular emphasis on macromolecular X-ray crystallography NMR methods, homology modeling, and bioinformatics. Students use molecular graphics tutorials and Internet databases to view and analyze structures. Prerequisites: organic chemistry and introductory biochemistry. Instructors: Beese and staff. 2 units. C-L: Cell and Molecular Biology 258, Cell Biology 258, University Program in Genetics 258, Immunology 258, Molecular Biophysics 258

259. Structural Biochemistry II. Continuation of Biochemistry 258. Structure/ function analysis of proteins as enzymes, multiple ligand binding, protein folding and stability, allostery, protein-protein interactions. Prerequisites: Biochemistry 258, organic chemistry, physical chemistry, and introductory biochemistry. Instructors: Hellinga and staff. 2 units. C-L: Cell Biology 259, Immunology 259, Molecular Biophysics 259, University Program in Genetics 259

265S. Seminar. Topics and instructors announced each semester. 2 units or variable. Instructor: Staff. Variable credit.


268. Biochemical Genetics II: From RNA to Protein. Mechanisms of transcription, splicing, catalytic RNA, RNA editing, mRNA stability and translation. Mini-course, 2nd
half semester. Instructors: Steege and Staff. 2 units. C-L: Cell Biology 268, Immunology 268, University Program in Genetics 268

291. Physical Biochemistry. Basic principles of physical chemistry as applied to biological systems. Topics include thermodynamics, kinetics, statistical mechanics, spectroscopy, and diffraction theory. Concepts discussed in the context of the biochemistry and behavior of biological macromolecules. Emphasis on quantitative understanding of biochemical phenomena, with extensive problem solving as an instructive tool. Prerequisite: undergraduate physical chemistry and one year of calculus. Instructor: Oas and staff. 3 units. C-L: Molecular Biophysics 291

336. Bioorganic Chemistry. Basic enzymology, mechanisms of enzymatic reactions, cofactors, oxidoreductases, C1 chemistry, carbon-carbon bond formation, carboxylation/ decarboxylation, heme, pyridoxal enzymes, thiamine enzymes. Prerequisite: Chemistry 331 or equivalent. Instructors: Toone and Rudolph. 4 units. C-L: Chemistry 336

345. Biochemistry Seminar. Required of all second- and third-year biochemistry students. Credit/ no credit grading only. Instructor: Staff. 1 unit.

346. Biochemistry Seminar. Required of all second- and third-year biochemistry students. Credit/ no credit grading only. Instructor: Staff. 1 unit.

417. Cellular Signaling. Mechanism of action of hormones at the cellular level including hormone-receptor interactions, secondary messenger systems for hormones, mechanisms of regulation of hormone responsiveness, regulation of growth, differentiation and proliferation, mechanisms of transport and ion channels, stimulus sensing and transduction. Some lectures stress the clinical correlation of the basic course concepts. Instructor: Caron, Casey, Means, and invited lecturers. 3 units. C-L: Cell Biology 417, Molecular Cancer Biology 417, Pharmacology and Cancer Biology 417

Bioinformatics and Genome Technology (BGT)

The Center for Bioinformatics and Computational Biology, in collaboration with the Center for Genome Technology, has developed a program of courses to enable graduate students to receive training in bioinformatics and genome technology and qualify for a graduate certificate in bioinformatics and genome technology. The program offers a collection of half-semester (six-week) courses—the “modules” of the program. The courses are taught in a lecture format and 1.5 graduate units will be given for each course. These courses will lead to regular graduate grades and final exams will be administered. Students will qualify for the certificate by successfully completing at least four of the core modules or at least three of the core modules together with a formal independent study with a faculty member in an approved area of bioinformatics or genometechnology; and attending at least ten of the Bioinformatics and Computational Biology/ Genome Technology Seminar Series. Prerequisites, course descriptions for each of the courses offered, and applications are available on the website. Member departments include: Biology, Biochemistry, Computer Science, Comprehensive Cancer Center, Genetics, Statistics and Decision Sciences, Mathematics and Pharmacology.

Further, commencing in 2003, we will offer a Ph.D. in Bioinformatics and Genome Technology.

For more information, visit the web site: http:// ccbcb.duke.edu or email Professor Thomas B. Kepler at Kepler@duke.edu.

200. Statistical Methods for Computational Biology. Methods of statistical inference and stochastic modeling with application to functional genomics and computational molecular biology. Topics include: statistical theory underlying sequence analysis and database searching; Markov models; elements of Bayesian and likelihood inference; discrete data models; applied linear regression analysis; multivariate data decomposition methods (PCA, clustering); software tools for statistical computing. This course
presupposes previous exposure to mathematics and statistics at the level of the BGT program prerequisites. Instructor: Staff. 3 units. C-L: Statistics and Decision Sciences 270

201. Statistical Genetics. Mechanisms, probability models and statistical analysis in examples of classical and population genetics, aimed at covering the basic quantitative concepts and tools for biological scientists. This module will serve as a primer in basic statistics for genomics, also involving computing and computation using standard languages. Instructor: Staff. 3 units. C-L: Statistics and Decision Sciences 271

202. Comparative & Evolutionary Genomics. This course will deal with structure of genes and genomes, and with genomic diversity and genomic evolution. It will also address methods of analyzing the evolutionary relationships among genes. All genes have evolved from pre-existing genes and their structure preserves information about their evolutionary history as well as their function. This module will focus on the rationale and methods for reconstructing the relationships among gene families and on the techniques for reconstructing the evolutionary relationships among them. It will give the students an understanding of the causes of genomic structure and mechanisms of genomic diversification. Instructor: Staff. 1.5 units.

203. Genome Informatics and Sequence Analysis. This course covers the key concepts, methods and computational aspects of modern functional sequence analysis in genomics. Instructor: Staff. 3 units. C-L: Statistics and Decision Sciences 273

204. Algorithms in Computational Biology. 3 units. C-L: see Computer Science 260

206. Genome Technologies. This course introduces the laboratory and computational methodologies for genetic and protein sequencing, mapping and expression measurement. Instructor: Staff. 3 units.

207. Computational Methods for Macromolecular Structure. This course covers concepts of modeling and computation in approaches to structure prediction in modern proteomics. It introduces advanced probabilistic models and associated inference tools and will involve custom computer programming in standard languages. Instructor: Staff. 3 units. C-L: Statistics and Decision Sciences 277

208. Gene Expression Analysis. This course covers topics spanning the technological and computational areas of modern gene expression analysis, developing computational methods in important and current problems of clinical and physiological phenotyping, including custom computation and algorithmic development. Instructor: Staff. 3 units. C-L: Statistics and Decision Sciences 278

209. Computational Genetics of Complex Traits. This module is intended to give students an understanding of the genetic architecture of complex traits. Complex traits are traits whose structure and function depend on the interaction of many genes. Since these interactions are typically non-linear, this leads to a variable, context-dependent, association of genetic variation and trait variation. Here we address methods for studying the casual association between genetic/genomic variation and trait variation by developing dynamic models of the ontogeny and function of complex traits. Instructor: Staff. 3 units.

211. Computational Functional Genomics. 1 unit. C-L: see Computer Science 262

225. Special Topics: Comparative Genomics. This module will deal with the structure of genes and genomes, and with genomic diversity and genomic evolution. It will give students an understanding of the origins of genomic structure and the mechanisms of genomic diversification. Instructor: Staff. 1.5 units.

Biological Anthropology and Anatomy (BAA)

Professor Kay, Chair (267 Sands); Professor Van Schaik, Director of Graduate Studies (01AA Bio Sci); Professors Bassett, Cartmill, Glander, Hylander, Simons, Smith, and Terborgh; Associate Professors Churchill and Roth; Associate Research Professor Pope; Assistant Professors Alberts, Drea, Platt, Myers, and Schmitt
Admission to the Ph.D. program in biological anthropology and anatomy is not contingent on any particular course of study at the undergraduate level. The goal of the graduate program is to provide students with a broad-based background in organismal biology with which to study the behavior, ecology, and evolution of primates. The three general areas of specialization in the department are: (1) behavior, ecology, and genetics; (2) paleontology, systematics, and evolution; and (3) functional, comparative, and developmental morphology. Students are encouraged to define a course of study that crosses these boundaries and that extends beyond the strict limits of primatology. Research opportunities include behavioral research at the Duke University Primate Center; ecological and behavioral fieldwork in Africa, South America, Asia, and Madagascar; paleontological fieldwork in Africa, South America, North America, and Madagascar; and laboratories in experimental functional morphology and comparative embryology.

Courses of study are tailored to meet individual needs, but all students will be expected to take gross human anatomy, a course in statistics and experimental design, and at least one course in each of the subfields of the department.

Students are required to demonstrate a reading knowledge of at least one language other than English.

For more information, visit the departmental web site at http://www.baa.duke.edu, or send email to graduate_studies@baa.mc.duke.edu.

238S. Functional and Evolutionary Morphology of Primates. History and functional significance of locomotor and feeding adaptations, craniofacial morphology, sense organs, and reproductive systems in primates, including Homo sapiens. Prerequisite: Biological Anthropology and Anatomy 172L and consent of instructor. Instructors: Cartmill, Kay, or staff. 3 units.

240S. Hominid Socioecology. Analysis of how socioecological studies of human foragers and nonhuman primates can inform the interpretation of the hominin fossil/ archaeological record. Summary of documented historical changes during hominin evolution, and identification of approaches required to develop testable reconstructions. Models for the evolution in hominids of bipedalism, ranging and foraging, hunting, food sharing, intersexual relationships and sexual division of labor, communication (including language), culture, technology, life history, parental care, and social organization, as well as their mutual relationships. Prerequisite: Biological Anthropology and Anatomy 93(D) and 132. Instructor: van Schaik. 3 units.

244L. Methods in Primate Field Ecology. Survey of field methods used in the study of primate ecology, including the habitat assessment, mapping, and behavioral observations using computer technology. Laboratory includes observations of primates at the Duke University Primate Center. Prerequisite: Biological Anthropology and Anatomy 93; Biological Anthropology and Anatomy 143 recommended. Instructor: Glander or staff. 3 units.

245S. Primate Social Evolution. Ecological determinants of, and biological constraints on, social strategies and systems, with an emphasis on primates. Prerequisite: Biological Anthropology and Anatomy 93 and 143 or 144L or 146; or consent of instructor. Instructors: van Schaik. 3 units.

246. The Primate Fossil Record. A survey of fossil primates including early humans. The diversity, anatomy, and behavior of primates as related to the origin and spread of past primates. The radiation of each main group of primates in the succession leading to humans illustrated with slides, casts, and fossils. Topics include geochronological dating, timing of molecular clocks, and various procedures for classifying primates. Prerequisite: Biological Anthropology and Anatomy 93 or consent of instructor. Instructor: Simons. 3 units.

Personalities and current controversies in the study of hominid paleontology. Prerequisite: Biological Anthropology and Anatomy 93 and 132, or consent of instructor. Instructor: Simons. 3 units.

249S. Microevolution and Sociobiology. The relationship between resource distribution, social structure, and rate and direction of evolutionary change, including speciation. Mating systems, dispersal patterns, and mechanisms of new social group formation examined from the perspective of their effects on the genetic structure of populations and species radiations. Prerequisite: Biological Anthropology and Anatomy 93 or Biology 25L; Biology 120 recommended. Instructor: Pope. 3 units.

250. Biometry. A practically oriented overview of the statistical analysis of biological data. Topics include data collection and experimental design, methods and techniques of data organization, use of computing programs and packages, applications of appropriate parametric and nonparametric statistical techniques, assumptions and problems encountered with biological data analysis, and interpretation of results. Prerequisites: Consent of instructor and one of the following: Mathematics 136, Psychology 117, Sociology 133, Statistics 10D, 110, 112, 114, 213, or equivalent. Instructor: Staff. 3 units.

280L. Special Topics Laboratory. Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. 3 units.

280S. Seminar in Selected Topics. Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. 3 units.

281L. Special Topics Laboratory. Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. 3 units.

281S. Seminar in Selected Topics. Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. 3 units.

287S. Macroevolution. 3 units. C-L: see Biology 287S

289L. Comparative Mammalian Anatomy. A practical survey of anatomical diversity in mammals. An emphasis on dissections of a broad variety of mammals. A broader perspective on specific anatomical features provided in the lectures. Consent of instructor required. Instructor: Staff. 3 units.

290. Pattern and Process in Vertebrate Development. Research results on developmental processes applied to classic problems of comparative vertebrate biology. Specific focus to vary, but to include cell differentiation and migration, induction, cell-cell interaction and cell mechanics as well as craniofacial morphogenesis, development and evolution, developmental constraints and comparative embryology. Prerequisites: course in comparative or human anatomy and consent of instructor. Instructor: Smith. 3 units. C-L: Biology 290

301. Anatomy of the Limbs. The musculoskeletal anatomy of the limbs and limb girdles. Emphasis is on detailed dissection of the extremities, with a minor focus on clinical applications. Course primarily intended for advanced graduate students in physical therapy. Consent of instructor required. 1 to 3 units. Instructor: Staff. Variable credit.

305. Gross Human Anatomy. Includes complete dissection of a cadaver; laboratory work is supplemented by conferences which emphasize biological and evolutionary aspects. Required of entering graduate students in anatomy; by arrangement, may extend into second semester. Prerequisites: adequate background in biology, including comparative anatomy and embryology and written consent of instructor. Instructor: Staff. 3 units.

312. Research. Individual investigations in the various fields of biological anthropology and anatomy. Consent of instructor required. Credit to be arranged; maximum 6 units. Instructor: Staff. Variable credit.

313. Anatomy Seminar. Regular meeting of graduate students and staff in which current research problems in anatomy will be presented. Instructor: Staff. 1 unit.
314. Biological Anthropology Seminar. Regular meeting of graduate students and staff in which current research problems in biological anthropology will be presented. Instructor: Staff. 1 unit.

334. Topics in Physical Anthropology. Instructor: Staff. 3 units.

340. Tutorial in Advanced Anatomy. Topics for intensive reading and discussion will be chosen according to the student's interests, related to basic problems in function of bone and muscle systems, development and differentiation, comparative anatomy at the gross and histological level and vertebrate evolution. Consent of instructor required. Instructor: Staff. Variable credit.

354. Research in Biological Anthropology and Anatomy. A preceptorial course in various research methods in biological anthropology and anatomy. Consent of instructor required. Credit to be arranged. Instructor: Staff. Variable credit.

393. Independent Study. Directed reading and research. Consent of instructor required. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

233S. Nature and Nurture in Animal and Human Development
248S. Evolution of Mammals
292S. Topics in Morphology and Evolution
293. Evolutionary Theory
294. Evolutionary Theory

University Program in Biological Chemistry (BLC)

Michael Pirrung, Ph.D., Director; Eric Toone, Ph.D., Director of Graduate Studies

The University Program in Biological Chemistry is designed to provide training to students in synthetic and mechanistic aspects of the interface between chemistry and biology. Specializations include carbohydrate, lipid, nucleic acid, and protein synthesis; molecular recognition between biomolecules; and mechanisms of catalytic processes involving proteins and nucleic acids and their associated cofactors. Course offerings, including a core focusing on the synthesis of biological macromolecules and mechanisms of enzymatic cofactors, are aimed at providing significant cross-training between chemistry and biology and developing a common language among students in different disciplines. Intensive laboratory rotations begin in the fall and continue (in some cases) into the spring semesters of the first year of study. The research laboratories of program faculty are well funded and use state-of-the-art equipment for magnetic resonance, mass spectrometry, and computer graphics, among others.

The program offers a certificate of graduate studies, with the doctoral degree awarded by one of the three degree-granting departments. Prospective students may apply directly to the program or to one of the degree-granting departments (Chemistry, Biochemistry, Biology, Cell Biology). Students admitted to the University Program in Biological Chemistry have up to one year to affiliate with a degree program. For more information contact the director of graduate studies at University Program in Biological Chemistry, Duke University, Box 3567 DUMC, Durham, NC 27710.

300. Case Studies in Drug Discovery. Recent projects from the pharmaceutical industry and literature. Prerequisite: Biochemistry 259. Instructor: Staff. 1 unit.

301S. Seminar in Biological Chemistry. Intensive independent study. Prerequisite: Chemistry 326. Instructor: Pirrung. 1 unit.

Teaching College Biology

See listing for "Teaching College Biology" alphabetized in this chapter under "Teaching".

80 Courses and Academic Programs
Biology (BIOLOGY)

Professors Barber, Brandon, Boynton, Christensen, Clark, Crowder, Forward, Gillham, Kiehart, Knoerr, Livingstone, McClay, Nicklas, F. Nijhout, Ramus, Rausher, Reynolds, Schlesinger, Shaw, Siedow, Simons, Smith, Staddon, Terborgh, Uyenoyama, Vilgalys, Vogel, White, and Wilbur; Associate Professors Bejsovec, Cunningham, Dong, Fehon, Jackson, Morris, Nowicki, Rittschof, Roth, Sun, Van Schaik, Willis, Wilson, and Wray; Assistant Professors Alberts, Johnsen, Lutzoni, Manos, McShea, Pei, and Pryer; Professors Emeriti Anderson, Bookhout, W. Culberson, Fluke, Gregg, Hellmers, Naylor, Schmidt-Nielsen, Searles, Stone, Strain, Wainwright, and Ward; Research Professors C. Culberson, Klopfner, and Tucker; Adjunct Professors Antonovics, Funk, Hartshorn, Kress, Osmond, Peet, Rogers, Schmidt-Koenig, Swofford, and Wagner; Adjunct Associate Professors DePriest, Lacey, and M. Nijhout; Adjunct Assistant Professor Wolfe; Associate Professor of the Practice Motten; Assistant Professor of the Practice Mercer

The Department of Biology offers a considerable variety in graduate programs leading to M.S. and Ph.D. degrees. Students in the department may specialize in a wide variety of areas including anatomy; animal behavior; animal physiology; cellular and molecular biology; community, ecosystem, physiological, and population ecology; evolution; functional morphology; developmental, ecological, molecular, organelle, and population genetics; marine biology, and the systematics of algae, fungi, lichens, bryophytes, ferns, and flowering plants.

There is a high level of interaction among the various areas of biology and other programs. Faculty members participate in the University Programs in Ecology, Genetics, Cellular and Molecular Biology, and Neurobiology; tropical research is facilitated through the University's membership in the Organization for Tropical Studies. There are also strong relationships with the departments of Biological Anthropology and Anatomy (primatology, phylogenetic systematics, macroevolution), Mathematics (theoretical biology), and Psychology (behavior); the Division of Earth and Ocean Sciences (limnology, paleontology): the School of Engineering (biomechanics); and the N.S.E.E.S. (ecology).

Students entering the program generally have a broad background in biological sciences supplemented with basic courses in chemistry, mathematics, and physics. Biochemistry and physical chemistry are strongly recommended for students interested in molecular areas, and advanced courses in mathematics are recommended for students in population genetics and ecology. While deficiencies may be corrected by taking appropriate courses during the first year of graduate study, it is advised that students search widely in both the Bulletin of Duke University; Undergraduate Instruction and the Bulletin of Duke University; Graduate School for information about the intellectual resources of the University. Special attention should be given to announcements of the departments listed above, as well as to those of Cultural Anthropology, History, Immunology, Microbiology, Pharmacology, Philosophy, and Sociology, and of the School of Engineering and the Nicholas School of the Environment and Earth Sciences.

203L. Marine Ecology. Factors that influence the distribution, abundance, and diversity of marine organisms. Course structure integrates lectures and field excursions. Topics include characteristics of marine habitats, adaptation to environment, species interactions, biogeography, larval recruitment, and communities found in rocky shores, tidal flats, beaches, mangrove, coral reefs, and subtidal areas. Not open to students who have taken Biology 203L. Open to undergraduates only under Biology 129L. (Given at Beaufort fall and summer and at Bermuda, spring.) Prerequisite: introductory biology. Instructors: Crowder or Kirby-Smith (Beaufort); Lipschultz and Smith (Bermuda). 4 units. C-L: Environment 219L

211L. Microbial Ecology and Evolution. Survey of new advances in the field of environmental and evolutionary microbiology, based on current literature, discussion, and laboratory exercises. Topics to include bacterial phylogeny, molecular ecology, emerging infectious diseases, bacterial symbiosis, experimental evolution, evolution of drug resistance, and microbial genomics. Prerequisite: Biology 25L, 103L, 118, or consent of instructor. Instructor: Vilgalys. 4 units.

215. Tropical Ecology. 3 units. C-L: see Environment 217

216L. Limnology. Lakes, ponds, and streams; their origin, development, geochemistry, energy balance, productivity, and the dynamics of plant and animal communities. Laboratory includes field trips. Offered biennially. Prerequisites: Biology 25L, Chemistry 12L or 22L, Mathematics 32, and physics; or equivalents; or consent of instructor. Instructor: Livingstone. 4 units.

217. Ecology and Global Change. Feedbacks between ecological processes and global environmental change; physiological and ecosystem ecology using a variety of sources, including the primary scientific literature. Topics include global warming, biodiversity, land-use change, ozone depletion, and the application of ecological research to policy. Prerequisite: Biology 25L or equivalent; recommended: Biology 110L or equivalent. Instructor: Jackson. 3 units.

218L. Barrier Island Ecology. 4 units. C-L: see Environment 218L; also C-L: Marine Sciences

219L. Coastal Ecosystem Processes. 4 units. C-L: Environment 224L

220L. Mycology. Survey of the major groups of fungi with emphasis on life history and systematics. Field and laboratory exercises. Instructor: Vilgalys. 3 units.

221S. Topics in Advanced Mycology. Current research on fungal evolution, genetics, physiology, and ecology. Prerequisite: Biology 220L or consent of instructor. Instructor: Vilgalys. 3 units.

222L. Entomology. The biology of insects: diversity, development, physiology, and ecology. Field trips. Prerequisite: Biology 25L or equivalent. Instructor: H. Nijhout. 4 units.

229L. Paleoeology. Global change over the last two million years. Prerequisites: two semesters of biology or geology; and one semester each of calculus, chemistry, and physics; or consent of instructors. Instructors: Clark and Livingstone. 3 units.

234S. Problems in the Philosophy of Biology. 3 units. C-L: see Philosophy 234S


241L. Field Botany. Identification and recognition of the vascular flora of the Carolinas. Frequent field trips to representative habitats. Prerequisite: introductory plant identification course or consent of instructor. Instructor: Wilbur. 3 units.
242L. Field Botany of North Carolina's Wetlands. 3 units. C-L: see Environment 237L
243L. Evolution and Classification of Angiosperms. Characteristics and phylogenetic relationships of major flowering plant lineages. Emphasis on current literature, rigorous methods, modern controversies, and biological and biogeographic implications of relationships. Prerequisite: Biology 142L or equivalent. Instructors: Funk, Kress, and Manos. 3 units.

244. Principles of Immunology. 3 units. C-L: see Immunology 244

245L. Peat Mosses and Peatlands. Ecology of Sphagnum-dominated peatland habitats. Ecology, genetics, and systematics of peat mosses. Field trips to peatland habitats and identification of peat moss species. Prerequisite: one course in plant diversity or consent of instructor. Instructor: Shaw. 4 units.

251L. Advanced Laboratory Investigations in Animal Physiology. Discussions on research design. Review of relevant scientific literature. Student development of research topic in animal physiology, and independent design of research project. Written proposal and scientific paper, oral presentation required. Peer review of all work. Prerequisite: Biology 151L. Instructors: Eason and Johnsen. 4 units.

253L. Physiology of Marine Animals. Variable credit. C-L: see Environment 228L

255L. Biochemistry of Marine Animals. Variable credit. C-L: see Environment 229L

256S. Speciation. Experimental and phylogenetic approaches to the origin of plant and animal species. Emphasis on current literature and modern approaches to evolutionary patterns and processes. Prerequisites: basic courses in systematics and genetics. Instructor: Shaw or Willis. 3 units.

257L. Molecular Systematics and Evolution. Descriptive and experimental procedures used to assess evolutionary diversity for analysis of population genetics and systematic relationships. Laboratory problems, discussion, and individual research projects. Prerequisites: basic course work in systematics, evolution, and genetics. Instructor: Vilgalys. 3 units.

259S. The Life and Work of Darwin. Readings by and about Darwin and his contemporaries, especially Wallace. Darwin's "Autobiography" and Janet Browne's biography as context for readings of some of his major works and works of his contemporaries. Instructor: Alberts and McShea. 3 units.

260L. Plant Anatomy. A comparative study of basic cell types, tissues, and organs of vascular plants. Correlation of anatomical information with pertinent literature, application of anatomy to problems in systematics and evolution, and the interrelationship between structure and function. Prerequisite: one year of biology or consent of instructor. Instructor: White. 4 units.

264S. Advanced Topics in Marine Ecology. 2 units. C-L: see Environment 269S

265. Physiological Plant Ecology. The physiological approach to interpreting adaptation in plants, with emphasis on terrestrial seed plants. Prerequisites: Biology 110L and 152 or equivalents. Instructor: Jackson. 3 units.

265L. Physiological Plant Ecology. The physiological approach to interpreting adaptation in plants, with emphasis on terrestrial seed plants. Prerequisites: Biology 110L and 152 or equivalents. Instructor: Jackson. 3 units.

266. Statistical Analysis of Ecological Data. Methods of statistical analysis, including experimental design, ANOVA, regression, longitudinal data, intervention studies, survival analysis. Lectures supplemented by student projects that involve application of techniques to data. Prerequisite: 1 year of undergraduate statistics. Instructors: Clark and Lavine. 3 units. C-L: Environment 241, Statistics and Decision Sciences 232

267L. Community Ecology. Mechanisms that determine the distribution and abundance of plants and animals: geology, climate, physiography, soils, competition, predation, and history. Lectures focusing on ecological principles developed through
268. Ecological Theory and Data. Goals and contributions of ecological theory. Formulation of models and applications to data. Topics include demography, population growth, community interactions, food webs, metapopulations, disturbance, structure, stochasticity, chaos, and patchiness. Model development, analysis, and interpretation. Discussions focus on classical and current primary literature. Analysis of data using SPlus, making use of likelihood models, bootstrapping, and Bayesian approaches. Prerequisites: one year each of calculus and statistics. Instructor: Clark. 3 units. C-L: Environment 231

268L. Ecological Theory and Data. Laboratory version of Biology 268/Environment 231. Prerequisites: one year each of calculus and statistics. Instructor: Clark. 3 units. C-L: Environment 231L

272. Biogeochemistry. 3 units. C-L: Earth and Ocean Sciences 272

273S. Current Topics in Environmental Biology. The biology and societal implications of technological and environmental problems. Impact on human and animal biology of chemical pollution, including food additives, manufacturing and food production by-products. Evaluation of observations and claims in the popular press, and research in primary scientific literature. (Given at Beaufort.) Prerequisite: Introductory Biology. Instructor: Rittschof. 3 units. C-L: Marine Sciences

274L. Marine Invertebrate Zoology. Variable credit. C-L: see Environment 295L

275S. Sensory Signal Transduction. Recent progress in signal transduction mediated by ion channels in both animal and plant systems. History and techniques in the study of ion channels: electrophysiology, cell biology and molecular biology. Topics may include: how organisms (including humans) perceive light, temperature, mechanical stress, and chemical signals using various receptor-stimulated channels; T cell function via receptor-mediated cytosolic calcium signaling; the importance of channels in the pacemaker of the heart; ion channels and human diseases; ion channels and signaling networks plants. Instructor: Pei. 3 units.

276S. Animal Communication and Social Behavior. Current topics in animal social behavior, with emphasis on form and function of animal signals, based on reading and analysis of current papers in the primary literature. Co-taught with a parallel Biology course offered at UNC-CH, "Animal Societies and Communication." Prerequisite: Biology 166 or Biology 201L or equivalent. Instructor: Nowicki. 3 units.

278S. Topics in Animal Behavior. To provide graduate students with broad-based exposure to critical topics in behavioral ecology. Rotation among 3 topics in successive years: (1) The genetic basis of behavior (2) behavior and the genetic structure of populations (3) behavioral ecology. Each seminar in the series is stand-alone; none are prerequisites for the others. Because genetic techniques play an increasing role in behavioral studies, two of the three seminars focus on genetic topics in behavioral ecology. Instructor: Alberts. 3 units.

279S. Developmental Biology Colloquium. Lectures, seminars, and discussion of current topics in developmental biology. Prerequisites: Biology 118 and/or 119 or equivalent. Instructor: McClay. 3 units.

280S. Genetic Engineering and Biotechnology. Applications of recombinant DNA in medicine and in agriculture. Topics include diagnosis of genetic diseases, gene therapy, drugs for AIDS and cancer, DNA fingerprinting, cloning of mammals, phytoremediation, crop improvement, and pharmaceutical protein production in transgenic plants and animals. Social and environmental impacts of biotechnology. Prerequisites: Biology 118 and 119 or consent of instructor. Instructor: Sun. 3 units.

281. DNA, Chromosomes, and History. Past and present research on evolution, genetics, and chromosome biology. The curious path to our present understanding of...
inheritance including how genes got put on chromosomes and the fluctuating fortunes of DNA. Implications of current research on chromosome and genome organization for evolutionary biology. Prerequisite: an introductory course in genetics or cell or molecular biology, or consent of instructor. Instructor: Nicklas. 3 units.


283. Developmental Genetics. Half-semester mini-course targeted to first year graduate students in the Biological Sciences. Taught sequentially in the Fall semester with Biology 282. Focuses on genetic approaches to solve mechanistic problems of development. Emphasis is on model organisms, mainly Drosophila, C. elegans, mouse and zebrafish, where genomics, mutations, gene modifiers, epistasis analysis, gene knockouts, and transgenesis, plus many other genetic approaches have yielded important insights into the differentiation of cell and the development of complex organisms. Cross-listed with Biology 283. Instructors: Fehn, Kirby, Klingensmith, McClay and Wharton. 2 units. C-L: Cell Biology 283

284. Molecular Population Genetics. Theoretical and computational basis of evolutionary biology at the sequence level. Models of nucleotide and amino acid substitution; distance measures; distance methods for phylogeny reconstruction; tests of neutrality, adaptive selection, and hitchhiking; methods for distinguishing between common ancestry and adaptation; case histories of molecular evolution. For graduate students and upper-level undergraduates with coursework in genetics or evolution or mathematics. Instructor: Uyenoyama. 3 units.

285S. Ecological Genetics. Interaction of genetics and ecology and its importance in explaining the evolution, diversity, and distribution of plants and animals. Prerequisites: Biology 120 and consent of instructor. Instructor: Staff. 3 units.

286. Evolutionary Mechanisms. Population ecology and population genetics of plants and animals. Fitness concepts, life history evolution, mating systems, genetic divergence, and causes and maintenance of genetic diversity. Prerequisites: Biology 25L and 120 or equivalents. Instructors: Rausher and Uyenoyama. 3 units.

287S. Macroevolution. Evolutionary patterns and processes at and above the species level; species concepts, speciation, diversification, extinction, ontogeny and phylogeny, rates of evolution, and alternative explanations for adaptation and evolutionary trends. Prerequisite: Biology 25L, 26L, or other course in plant or animal diversity; recommended, Biology 120 or equivalent. Instructor: Roth. 3 units. C-L: Biological Anthropology and Anatomy 287S


289L. Methods in Morphometrics. Techniques for the acquisition and analysis of quantitative data for describing and comparing biological form. Topics include: image capture and analysis; two- and three-dimensional digitization; and multivariate and geometric techniques such as allometric analysis, outline and landmark-superposition methods, and deformation models. Background in statistics and linear algebra recommended. Instructor: Mercer. 4 units.
290. Pattern and Process in Vertebrate Development. 3 units. C-L: see Biological Anthropology and Anatomy 290


292. Population Ecology. Explores key questions in population ecology from a theoretical perspective. Topics include demography and dynamics of structured populations, stochastic population dynamics, and life history characteristics. Prerequisites: Biology 110L or 112 and consent of instructor. Instructors: Morris and Wilson. 3 units.

293. Simulating Ecological and Evolutionary Systems. Computer programming using C within a UNIX environment applied to ecological and evolutionary problems. The relationship between simulation and analytic modeling. Knowledge of programming or work within the UNIX computer environment not expected. Consent of instructor required. Instructor: Wilson. 3 units.


297. Research Independent Study. Individual research and reading of the primary literature in a field of special interest, under the supervision of a faculty member, the major product of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to juniors and seniors only with consent of supervising instructor. A maximum of three courses of 190, 191, 192, 193T, 297, and 298 may count toward the biology major. Continued in Biology 298. Instructor: Staff. 3 units.

298. Research Independent Study. Continuation of Biology 297. Open to juniors and seniors only with consent of supervising instructor. A maximum of three courses of 190, 191, 192, 193T, 297, and 298 may count toward the biology major. Instructor: Staff. 3 units.

300. Tropical Biology: An Ecological Approach. Highly intensive, field-oriented course conducted in Costa Rica under auspices of the Organization for Tropical Studies. For additional information refer to the chapter "Special and Cooperative Programs." 6 to 8 units. Instructor: Staff. Variable credit.

304. Modeling Plant and Ecosystem Response to Global Change. Examination of current models used to evaluate potential effects of global change, e.g., land use, atmospheric composition, biological diversity and climate, on terrestrial ecosystems. Ecosystem responses considered in terms of changes in function and vegetation composition/structure. Design, analysis and interpretation of models of plant and ecosystem biogeochemical cycles. Concepts of hierarchy and scaling emphasized in context of regional and global predictions using Dynamic Global Vegetation Models. Combination of lectures, student-moderated discussions and seminars and computer lab exercises. Prerequisites: Ecology (BIO 110) or equivalent. Recommended: Physiological Plant Ecology (BIO 265). Instructor: Reynolds. One Course. 3 units.

305S. Plant Systematics Seminar. Weekly presentation of current research in plant systematics by students, faculty, and invited speakers. Instructor: Vilgalys. 1 unit.
306S. Plant Systematics Seminar. Weekly presentation of current research in plant systematics by students, faculty, and invited speakers. Instructor: Vilgalys. 1 unit.
309. Ecological Forecasting Workshop. 3 units. C-L: University Program in Ecology 309
310S. Ecology Seminar. Discussion of current research and literature. Instructor: Staff. 1 unit.
311S. Ecology Seminar. Discussion of current research and literature. Instructor: Staff. 1 unit.
315S. Population Genetics Seminar. Discussion of recent developments in population genetics. Topics include population dynamics, forces affecting gene frequency change, molecular evolution, philosophy of evolutionary biology. Student presentations are integral to the course. Instructor: Staff. 1 unit.
316S. Population Genetics Seminar. Discussion of recent developments in population genetics. Topics include population dynamics, forces affecting gene frequency change, molecular evolution, philosophy of evolutionary biology. Student presentations are integral to the course. Instructor: Staff. 1 unit.
320S. Systematics Discussion Group. An informal discussion group. Topics vary from semester to semester; cover systematic and evolutionary biology in the broad sense. Instructor: Staff. 1 unit.
321S. Systematics Discussion Group. An informal discussion group. Topics vary from semester to semester; cover systematic and evolutionary biology in the broad sense. Instructor: Staff. 1 unit.
325S. Developmental, Cellular, and Molecular Biology Seminar. Weekly presentations in developmental, cellular, and molecular biology topics by students, faculty, and invited speakers. Consent of instructor required. Instructor: Staff. 1 unit.
326S. Developmental, Cellular, and Molecular Biology Seminar. Weekly presentations in developmental, cellular, and molecular biology topics by students, faculty, and invited speakers. Consent of instructor required. Instructor: Staff. 1 unit.
351. Tutorial. Carried out under the direction of the appropriate staff members. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit. C-L: Marine Sciences
352. Tutorial. Carried out under the direction of the appropriate staff members. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit. C-L: Marine Sciences
353. Research. To be carried on under the direction of the appropriate staff members. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit. C-L: Marine Sciences
354. Research. To be carried on under the direction of the appropriate staff members. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit. C-L: Marine Sciences
390. Seminar in Teaching Biology. Syllabus design, best practices, and instructional methods in biology for graduate students in Duke University's Preparing Future Faculty Program in Biology. Seminar discussions and projects guided by Duke faculty in conjunction with faculty from Elon, Guilford, and Meredith Colleges. Topics may include "Biological Literacy"; "Using Information Technology"; and "Different Learning Styles, Different Contexts." Consent of instructor required. Instructor: Lemons. 1 unit.

COURSES CURRENTLY UNSCHEDULED
206S. Controversies in Biology
212LS. Phycology
213L. Behavioral Ecology
The University Program in Biomolecular and Tissue Engineering

Farshid Guilak, Ph.D. and W. M. Reichert, Ph.D., Co-Directors

The University Program in Biomolecular and Tissue Engineering is a multidisciplinary certificate program that integrates activities in engineering, the life sciences and medicine. Faculty are from the Departments of Biochemistry, Biomedical Engineering, Cell Biology, Chemistry, Mechanical Engineering and Materials Science, Medicine, Neurobiology, Ophthalmology, Radiation Oncology and Surgery.

The program emphasizes research, education (both undergraduate and graduate) and interactions with industry. The research focus of the program is upon the action of proteins, cells and tissues— and the materials (both natural and synthetic) with which they interact— in natural biological processes, and in medical diagnosis and therapy. It applies the principles and experimental methods of engineering to improve the understanding of these phenomena, and uses this knowledge to develop solutions to practical as well as fundamental problems. Students apply for graduate study to participating departments and are subject to the degree requirements of the university and these home departments. The University Program in Biomolecular and Tissue Engineering offers a certificate of graduate study. The requirements for the certificate include completion of two core courses: Bioprocess Engineering & Biotechnology (BME 218) and Seminars in Biomolecular and Tissue Engineering (BME 301/302); approved BTE Engineering electives; and, two approved Basic Science classes. A NIGMS biotechnology training grant offers stipends, tuition and fees to a number of BTE predoctoral fellows.

For more information contact The University Program for Biomolecular and Tissue Engineering, Duke University, Box 91010, Durham, North Carolina 27708-1010 or visit the web site at: http://bte.egr.duke.edu.

Business Administration (BA)

Professor Breeden, Dean (219W Fuqua School of Business); Professor Bettman, Director of Graduate Studies (A 312 Fuqua School of Business); Professors R. Ashton, Boulding, Bradley, Burton, Cohen, Coleman, DeSanctis, Fischer, Francis, Gallant, Harvey, Hsieh, Huber, Kamakura, Keller, Kyle, Laughhunn, Lewin, Lewis, Lind, Lynch, McCann, Mitchell, Moorman, Payne, Purohit, Sheppard, Staelin, Viswanathan, Whaley, Winkler, and Zipkin; Associate Professors Anton, A. Ashton, Bansal, Bercovitz, Bray, Clemen, DeCroix, Desai, Edell, Graham, Larrick, Lenox, Linville, Marx, Mela, Nau, Pekec, Sitkin, J. Smith, Venkatachalam, and Willis; Assistant Professors Amaldoss, Banks, Bareket, Bernstein, Carlson, Chen, Das Varma, de Vericourt, Goldstein, Hogan, Khwaja, Kornish, Lobo, Lopomo, Majumder, Massey, Mikhail, Mrkaic, Nanda, Olsson, Ou-Yang, Roberts, Rajgopal, Rigotti, Rockart, Severinov, Shang, M. Smith, Stowe, and Wynne; Professor Emeriti Cohen and Forsyth; Research Professors Dumas and Keeney; Associate Research Professor Gray

The Ph.D. in business administration program prepares candidates for research and teaching careers at leading educational institutions and for careers in business and governmental organizations where advanced research and analytical capabilities are required. The Ph.D. program places major emphasis on independent inquiry, on the development of competence in research methodology, and on the communication of research results. The school offers programs of research and training in the areas of
accounting, decision sciences, finance, management, marketing, and operations management. The student and the faculty in his/her area determine the specific program of study. Each student takes a comprehensive examination at the end of the second year or at the beginning of the third year of residence. The final requirement is the presentation of a dissertation. The Ph.D. program usually requires four to five years of work. Refer to the Bulletin of Duke University: The Fuqua School of Business for a complete list of courses and course descriptions. For further information, email bobbiec@mail.duke.edu or jrb12@mail.duke.edu; or visit the website accessible from http://www.fuqua.duke.edu.

510. Bayesian Inference and Decision. Methods of Bayesian inference and statistical decision theory, with emphasis on the general approach of modeling inferential and decision-making problems as well as the development of specific procedures for certain classes of problems. Topics include subjective probability, Bayesian inference and prediction, natural-conjugate families of distributions, Bayesian analysis for various processes, Bayesian estimation and hypothesis testing, comparisons with classical methods, decision-making criteria, utility theory, value of information, and sequential decision making. Instructor: Winkler. 3 units. C-L: Statistics and Decision Sciences 221

513. Choice Theory. This seminar deals with the foundations and applications of the theory of rational choice, including expected and nonexpected utility theory, noncooperative game theory, and arbitrage theory. It will survey the classic literature in the field; dissect a variety of paradoxes, puzzles, and pathologies; and discuss recent advances and controversies. The goal of this seminar is to equip students with an understanding of both the power and the limits of rational choice theory, so that they can construct as well as critically analyze rational choice applications in a wide variety of social science contexts. It will also suggest some new directions for rational choice research. Instructor: Nau. 3 units. C-L: Statistics and Decision Sciences 234

521. Organization Seminar: A Micro Focus. Individual and small-group behavior in organizations. Theories of motivation, decision making, interpersonal behavior, group processes, and leadership. A variety of research approaches and methods includes presentation of behavioral research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

522. Organization Seminar: A Macro Focus. The organization and the subunits which make up the organization. Topics include: contingency theory, institutional theory, and population ecology. Theories of organization, structure, decentralization, divisionalization, functional area integration, task design, incentives and rewards, information systems, and decision rules are developed with an orientation toward their choice and design for high performance. Includes presentation of research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

525. Behavioral Decision Theory. Examines the development of research in individual and group decision behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. The basic topic areas include: (1) decision problem structuring, (2) thinking about uncertainties, (3) risk taking, (4) dealing with conflicting values, and (5) combining individual judgments into a group decision. Instructor: Payne. 3 units. C-L: Psychology 316, Statistics and Decision Sciences 231

531. Accounting Seminar: Empirical. This course focuses on empirical-archival research in accounting, emphasizing the framing of research questions, the research design and the research methods. Topics covered include: the value of relevance and stewardship roles of accounting information; valuation models; voluntary disclosure and accounting choice; earnings management; tax considerations. Prerequisites: PhD. level course in microeconomics recommended; basic mathematics background in calculus, statistics and algebra. Instructor: Staff. 3 units.
532. Accounting Seminar: Analytical. This course focuses on the economic models underlying information economics-based theories of the usefulness of accounting information. Topics covered include: adverse selection, moral hazard, signaling, incentive contracting and disclosure. Prerequisites: PhD. level course in microeconomics recommended; basic mathematics background in calculus, statistics and algebra. Instructor: Staff. 3 units.

551. Finance I. This course gives rigorous introduction to the foundations of finance. Most of the time is spent on theoretical work and very little on empirical work. The main subjects covered are: introduction to asset pricing (CAPM, APT), taxes and Modigliani-Miller theorems, foundational material in decision theory, and a variety of topics in information economics and asset markets. Prerequisite: basic mathematics background in calculus, statistics, matrix algebra, optimization, and dynamic programming. Instructor: Kyle. 3 units.

552. Finance II. The course covers the following topics: efficient markets and asset pricing, no arbitrage and asset prices, conditional and unconditional mean variance frontiers, capital asset pricing model and implications, dynamic economic models of asset prices, present value tests of market efficiency, term structure of interest rates, nonparametric bounds on asset pricing models, intertemporal CAPM and arbitrage pricing models, and option pricing. Prerequisite: Ph.D. level course in econometrics; recommended: Business Administration 551. Instructor: Bansal. 3 units.

553. Finance III. This course focuses on continuous time finance with applications to market microstructure and the term structure of interest rates. Students will have to do Monte Carlo simulations of continuous time models in order to receive a credit for this course. Prerequisite: basic mathematics background in calculus, statistics, matrix algebra, optimization, and dynamic programming. Instructor: Kyle. 3 units.

561. Seminar in Quantitative Research in Marketing. An overview of the quantitative techniques that are important in marketing research. Each model and technique will be examined in considerable detail so as to permit an understanding of its assumptions, structure, and usefulness. Topics covered will include the general data analysis techniques as well as models from advertising, new products, and pricing decisions. Instructor: Kyle. 3 units.

562. Seminar in Consumer Behavior. Examines the development of research in consumer behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. Topics include motivation and personality, perceptual processes, information search, choice processes, attitudes and persuasion, learning, and influence in consumer choice. Instructor: Bettman. 3 units. C-L: Psychology 315

563. Marketing Models Seminar. The primary goals of this seminar are: (a) to review critically the most current research in marketing and (b) to gain a better understanding of and ability to build one's own model. After taking this course, students should be able to understand the assumptions and mathematical development of the current quantitative work in marketing and to use this understanding to develop meaningful extensions. Instructor: Staff. 3 units.

564. Experimental Design and Analysis Seminar. Examines issues in the design and analysis of experiments. Emphasis on analysis of variance (ANOVA), starting with the basic ANOVA model and examining multiple factor designs, blocking designs, nested models, within subject designs, repeated measure designs, and analysis of covariance. Instructor: Edell. 3 units.

571. Operations Strategy Seminar. Recent developments in the strategy of operations in both the manufacturing and service sectors. Topics include the focused factory concept, Japanese manufacturing philosophy, technological policy toward new process development and toward new product introduction, vertical integration, choice of
capacity and location, industry analysis, and the impact of government regulation. Emphasis on the development of hypotheses about strategic topics and the empirical means by which they can be tested. Instructor: Staff. 3 units.

572. Seminar in Operational and Technological Tactics. Current issues in the day-to-day management of manufacturing and service delivery systems. Topics include material requirements planning, capacity requirements planning, quality of work life projects, productivity measurement and enhancement, implementation of new product introductions and production process modifications, quality assurance, production planning and scheduling, and logistics. Concentration on the substance of recent developments, the generation and test of hypotheses about tactical issues, and the applicability of various optimization techniques to the advance of operation tactics. Instructor: Staff. 3 units.

591. Selected Topics in Business. Allows the doctoral student the opportunity to study special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

597. Dissertation Research. For students actively pursuing research on their dissertation. Credit to be arranged. Prerequisite: student must have passed the preliminary examination and have the consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

598. Independent Study. Allows the doctoral student the opportunity to engage in study or tutorial on special topics on an individual basis under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

599. Directed Research. Allows the doctoral student to engage in individual research projects under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

Canadian Studies Program (CANADIAN)

John Thompson, Ph.D., Director

The Canadian Studies Program offers a certificate of graduate study. The requirements for the certificate include completion of three Canadian studies courses, including the core course, Interdisciplinary Studies Course 282, Canadian Issues. The other two courses may be from existing courses, or from independent studies with the center’s faculty. In addition, the dissertation must be written on a Canadian or Canadian-comparative topic. The student must also demonstrate a knowledge of French or one of Canada’s aboriginal languages.

The purpose of the Canadian Studies Program is to formalize and expand the interest of graduate students in Canada, to introduce the study of Canadian life and culture at the undergraduate level, and to encourage such study in primary and secondary schools.

The program awards a limited number of foreign language and area studies graduate fellowships and teaching assistantships for the study of Canada to American residents. Fellows must work on a Canadian or Canadian/comparative dissertation topic within their disciplines and must also study French. Grants of travel aid for field research in Canada are also offered.

The program sponsors lectures by Canadian specialists and supports seminars devoted to Canada. Opportunities for study in Canada are offered to honors undergraduates in Canadian studies, graduates, and faculty.

Inquiries should be addressed to the Director, Canadian Studies Center, Duke University, Box 90422, Durham, North Carolina 27708-0422.
282S. Canada (B). A research seminar for advanced students familiar with Canada. Topics vary each semester; recent perspectives have included nationalism, Canadian-American relations, regionalism in the Maritimes and the West, and cross-border environmental issues, among others. Instructor: Staff. 3 units. C-L: Cultural Anthropology 282S, History 282S, Political Science 282S, Sociology 282S

Cell Biology (CELLBIO)
James B. Duke Professor Erickson, Chairman; Professor Wright, Chief, Division of Physiology and Cellular Biophysics; Associate Professor Capel, Director of Graduate Studies; Professors Bennett, C. Bonaventura, J. Bonaventura, Caron, Endow, Goldschmidt, Kiehart, McIntosh, Nicklas, Reedy, and Siedow; Associate Professors Cohn, Corless, Lin, Nicchitta, Schachat, Schomberg, and Vigna; Assistant Professors Anderson, Ehlers, Fehon, Klingensmith, Kraus, McKay, Meyers, Rockey, Saling, and Stamler; Assistant Research Professors Folz, Klitzman, B. Lobaugh, Rockman, and Swenson

The Department of Cell Biology offers graduate training in modern cell biology and physiology leading to the Ph.D. degree. Specific research interests include: cytoskeleton and cell motility, including both actin and microtubule based motors, mechanisms of contraction, vesicle transport and chromosome movement; cardiac and skeletal muscle, including ultrastructure, physiology, developmental and molecular biology; cell adhesion and biophysics of membrane interactions; extracellular matrix; protein secretion and trafficking mechanisms; transmembrane receptors and molecular mechanisms of signal transduction; cell physiology, metabolism, and membrane transport in brain, kidney, muscle; vertebrate photoreceptors; high resolution electron microscopy and computer image processing; and developmental biology using mouse and drosophila.

The department has excellent facilities for light and electron microscopy; X-ray diffraction; cell culture and micromanipulation; and modern biochemistry and molecular biology. The Department of Cell Biology also participates in several university-wide interdisciplinary training programs, including genetics, cell and molecular biology, neurobiology, pharmacology, biomedical engineering, and toxicology.

The Division of Physiology, which is centered in the Department of Cell Biology, brings together faculty and students with interests in cellular, organ, and systemic physiology. The program of graduate studies in physiology is organized through this division. The Division of Developmental Biology focuses research and teaching on mechanisms of development. Mouse and drosophila developmental systems are studied using modern approaches of genetics and molecular biology. For further information, contact the director of graduate studies.

200. Cell and Tissue Biology. This is the introductory medical school and graduate course in microscopic anatomy. Students participate in lectures and laboratories on the structure and function of cells and tissues of the body. The course provides practical experience in the use of the light microscope analyzing an extensive slide collection of mammalian tissues. 3 credits. McIntosh and staff. 3 units.

201. Microscopic Anatomy. Histology of all major organs of the body. Structure and cell biology at both the level of the light and electron microscope. 3 credits. McIntosh and staff. 3 units.

202. Medical Physiology. Medical and graduate level course on organ and cell physiology. Human and medical aspects are stressed. 4 credits. Anderson and staff. 4 units.

203. Introduction to Physiology. Modern organ physiology; cellular physiology, the heart and cardiovascular system, the kidney, the gastrointestinal, endocrine, and nervous systems. Minicourse. Prerequisite: elementary biology. Instructors: Vigna and Wright. 2 units.
206. Physiology and Medicine of Extreme Environments. Advanced topics in the physiology and medicine of ambient pressure, immersion, gravity, temperature, and gas composition. Environments include diving and hyperbaric medicine; hot/cold terrestrial and water operations; microgravity and high-g acceleration; high altitude. Examines basic mechanisms and medical management of associated diseases including decompression sickness; altitude sickness; hypothermia and hyperthermia; hypoxia; carbon monoxide poisoning; oxygen toxicity. Laboratory optional. Prerequisites: human anatomy and physiology; diving techniques, equipment, and procedures; diving physiology, dysbaric diseases, and treatments. Instructor: Staff. Variable credit.

208. Stem Cell Biology Minicourse. 2 units. C-L: Molecular Cancer Biology 208

210. Independent Study. Consent of director of graduate studies required. 3 to 9 units. Instructor: Staff. Variable credit.

212. Topics in Reproductive Biology. An in-depth, integrative study of male and female reproduction, including (i) hypothalamic, pituitary, and gonadal control mechanisms, (ii) gamete structure and development, (iii) fertilization, and (iv) pregnancy and parturition. Guest lectures will emphasize the interface between basic, veterinary, and medical sciences. Prerequisite: Cell Biology 269 or equivalent. Instructor: N. Anderson, Saling, Schomberg, or Tyrey. 3 units.


244L. Molecular and Cellular Processes in Marine Organisms. Joint research projects on the adverse effects of environmental pollutants on marine organisms at the cellular and molecular level. Research methodologies include: spectroscopy (UV/VIS, fluorescence, and atomic absorption); subcellular fractionation; protein purification and characterization using chromatography and electrophoresis; analysis of pollutant-induced damage to proteins, membranes, and DNA; measurement of activity of enzymatic defense systems. Lectures cover molecular mechanisms of damage and damage control, and concepts that underlie the methods to be used. (Given at Beaufort.) Prerequisite: organic chemistry. Instructors: C. Bonaventura and McClellan-Green. 4 units. C-L: Environment 244L, Marine Sciences

251. Molecular Cell Biology. Current research topics in cell biology presented in a lecture and discussion format based on recent research papers. Topics include: protein secretion and trafficking; mitochondria and organelles; the nucleus; cytoskeleton and cell motility; extracellular matrix and cell adhesion; growth factors and signaling; cell cycle. Instructor: Erickson and staff. 4 units. C-L: Cell and Molecular Biology 251

258. Structural Biochemistry I. 2 units. C-L: see Biochemistry 258; also C-L: Cell and Molecular Biology 258, University Program in Genetics 258, Immunology 258, Molecular Biophysics 258

259. Structural Biochemistry II. 2 units. C-L: see Biochemistry 259; also C-L: Immunology 259, Molecular Biophysics 259, University Program in Genetics 259

268. Biochemical Genetics II: From RNA to Protein. 2 units. C-L: see Biochemistry 268; also C-L: Immunology 268, University Program in Genetics 268

280. Student Seminar. Preparation and presentation of seminars to students and faculty on topics of broad interest to cell biology and physiology. Required of Department of Cell Biology students. Instructor: Staff. 1 unit.

283. Developmental Genetics. 2 units. C-L: see Biology 283
296. Developmental Biology Colloquium. Instructor: Staff. 3 units.
312. Research. Specific areas of investigation include: membrane structure; extracellular matrix; cell adhesion; cell motility; cytoskeletal elements; chromosome structure and movement; genetics and molecular biology of contractile proteins; muscle ultrastructure; gamete biology; molecular and structural biology of photoreceptors; hormone receptors; cell growth; developmental biology; membrane transport and electrophysiology; metabolism; cardiovascular physiology; microcirculation; hyperbaric physiology; and theoretical studies and computer modeling of physiological processes. Instructor: Staff. Variable credit.
320. Research Problems in Cell Biology. Coverage of selected topics important in current cell biology research. Format includes faculty lectures and directed readings of current research papers presented and discussed by students. Instructor: Sheetz and staff. 3 units.
417. Cellular Signaling. Mechanism of action of hormones at the cellular level including hormone-receptor interactions, secondary messenger systems for hormones, mechanisms of regulation of hormone responsiveness, regulation of growth, differentiation and proliferation, mechanisms of transport and ion channels, stimulus sensing and transduction. Some lectures stress the clinical correlation of the basic course concepts. Instructor: Caron, Casey, Means, and invited lecturers. 3 units. C-L: Biochemistry 417, Molecular Cancer Biology 417, Pharmacology and Cancer Biology 417

COURSES CURRENTLY UNSCHEDULED
204. Cell and Molecular Physiology
205. Design and Analysis of Biological Experiments
211. Cellular Mechanisms of Injury
213. Oxygen and Physiological Function
215. Seminar in the Physiology of Disease
217. Selected Membrane Transport
223. Cellular and Integrative Cardiovascular Physiology and Biophysics
232. Extracellular Matrix and Cell Adhesion
263. Molecular Genetics of Drosophila Development
293. Membrane Biophysics
301. Introduction to Cell and Molecular Biology

The University Program in Cell and Molecular Biology (CMB)

Kenneth Kreuzer, Director (Department of Biochemistry); Danny Lew, Director of Graduate Studies (Department of Pharmacology and Cancer Biology); 127 participating faculty

Research training in cell, developmental and molecular biology is found in one of eight departments/programs at Duke University: Biochemistry, Biology, Cell Biology, Immunology, Molecular Genetics and Microbiology, Neurobiology, Pathology and Pharmacology and Cancer Biology. To effectively utilize this broad spectrum of expertise for the training of promising scientists while still providing a coherent curriculum, the Duke University Program in Cell and Molecular Biology has been established bringing together the research foci of approximately 125 faculty. The program offers a certificate of graduate studies, with the doctoral degree awarded by the chosen Department. Students admitted to CMB have up to one academic year to affiliate with a degree program. During the first and second years students typically take a selection of courses providing a broad-based approach to key areas of cell and molecular biology, with the specific course selection tailored to the individual student. Research
training is stressed throughout the program and dissertation research usually begins by
the third semester. Applicants must have demonstrated, in addition to overall academic
excellence, a proficiency in the biological and physical sciences.

For additional information, please visit our web site at http://cmb.duke.edu or
send e-mail to: cmbtgp@biochem.duke.edu.

247. Macromolecular Synthesis. Fundamentals of DNA replication, transcription, and
translation. Transcriptional and translational regulation mechanisms. Consent of
instructor required for undergraduates. Second half of fall semester. Instructor:
Kornbluth and Zhuang. 2 units. C-L: University Program in Genetics 247

251. Molecular Cell Biology. 4 units. C-L: Cell Biology 251

258. Structural Biochemistry I. 2 units. C-L: also C-L: Cell Biology
University Program in Genetics 258, Immunology 258, Molecular Biophysics 258

264. Cell and Molecular Biology Colloquium. Required of all CMB students. Each
Tuesday evening, presentations by upper-year students: one student talks about
ongoing dissertation research and another introduces a research paper relevant to that
week's seminar. Students attend the Thursday seminar (Cell Structure and Function)
and can have lunch with the speaker. Instructor: Lew. 2 units.

278. Genetic Approaches to the Solution of Biological Problems. 4 units. C-L: see
University Program in Genetics 278; also C-L: Molecular Genetics and Microbiology 278

297. Modern Techniques in Molecular Biology. Discussions of nucleic acid sequencing
and manipulation, cloning strategies, vectors, expression, hybridization and blotting
methods, PCR, etc. Consent of instructor required for undergraduates. First half of fall
semester. Instructor: Casey and Amrein. 2 units.

298. Physical Chemistry for Biologists. Thermodynamics and kinetics using biological
examples; spectroscopy (for example, NMR, UV, CD). Consent of instructor required for
undergraduates. Second half of fall semester. Instructor: Hammes and Spicer. 2 units.

Chemistry (CHEM)

Professor Simon, Chair (101 Gross Chemical Laboratory); Associate Professor MacPhail,
Director of Graduate Studies (221 Gross Chemical Laboratory); Professors Baldwin,
Beratan, Bonk, Crumbliss, Lochmüller, McGown, McPhail, Palmer, Pirrung, Reichert,
Shaw, Toone, and Yang; Associate Professors Oas and Widenhoefer,; Assistant
Professors Akhremitchev, Craig, Fitzgerald, Franz, Liu, Rudolf, Vasudevan, and Zhou;
Professors Emeriti Arnett, Chesnut, Hobbs, Quin, Smith, Strobel, Wels, and Wilder;
Adjunct Professors Chao, Feldman, and Kiserow; Adjunct Associate Professor Lee

The Department of Chemistry offers graduate work leading to the Ph.D. degree.
While students are normally admitted only to the Ph.D. program, some students do
ultimately pursue an M.S. degree. Entering graduate students should normally have
taken an undergraduate degree in chemistry, along with related work in mathematics
and physics. Graduate courses are offered in the fields of analytical, biological,
inorganic, organic, physical, and theoretical chemistry, and there are active research
programs in each of these areas. In addition, chemistry graduate students are also
involved in a variety of interdisciplinary research programs, including biological
chemistry, toxicology, pharmacology, and molecular biophysics.

Students will complete 22 units of graded course work by the end of the fall
semester of the second year of residence. Normally, students will complete a
minimum of 12 units during their first semester, along with the research orientation
seminar (CHEM 377). Courses from outside the department may be substituted for
chemistry graduate courses, with permission of the director of graduate studies.

Further details concerning the general departmental program, admissions,
departmental facilities, the faculty, ongoing research, and financial support may be
obtained from the director of graduate studies (email: dgs@chem.duke.edu) or our
web site (http://www.chem.duke.edu).
For Seniors and Graduates

275. Advanced Studies. (1) Analytical chemistry, (2) inorganic chemistry, (3) organic chemistry, and (4) physical chemistry. Open to especially well-prepared undergraduates by consent of director of undergraduate studies. Instructor: Staff. 3 units.

276. Advanced Studies. See Chemistry 275. Open to especially well-prepared undergraduates by consent of director of undergraduate studies. Instructor: Staff. 3 units.

For Graduates


302. Spectrochemical Analysis. Advanced topics in spectroscopic analysis, emphasizing absorption, emission, and luminescence techniques and applications to biomolecules. Prerequisite: Chemistry 301 or consent of instructor. Instructor: McGown. 2 units.

304. Separation Science. Fundamental separation chemistry, practical aspects of chromatographic methods, larger scale processes. Prerequisite: Chemistry 301 or consent of instructor. Instructor: Lochmüller. 2 units.

306. Biomolecular Mass Spectrometry. Advanced topics in the mass spectral characterization of biopolymers with an emphasis on protein and DNA analysis. Fundamental and practical aspects of the ionization processes and the instrumentation associated with MALDI- and ESI-Mass spectrometry discussed along with applications of these techniques to structural problems in chemistry and biochemistry. Prerequisite: Chemistry 301 or consent of instructor. Instructor: Fitzgerald. 2 units.

309. Special Topics in Analytical Chemistry. An advanced treatment of important areas in modern analysis. Topics may include: electrochemistry, small computer applications, magnetic resonance, and problem-solving approaches. 1 to 4 units. Instructor: Staff. Variable credit.

311. Biological Chemistry. Chemistry of the major classes of biological molecules, including nucleic acids, amino acids and proteins, carbohydrates and lipids. Topics include structure, reactivity and synthesis, and the interaction of biological molecules. Instructors: Pirrung, Shaw, and Toone. 4 units.


319. Special Topics in Biological Chemistry. Advanced topics and recent developments in biological chemistry. 1 to 4 units. Instructor: Staff. Variable credit.


322. Chemical Applications of Group Theory Including Spectroscopy. Topics covered include symmetry, point groups, group theory, character tables, electronic absorption spectroscopy, infrared spectroscopy, Raman spectroscopy, and microwave spectroscopy. Instructors: Palmer and Simon. 2 units.

324. Bioinorganic Chemistry. Topics covered include metal activated enzymes in hydrolysis, oxygen carriers, nitrogen fixation, iron storage and transport, photosynthesis, protein electron transfer, and DNA mediated electron transfer. Instructors: Crumbliss and Franz. 2 units.


329. Special Topics in Inorganic Chemistry. Lectures, oral reports, and discussions on advanced topics and recent advances in the field of inorganic chemistry. Topics may include: bioinorganic chemistry, fluxional molecules, homogeneous catalysis, synthesis and properties of selected groups of compounds, and new physical methods. 1 to 4 units. Instructor: Staff. Variable credit.

331. Organic Chemistry. Bonding and structure, stereochemistry, conformational analysis, substitution, addition, and elimination reactions, carbon reactive intermediates, concerted reactions, photochemistry, carbon alkylation, carbonyl addition nucleophilic substitution, electrophilic additions, reduction, cycloadditions, rearrangements, main group organometallics, oxidation. Instructors: Baldwin, Craig, Pirrung, Toone, and Widenhoefer. 4 units.

332. Organic Synthesis. Synthetic design, retrosynthetic analysis, synthetic methods, total syntheses. Instructors: Baldwin, Pirrung, and Widenhoefer. 4 units.

333. Nuclear Magnetic Resonance. Structural elucidation of organic and inorganic compounds by NMR. Fundamentals of data acquisition (pulse sequences, detection), multidimensional techniques, study of dynamic processes and their application to the determination of structure. Instructors: Baldwin and Widenhoefer. 2 units.


336. Bioorganic Chemistry. Basic enzymology, mechanisms of enzymatic reactions, cofactors, oxidoreductases, C1 chemistry, carbon-carbon bond formation, carboxylation/ decarboxylation, heme, pyridoxal enzymes, thiamine enzymes. Prerequisite: Chemistry 331 or equivalent. Instructors: Toone and Rudolph. 4 units. C-L: Biochemistry 336


339. Special Topics in Organic Chemistry. Advanced topics and recent developments in the field of organic chemistry. Representative topics include heterocyclic chemistry,
natural products chemistry, carbohydrate chemistry, molecular mechanics, and twodimensional NMR spectroscopy. Lectures and written and oral reports. 1 to 4 units. Instructor: Staff. Variable credit.

341. Quantum Chemistry. Foundations and approximate methods in quantum chemistry, with an emphasis on their applications to molecular structure and modeling. Instructors: Akhremitchev, Beratan, Liu, MacPhail, Simon, and Yang. 4 units.

342. Quantum Mechanics. Special emphasis on chemical applications. Topics include: linear algebra, the uncertainty relations, angular momentum, perturbation theory, time-dependent phenomena, molecules in electromagnetic fields, group theory, and electron correlation. Prerequisite: Chemistry 341 or consent of instructor. Instructors: Akhremitchev, Beratan, Liu, MacPhail, Simon, and Yang. 4 units.

343. Statistical Thermodynamics. Introduction to statistical thermodynamics, with an emphasis on ideal systems and selected model approaches to more complex systems, for example, lattice models. Instructors: Beratan, MacPhail, and Yang. 2 units.

344. Statistical Mechanics. Fundamentals of quantum and classical statistical mechanics using the ensemble approach. Introduction of modern techniques and applications including the renormalization group treatment of phase transitions and linear response theory of time-dependent statistical mechanics. Prerequisite: Chemistry 343 or consent of instructor. Instructors: Beratan, MacPhail, and Yang. 4 units.


346. Biophysical Chemistry. The interrelationships between structure, function, and mechanisms of biological macromolecules. Principles of dynamics, including kinetics, reactivity and transport, and structure, including thermodynamics, NMR, fluorescence, and CD spectroscopy. Instructors: Akhremitchev, Beratan, Oas, Shaw, and Simon. 4 units.


349. Special Topics in Physical Chemistry. Advanced topics and recent development in physical chemistry. Instructor: Staff. Variable credit.

373. Seminar. One hour a week discussion. Credit/no credit grading only. Instructors: All members of the graduate staff. 1 unit.

374. Seminar. One hour a week discussion. Credit/no credit grading only. Instructors: All members of the graduate staff. 1 unit.

375. Research. Instruction in methods used in the investigation of original problems. Individual work and conferences. 1 to 6 units each. Instructors: All members of the graduate staff. Variable credit.

376. Research. Instruction in methods used in the investigation of original problems. Individual work and conferences. 1 to 6 units each. Instructors: All members of the graduate staff. Variable credit.

377. Research Orientation Seminar. A survey of departmental research. Required of all entering graduate students in chemistry. Consent of director of graduate studies required. Instructors: All members of the graduate staff. 1 unit.

Classical Studies (CLST)
Professor Davis, Chair (239A Allen); Professor Clay, Director of Graduate Studies (227 Allen); Professors Boatwright, Burian, Clay, Rigsby, and Stanley; Associate Professor Janan; Assistant Professors Parker and Woods; Professors Emeriti Newton, Oates, and Richardson

The Department of Classical Studies offers graduate work leading to the A.M. and Ph.D. degrees in classical studies. Work in the department encompasses all aspects of the
Greco-Roman world: students in the program are able, through course work, directed research, and their own teaching, to prepare for careers of teaching and research as broadly trained classical scholars. For regular admission, students should offer at least three years of college study in one of the classical languages and two in the other. Before developing a specialization within the program, students are expected to acquire facility in both Greek and Latin, a broad knowledge of the literatures and of ancient history and archaeology, and command of research methods. Reading knowledge of French and German is required for the Ph.D. There are no specific course requirements for the Ph.D. in classical studies, but students normally complete their coursework by the end of the fifth semester. The resources of the department include important collections of Greek and Latin manuscripts and papyri, computer facilities in the ancient languages, and a valuable study collection of Greek and Roman art.

CLASSICAL STUDIES (CLST)

For Seniors and Graduates

203. Ancient Political Philosophy (C-N). 3 units. C-L: see Political Science 223
211S. Plato. 3 units. C-L: see Philosophy 211S
217S. Aristotle. 3 units. C-L: see Philosophy 217S
222. Fifth- and Fourth-Century Greece. From the Persian Wars to the dominance of Philip of Macedon. Instructor: Rigsby. 3 units. C-L: History 260
224. The Roman Republic. The rise of Rome, to its mastery of the Mediterranean; the political, social, and cultural consequences. Instructor: Boatwright or Rigsby. 3 units. C-L: History 263
225. The Roman Empire. The foundation, consolidation, and transformation of Roman rule from Augustus to Diocletian. Instructor: Boatwright. 3 units. C-L: History 264
226. Late Antiquity. The institutional, intellectual, religious, and social transformation of the late Roman Empire. Instructor: Rigsby. 3 units. C-L: History 266
227S. Topics in Roman Art. 3 units. C-L: see Art History 202S
231S. Greek Sculpture. Free standing, relief, and architectural sculpture from the Archaic period to the Hellenistic age, representing changing aesthetic, social, and political aims. Instructor: Staff. 3 units. C-L: Art History 238S
232S. Greek Painting. From the Late Bronze Age to the fourth century B.C., with emphasis on archaic and classical Athenian vase painters. Instructor: Stanley. 3 units. C-L: Art History 237S
233S. Greek Architecture. Development of form and function in the various religious, civic, and domestic building types, from the Bronze Age through the Hellenistic period. Instructor: Staff. 3 units. C-L: Art History 235S
235S. Roman Architecture. Development of design and engineering in the architecture of ancient Rome; major building forms, public and private, and the principal styles focusing on the late Republic through the empire. Instructor: Boatwright or Richardson. 3 units. C-L: Art History 206S
236S. Roman Painting. Techniques, iconography, and use in decoration. Instructor: Richardson. 3 units. C-L: Art History 227S
260. The Byzantine Empire. History, politics, religion, and art and architecture of the Byzantine Empire from the late Roman Empire to the Turkish conquest. Instructor: Rigsby. 3 units. C-L: Medieval and Renaissance Studies 260A
For Graduates

301. Proseminar: Introduction to Classical Studies. Credit/no credit grading only. Instructor: Rigsby. 3 units.

311. Archaeology Seminar I. Selected topics. Instructor: Staff. 3 units.

312. Archaeology Seminar II. Selected topics. Instructor: Staff. 3 units.

321. Seminar in Ancient History I. Selected topics. Instructor: Boatwright, Oates, or Rigsby. 3 units.

322. Seminar in Ancient History II. Selected topics. Instructor: Boatwright, Oates, or Rigsby. 3 units.

399. Directed Reading and Research. Credit to be arranged. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED

220S. Topics in Greek Art
221. Archaic Greece
230S. Topics in Early Christian and Byzantine Art
234S. Roman Sculpture
258. The Hellenistic and Roman East

GREEK (GREEK)

For Seniors and Graduates

200. Intensive Readings in Greek Literature. Instructor: Staff. 3 units.

201. Readings in Greek Literature. Instructor: Staff. 3 units.

203. Homer. Problems of language, structure, and interpretation in the *Iliad*; present state of Homeric scholarship and authorship. Instructor: Burian or Stanley. 3 units.

209. Introduction to Hellenistic Literature. Readings in selected texts of the period from Alexander to Augustus, including historical narratives, documents, philosophical and scholarly treatises, drama, and poetry. Instructor: Rigsby. 3 units.

210. Alexandrian Poetry. Emphasis on the *Argonautica* of Apollonius of Rhodes, and attention to the shorter poems of Theocritus and Callimachus. Instructor: Stanley. 3 units.

211. Greek Literature in the Roman Empire. Readings in the Second Sophistic, the novel, history, philosophy, and poetry. Instructor: Rigsby. 3 units.

220. The Presocratic Philosophers. Instructor: Clay. 3 units. C-L: Philosophy 220

222. The Historians. Readings and studies in the major Greek historians Herodotus, Thucydides, and Xenophon. Instructor: Staff. 3 units.

For Graduates

301. Seminar in Greek Literature I. Selected authors and topics. Instructor: Burian, Clay, or Stanley. 3 units.

302. Seminar in Greek Literature II. Selected authors and topics. Instructor: Burian, Clay, or Stanley. 3 units.

313. Seminar in Greek Epigraphy. Instructor: Rigsby. 3 units.

399. Directed Reading and Research. Credit to be arranged. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED

205. Greek Lyric Poets
207. The Dramatists
221. Early Greek Prose
226. The Orators
321. Seminar in Literary Papyri
LATIN (LATIN)

For Seniors and Graduates

200. Intensive Readings in Latin Literature. Instructor: Staff. 3 units.
201. Readings in Latin Literature. Instructor: Staff. 3 units.
207S. Vergil’s Aeneid. Intensive analysis of all of Vergil’s *Aeneid*, focusing on text and historical context, complemented by research papers and reports. Instructor: Davis or Newton. 3 units.
211S. Latin Love Poetry II. Analysis of erotic themes in the works of Propertius, Tibullus, and Ovid, plus examples of “proto-elegy” by Catullus. Close attention to the stylistics of the poems, their place in the traditions of Latin love elegy, and their relation to other phenomena (historical, political, social) of the Augustan period. Instructor: Davis, Janan, or Richardson. 3 units.
217S. Latin Prose Syntax and Style. Latin prose composition combined with analysis of the style and syntax of select Latin prose authors. Instructor: Staff. 3 units.
221. Medieval Latin. Selected works of the Latin Middle Ages from Prudentius to the humanists. Genres studied include the hymn, sequence, drama, lyric, saints’ lives, chronicle, epic, and epistle. Instructor: Newton or Woods. 3 units. C-L: Medieval and Renaissance Studies 221C
240. Medieval and Renaissance Astrology. Readings in selected astrological texts; their place in medieval and Renaissance culture. Instructor: Woods. 3 units.

For Graduates

301. Seminar in Latin Literature I. Selected authors and topics. Instructor: Boatwright, Davis, Janan, or Newton. 3 units.
302. Seminar in Latin Literature II. Selected authors and topics. Instructor: Boatwright, Davis, Janan, or Newton. 3 units.
312. Seminar in Latin Palaeography. Instructor: Newton. 3 units.
314. Seminar in Latin Epigraphy. Instructor: Rigsby. 3 units.
399. Directed Reading and Research. Credit to be arranged. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED

204. Epic of the Silver Age
205. The Roman Novel
206S. Cicero
214S. The Historians
315. Seminar in Roman Law

Cognitive Neuroscience

The Cognitive Neuroscience program offers a certificate to students enrolled in the doctoral programs in Psychological and Brain Sciences, Neurobiology, Computer Science, Biomedical Engineering, Statistics, and Philosophy. The field of cognitive neuroscience is broad and includes research into cognitive functions such as attention, language, memory and emotion, as well as high-level perceptual and motor processes such as visual imagery, object processing, and implicit motor learning. The program includes required course work in neuroscience and cognitive neuroscience, attendance of colloquia in cognitive neuroscience and participation in cognitive neuroscience research.

Computational Science and Engineering (CSE)

Professors Allard and Rose, Co-Directors

The objective of the graduate certificate program in computational science and engineering (CSE) is to facilitate interdisciplinary training in the use of modern
computational techniques in the conduct of research. This broad charter encompasses algorithmic, numerical, and implementation issues. The expectation is not that a student will be expert in all these areas after limited course-time available via a certificate program, but rather that a student will have an awareness that all of these areas are important. The program is designed for Ph.D. students who have been admitted to one of the participating departments, though applications from terminal M.S. students who are pursuing a thesis option will be accepted. Students will be expected to take credit for three CSE courses. Additionally, some component of a student’s dissertation or thesis research is expected to involve significant computation, and at least one member of the CSE-affiliated faculty will serve on the student’s dissertation or thesis committee. Participation in CSE seminars will be encouraged and expected, and internships or other off-site work experiences at industrial or government labs will be encouraged and facilitated. For more information, see the web site at http://www.ee.duke.edu/~jab/CSE/.

Computer Science (COMPSCI)
Professor Biermann, Chair (315 Levine Science Research Center); Associate Professor of the Practice Lucic, Associate Chair (D310 LSRC); Associate Professor Chase, Director of Graduate Studies (D306 LSRC); Professors Agarwal, Behringer, Edelsbrunner, Ellis, Greenside, Harer, Marinos, Palmer, Reif, Rose, Smith, and Trivedi; Associate Professors Board, Henriquez, Kedem, Lebeck, Sun, Tomasi, Vahdat, and Wagner; Assistant Professors Arge, Hartemink, Parr, and Yang; Professors Emeriti Gallie, Loveland, Patrick, and Starmer; Professor of the Practice Astrachan; Associate Professors of the Practice Ramm and Rodger; Assistant Professor of the Practice Forbes; Assistant Research Professors LaBean and Yan; Adjunct Professors Coughran and Vitter; Adjunct Associate Professor Chatterjee and Fu; Adjunct Assistant Professors Guinn, Littman, Markas, Narten

The Department of Computer Science offers programs leading to the M.S. and Ph.D. degrees in areas of concentration including systems, algorithms, scientific computing, and artificial intelligence. The first two years of the Ph.D. program are typically spent completing coursework, breadth, and research requirements. The breadth requirement is satisfied by passing a qualifying exam or receiving a “quals pass” in four of six subject areas covered by courses designated below with an asterisk (*). In addition, Ph.D. students complete at least four other computer science courses and two courses in a related, non-computer science field. To satisfy the research requirement, students complete a two-semester project under faculty supervision, which demonstrates the student’s ability to dissect problems, propose solutions, and analyze critically.

All first-year Ph.D. students participate in a special seminar course (COMPSCI 300) during the first semester to assist them in planning their research projects. The master’s degree requires successful completion of ten courses and a thesis or project.

A student entering the graduate study in computer science should have had three semesters of calculus and one semester if linear algebra, and should have a knowledge of data structures, and of assembler as well as higher-level computer programming languages.

Research interests of present faculty include mathematical foundations of computer science, artificial intelligence, analysis of algorithms, programming methodology, real-time computing, operating data base systems, computer systems design and analysis, parallel processing systems, scientific computation (including numerical analysis), and VLSI design.

Students should consult the document Graduate Degree Requirements of the Computer Science Department for degree requirements not listed in this bulletin.

For Seniors and Graduates

102 Courses and Academic Programs
206. Programming Languages. Information binding, data structures and storage, control structures, recursion, execution environments, input/output; syntax and semantics of languages; study of PL/1, Fortran, Algol, APL, LISP, SNOBOL, and SIMULA; exercises in programming. Prerequisite: Computer Science 100. Instructor: Wagner. 3 units.

208. Programming Methodology. Practical and theoretical topics including structured programming, specification and documentation of programs, debugging and testing strategies, choice and effective use of programming languages and systems, psychology of computer programming, proof of correctness of programs, analysis of algorithms, and properties of program schemata. Prerequisite: Computer Science 100. Instructor: Staff. 3 units.

210. Operating Systems. Fundamental principles of operating system design applied to state-of-the-art computing environments (multiprocessors and distributed systems) including process management (coscheduling and load balancing), shared memory management (data migration and consistency), and distributed file systems. Instructor: Chase or Ellis. 3 units.

212. Distributed Information Systems. Principles and techniques for sharing information reliably and efficiently in computer networks, ranging from high-speed clusters to global-scale networks (e.g., the Internet). Topics include advanced distributed file systems, distributed programming environments, replication, caching and consistency, transactional concurrency control, reliable update and recovery, and issues of scale and security for Internet information services. Prerequisites: Computer Science 110 or 210 and Computer Science 214, or consent of the instructor. Instructor: Chase. 3 units.


216. Advanced Database Systems. Advanced database management system design principles and techniques. Materials drawn from both classic and recent research literature. Possible topics include access methods, query processing and optimization, transaction processing distributed databases, object-oriented and object relational databases, data warehousing, data mining, web and semistructured data, search engines. Programming projects required. Prerequisites: An introductory database course or consent of instructor. Instructor: Yang. 3 units.

218. Compiler Construction. Models and techniques used in the design and implementation of assemblers, interpreters, and compilers. Lexical analysis, compilation of arithmetic expressions and simple statements, specifications of syntax, algorithms for syntactic analysis, code generation and optimization techniques. Instructor: Wagner. 3 units.

220. Advanced Computer Architecture I. Fundamental aspects of advanced computer architecture design and analysis, with consideration of interaction with compilers, operating systems, and application programs. Topics include processor design, pipelining, caches (memory hierarchies), virtual memory, and advanced storage systems, and simulation techniques. Advanced topics include a survey of parallel architectures and future directions in computer architecture. Prerequisite: Computer Science 104 or equivalent. Instructor: Kedem, Lebeck, or Wagner. 3 units. C-L: Electrical and Computer Engineering 252

221. Advanced Computer Architecture II. Parallel computer architecture design and evaluation. Design topics include parallel programming, message passing, shared memory, cache coherence, memory consistency models, symmetric
multiprocessors, distributed shared memory, interconnection networks, and synchronization. Evaluation topics include modeling, simulation, and benchmarking. Prerequisite: Computer Science 220 or Electrical and Computer Engineering 252 or consent of instructor. Instructor: Lebeck or Sorin. 3 units. C-L: Electrical and Computer Engineering 259

225. Fault-Tolerant and Testable Computer Systems. 3 units. C-L: Electrical and Computer Engineering 254

226. Mathematical Methods for Systems Analysis I. Basic concepts and techniques used in the stochastic modeling of systems. Elements of probability, statistics, queuing theory, and simulation. Also taught as Electrical Engineering 255. Prerequisite: four semesters of college mathematics. Instructor: Trivedi. 3 units.

230. Design and Analysis of Algorithms. Design and analysis of efficient algorithms. Algorithmic paradigms. Applications include sorting, searching, dynamic structures, graph algorithms, randomized algorithms. Computationally hard problems. NP completeness. Prerequisite: Computer Science 100 or equivalent. Instructor: Agarwal, Arge, or Reif. 3 units.

232. Mathematical Analysis of Algorithms. Techniques for efficient implementation and precise analysis of computer algorithms. Combinatorial mathematics and elementary probability. Emphasis on obtaining exact closed-form expressions describing the worst-case or average-case time and space requirements for particular computer algorithms, whenever possible. Asymptotic methods of analysis for obtaining approximate expressions in situations where exact expressions are too difficult to obtain or to interpret. Prerequisites: Mathematics 103 and 104 or equivalents. Instructor: Staff. 3 units.

234. Computational Geometry. Models of computation and lower-bound techniques; storing and manipulating orthogonal objects; orthogonal and simplex range searching, convex hulls, planar point location, proximity problems, arrangements, linear programming and parametric search technique, probabilistic and incremental algorithms. Prerequisite: Computer Science 230 or equivalent. Instructor: Agarwal, Edelsbrunner, or Reif. 3 units.

235. Topics in Data Compression. Emphasis on the redundancies found in textual, still-frame images, video, and voice data, and how they can be effectively removed to achieve compression. The compression effects in information processing. Additional topics may include information theory, the vulnerability of compressed data to transmission errors, and the loss of information with respect to the human visual system (for image data). Available compression technologies and the existing compression standards. Prerequisites: Computer Science 130 and 208 or Computer Science 254 or Electrical Engineering 282. Instructor: Markas or staff. 3 units.

236. Parallel Algorithms. Models of parallel computation including parallel random access machines, circuits, and networks; NC algorithms and P-completeness; graph algorithms, sorting algorithms, network routing, tree contraction, string matching, parsing algorithms; randomization and derandomization techniques. Prerequisite: Computer Science 230 or equivalent. Instructor: Ref. 3 units.

237. Randomized Algorithms. Models of computation, Las Vegas and Monte Carlo algorithms, linearity of expectation, Markov and Chebyshev inequalities and their applications, Chernoff bound and its applications, probabilistic methods, expanders, Markov chains and random walk, electric networks and random walks, rapidly mixing Markov chains, randomized data structures, randomized algorithms for graph problems, randomized geometric algorithms, number theoretic algorithms, RSA cryptosystem, derandomization. Prerequisite: Computer Science 230. Instructors: Agarwal and staff. 3 units.

238. I/O-Efficient Algorithms. Design and analysis of I/O-Efficient (or external
memory) algorithms for problems involving massive datasets. Memory models and algorithm design paradigms. External memory algorithms for sorting and searching, graph problems, geometric problems, string problems and scientific computing problems. Implementation of I/O-Efficient algorithms. Prerequisites: Computer Science 230 or equivalent. Instructor: Arge. 3 units.

240. Computational Complexity. Turing machines, undecidability, recursive function theory, complexity measures, reduction and completeness, NP, NP-Completeness, co-NP, beyond NP, relativized complexity, circuit complexity, alternation, polynomial time hierarchy, parallel and randomized computation, algebraic methods in complexity theory, communication complexity. Prerequisite: Computer Science 140 or equivalent. Instructor: Agarwal. 3 units.

248. Philosophy of Computing. The conceptual foundations of computing with respect to conceptual, explanatory, and empirical criteria. Focus on: formal symbol manipulation, recursive function theory, effective computability, computational complexity, digitality, and information processing. Non-standard approaches such as connectionism, dynamics, and artificial life. Not open to students who have taken Philosophy 156. Prerequisite: Either 3 courses in computer science and 1 in philosophy; or 3 courses in philosophy and 1 in computer science; or consent of instructor. Instructor: Smith. 3 units. C-L: Philosophy 256


260. Algorithms in Computational Biology. Provides a systematic introduction to the algorithms behind the most commonly-used tools in computational biology. Surveys a wide range of methods in the field and provides a significant amount of exposure to actual tools, but primary emphasis is on understanding and analyzing the algorithms behind these tools. Introduction to common techniques in algorithmic design and analysis, including design of data structures and analysis of running time. Covers dynamic programming, string matching, probabilistic techniques, geometric algorithms, hidden Markov models, data mining, and complexity analysis. Topics explored in the context of applications of genome sequence assembly, protein and DNA homology detection, gene and promoter finding, protein structure prediction, motif identification, analysis of gene expression data, functional genomics, and phylogenetic trees. Instructor: Agarwal or Hartemink. 3 units. C-L: Bioinformatics & Genome Technology 204

262. Computational Functional Genomics. Provides a perspective on current issues in the field of computational functional genomics, focusing on computational and statistical methods for elucidating the functional roles of genes. Topics include technologies for generating genomic data (sequence, expression, and binding location), clustering and classification of genomic data, functional annotation of genes and diagnosis of tissue types, modeling genetic regulatory networks, and applications of machine learning and graphical models to the automatic elucidation of these networks. No previous biological training assumed; all necessary biological background
provided. Opportunity to read seminal papers in the field and engage a specific subtopic through an independent research project. Instructor: Hartemink. 1 unit. C-L: Bioinformatics & Genome Technology 211

264. Nonlinear Dynamics. 3 units. C-L: see Physics 213

270. Artificial Intelligence. Heuristic versus algorithmic methods; programming of games such as chess; theorem proving and its relation to correctness of programs; readings in simulation of cognitive processes, problem solving, semantic memory, analogy, adaptive learning. Prerequisite: Computer Science 100 or consent of instructor. Instructor: Biermann or Parr. 3 units.

271. Numeric Artificial Intelligence. Introduction to the core areas of artificial intelligence from a quantitative perspective. Topics include planning in deterministic and stochastic domains; reasoning under uncertainty, optimal decision making; computer speech, computer vision, and robotics; machine learning, supervised and reinforcement learning; natural language processing; agents. Minimal overlap with Computer Science 270. Prerequisite: Computer Science 100 or consent of instructor. Instructor: Parr. 3 units.

274S. Computational Linguistics Seminar. Readings and research seminar on topics related to the processing of English or other natural languages: syntax, semantics, pragmatics, discourse, and others. Prerequisite: Computer Science 270 or consent of instructor. Instructor: Biermann. 3 units. C-L: Linguistics 274S

296. Advanced Topics in Computer Science. Instructor: Staff. 3 units.

296S. Advanced Topics in Computer Science. Same as Computer Science 296, except taught as a seminar. Instructor: Staff. 3 units.

297. Advanced Topics in Computer Science. Advanced topics from various areas of computer science, changing each year. Includes research intensive work exposing the student to computer science research methodology and resulting in a major document or project. Instructor: Staff. 3 units.

For Graduates

300. Introduction for Graduate Students in Computer Science. Introduction for graduate students in computer science. Topics for discussion include: computer science as a research discipline, views of what constitutes a research contribution, approaches to research in different subfields, tools and methodologies, publishing and presenting research results, the role of computer science as an "amplifier" in other sciences, ethical and policy issues, the information technology industry, grants and funding, and guidelines for success as a graduate student and as a scientist. Instructor: Staff. 1 unit.

310. Topics in Operating Systems. Not open to students who have taken Computer Science 332. Instructor: Staff. 3 units.

320. Advanced Topics in Digital Systems. 3 units. C-L: Electrical and Computer Engineering 352

322. Advanced VLSI Design. Theory of advanced VLSI design. Specifications development, methodology, issues, circuit-level trade-offs. Full custom design, standard cell design, gate array design, silicon compilation. Semiconductor technologies and logic families for semi-custom design. Clocking schemes and distribution, race conditions. Design of a variety of circuits (adders, I/O drivers, RAM, FIFO, etc.) Testing of all phases in the lifecycle of an integrated circuit. Top-down design and bottom-up implementation. Student projects. Not open to students who have taken Computer Science 310 before Fall 1994. Prerequisite: Electrical Engineering 261 or equivalent. Instructor: Kedem. 3 units. C-L: Electrical and Computer Engineering 361

327. Seminar in Computer Systems Analysis. Topics in computer systems analysis, especially for fault-tolerant systems, including reliability, availability and performance analysis, comparative analysis of architectures, performability, analytic and numerical
solution techniques, stochastic Petri nets, simulation. Not open to students who have taken Computer Science 381. 1 to 3 units. Instructor: Trivedi. Variable credit.

331. Operating Systems Theory. Advanced study of theoretical aspects of operating systems emphasizing models and control of concurrent processes, processor scheduling, and memory management. Prerequisite: Computer Science 226 and 231. Instructor: Ellis or Wagner. 3 units.

340. Theory of Computation. Not open to students who have taken Computer Science 325. Instructor: Staff. 3 units.

350. Topics in Numerical Mathematics. Advanced topics in numerical mathematics to be selected from areas of current research. Not open to students who have taken Computer Science 321. Prerequisite: Computer Science 250 and 252. Instructor: Greenside, Rose, or Sun. 3 units.

355. Principles of Research Management. A survey of topics in modern research management techniques that will cover proven successful principles and their application in the areas of research lab organization, resource management, organization of technical projects, team leadership, financial accountability, and professional ethics. Instructor: Staff. 1 unit.

364. Advanced Topics in Nonlinear and Complex Systems. 3 units. C-L: see Physics 313

370. Seminar in Artificial Intelligence. Topics in artificial intelligence, such as natural language understanding, learning, theorem proving and problem solving, search methodologies. Topics will vary from semester to semester. Includes research literature reading with student presentation. Not open to students who have taken Computer Science 382. Instructor: Staff. Variable credit.

376. Advanced Topics in Artificial Intelligence. Course content will vary from year to year and will include a detailed study of one or more of the following: mechanical theorem proving, natural language processing, automatic program synthesis, machine learning and inference, representations of knowledge, languages for artificial intelligence research, artificial sensorimotor systems, and others. Not open to students who have taken Computer Science 315. Prerequisite: Computer Science 270. Instructor: Biermann or Loveland. 3 units.

391. Internship. Student gains practical computer science experience by taking a job in industry, and writes a report about this experience. Requires prior consent from the student's advisor and from the director of graduate studies. May be repeated with consent of the advisor and the director of graduate studies. Credit/no credit grading only. Instructor: Staff. 1 unit.

395. Research. Instruction in methods used in the investigation of original problems. Individual work and conferences. 1 to 6 units. Instructor: All members of the graduate staff. Variable credit.

399. Special Readings. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED

222. Introduction to VLSI Systems
223. Application Specific VLSI Design
242. Logic for Computer Science
252. Numerical Methods for Partial Differential Equations
256. Functional Analysis for Scientific Computing
266. Communication, Computation, and Memory in Biological Systems
291. Reading and Research in Systems
292. Reading and Research in Algorithms and Complexity
293. Reading and Research in Scientific Computing
294. Reading and Research in Artificial Intelligence
Cultural Anthropology (CULANTH)

Associate Professor Allison, Chair; Associate Professor Piot, Director of Graduate Studies; Professors Andrews (Slavic languages), Butters (English), Mignolo (Romance studies), O'Barr, Quinn, and Reddy (history); Associate Professors Baker, Ewing, Litzinger, Silverblatt, Starn, and Tetel (English); Assistant Professors Jackson, Meintjes (music), Nelson, Stein, and Thomas; Professors Emeriti Apte and Friedl

The department offers graduate work leading to the Ph.D. degree in cultural anthropology. It also participates in a program with the law school leading to a joint J.D./M.A. degree. Students are expected to take an active role in development of their own research goals and design of their own plan of study, as well as in the pursuit of relevant cross-disciplinary background, within and outside the department. Requirements include courses in anthropological theory and research methodology, as well as spoken and/or written competence in at least one foreign language, at the level appropriate to the planned research program. The core courses include two year-long sequences: Theories in Cultural Anthropology (330S, 331S), required of first-year graduate students, and Research Seminar in Cultural Anthropology (332S, 333S), required in the fourth and fifth semesters. Students must also take an approved methods course. Preliminary field research is required in the summer following the second year of classes. The Guidelines for Graduate Students in the Doctoral Program in Cultural Anthropology and the Guidelines for Graduate Students in the J.D./M.A. Program fully describe these and additional requirements and the detailed steps in the student’s graduate career.

Applications for admission to both the Ph.D. and J.D./M.A. programs are accepted every year. Please contact the departmental web site at http://ca-www.aas.duke.edu or send email to duca_grad@duke.edu for further information.

For Seniors and Graduates

208S. Postcolonial Anthropology. Interdisciplinary approach to the review and critique of postcolonial ethnography and historiography. How postcolonial scholarship questions historical modes of cultural ordering and representation and envisions new modes of reading and writing in relation to global structures of domination. Instructor: Ewing, Litzinger, Silverblatt, or Starn. 3 units.

216S. Gender, Race, and Class. Gender, race, and class as theoretical constructs and lived experiences. Analytical frameworks include social history, discourse analysis, critical theory, cultural studies, and feminist theories. Consent of instructor required. Instructor: Staff. 3 units. C-L: African and African American Studies 216S

249S. Anthropology and Psychology (C, P). The necessity of psychology to any adequate theory of cultural processes, and the application of psychological theory from cognitive studies, social psychology, psychoanalysis, and other fields to anthropological questions including culture acquisition, cultural universals, culturally expressed psychic conflicts, gender, sexuality, and variability and stability in culturally shared thoughts, emotions, and motivations. Prerequisite: Cultural Anthropology 151 or consent of instructor. Instructor: Quinn. 3 units. C-L: Psychology 249S

250S. The Cultural Analysis of Discourse. Theoretical approach to culture and methods for the investigation of culture through analysis of discourse, especially interview texts. Application of this approach and these methods to the study of a domain of American culture. Instructor: Quinn. 3 units. C-L: English 210S, Linguistics 250S

253S. Person-Centered Interviewing. Strategies for effective interviewing, including how to establish rapport, ask productive questions, recognize nonverbal communications, and interpret data using various theoretical models. Students are required to conduct several interviews during the semester. Consent of instructor required. Instructor: Ewing. 3 units.
255. Anthropology as Public Discourse. The historic role of science in general and anthropology in particular in shaping United States public discourse on culture, immigration, race, and ethnicity. Anthropological texts within their historical and political contexts; how policy experts, pundits, legislators, and others appropriate anthropological ideas for specific agendas. Particular attention given to arguments about race and culture, and how science, as an epistemology, has been used in political and policy debates. Instructor: Baker. 3 units. C-L: African and African American Studies 255

262S. Culture, Power, History. Debates in cultural theory and anthropology: identity and nationalism, memory and tradition, globalization, and poststructuralist, feminist and postcolonial theory. Some previous coursework in anthropology and or cultural theory recommended. Instructor: Starn. 3 units.

279S. Race, Racism, and Democracy. The paradox of racial inequality in societies that articulate principles of equality, democratic freedom, and justice for all. Instructor: Baker. 3 units. C-L: African and African American Studies 279S

280S. Seminar in Selected Topics. Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. 3 units.

284S. Transnationalism and Public Culture. Critical examination of issues in transnational studies in anthropology and beyond. Tracking the theories of contemporary scholars of the global, and examining new multistratified strategies of method, we explore the emerging ethnographic landscape of the global and the role transnational studies is playing in a revitalized anthropology of the twenty-first century. Instructor: Piot or Thomas. 3 units.

For Graduates

300S. Popular Culture, Theories and Practices. Theories and writings about popular culture questioning what it is, its relation to mass and dominant culture(s), what politics and pleasures it carries, and how it varies over time and across space. Project-based with emphasis on conducting studies of popular culture. Focus on methodology analyzing specific forms of popular culture. Issues include transnationalism, capitalism, postmodernism, production, consumption, ethnography, fantasy, and identity. Instructor: Allison. 3 units.

301S. Foucault and Anthropology. A close examination of the work of Foucault and the impact of his work on cultural anthropology. Traces shifts in Foucault's thinking over the course of his career, examines his work in the context of other major French thinkers, and considers selected works in anthropology that have been particularly influenced by his theories. Instructor: Ewing. 3 units.

330S. Theories in Cultural Anthropology. A two-semester seminar in which the historical development of the field and its modern currents and debates are examined and discussed. Particular topics to be chosen by the instructors. Instructor: Staff. 3 units.

331S. Theories in Cultural Anthropology. A two-semester seminar in which the historical development of the field and its modern currents and debates are examined and discussed. Particular topics to be chosen by the instructors. Instructor: Staff. 3 units.

332S. Research Seminar in Cultural Anthropology. Yearlong individual projects, from research design and proposal writing through summer field research, to data analysis, theory development, and write-up as publishable papers. Approaches, methods, and lessons appropriate to these projects. Instructor: Staff. 3 units.

333S. Research Seminar in Cultural Anthropology. Yearlong individual projects, involving pre-dissertation and dissertation research, Approaches, methods, and lessons appropriate to these projects. Instructor: Staff. 3 units.

380S. Advanced Selected Topics. Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. 3 units.
382S. Studies in Ethnomusicology. 3 units. C-L: see Music 382S

COURSES CURRENTLY UNSCHEDULED
207S. Anthropology and History
210S. Ideology and the Image in Ethnographic Film
215S. The Anthropology of Gender: Theoretical Issues
220S. Theoretical Bases of Social Interpretation
263. The Best-Seller: Cultural Populism in the 1990s' China
272S. Marxism and Feminism
281S. Seminar in Selected Topics

Program for the Study of Democracy, Institutions, and Political Economy
John Aldrich, Ph.D. and Robert O. Keohane, Ph.D., Directors

The Program for the Study of Democracy, Institutions, and Political Economy seeks to encourage intellectual interchange within the Department of Political Science, with other political scientists, and with members of cognate disciplines such as economics, history, and sociology. It does so by emphasizing four themes: democratization and democracy; institutions and organization; international politics and security; and values, culture, and behavior. The program seeks to encourage work both on these themes, which cross conventional subfields in political science and extend to other disciplines, and work that bridges them.

The Graduate School offers a certificate in political economy. The certificate is awarded to graduate students in the departments of economics and political science who successfully complete a series of courses designed to provide interdisciplinary training. Completion of the certificate should enable a student to teach and conduct research in the field of political economy. Work in this field should also be sufficiently compatible with the student’s departmental training to enable students to present themselves on the market with the disciplinary credentials to secure an academic appointment.

To earn the certificate in political economy, a student must successfully complete a minimum of five courses, three of which are to be drawn from the core courses and two from a specialized area. One of the three core courses and two of the five courses overall must be in economics, taken in the Department of Economics, the Fuqua School of Business, or the Sanford Institute of Public Policy. All of these courses must be at the graduate level, unless an exception is approved by the program director.

All students seeking the certificate are also required to complete successfully at least two courses within the following fields of specialization: individual and social choice; normative political theory and the history of economic thought; and governments and markets.

For additional information about a certificate, contact Professor John Aldrich or Professor Michael Munger, Duke University, Department of Political Science, 214 Perkins Library, Box 90204, Durham NC 27708-90204, 919/660-4300.

Developmental Biology

The University Program in Developmental Biology provides broad training in mechanisms of embryonic development, developmental genetics, development and evolution, and specialized training in a number of areas. The Program offers a core curriculum in development and training in technologies that are of importance for research on current questions. Specializations include germ cell and stem cell biology,
Embryonic patterning, morphogenesis, growth and proliferation control, apoptosis, and signal transduction mechanisms that govern cell-cell communication. Development is studied at many levels of analysis, including molecular structure, genetics, genomics, biochemistry, cell biology, and the evolution of developmental processes. The Program begins with a core course in development and participation in the developmental colloquium. Students rotate between labs in their first year to learn advantages of the different model systems and experimental approaches. Students then choose to work in one of the 36 participating laboratories. A broad range of research resources is available for students including the Duke Marine Laboratory, Vivarium, Shared equipment resources, and excellent Science libraries.

Students may apply and be admitted directly to the University Program of Developmental Biology. Prior to the second year of study at Duke students will identify a participating department in which they will earn their PhD. (Note: For international students in particular, designation on the application form of a department in addition to this program may be helpful in securing funding.)

For more information contact: University Program in Developmental Biology, Box 3553 Duke University Medical Center, Durham, North Carolina, 27710; telephone (919) 684-6559.

Developmental Psychology

The facilities in developmental psychology at Duke University and the University of North Carolina at Chapel Hill (UNC) offer a collaborative approach to graduate training in developmental psychology: the UNC-Duke Collaborative Graduate Certificate Program in Developmental Psychology. Graduate students in the doctoral programs in Psychology at Duke and students in UNC’s Department of Psychology can apply to this program that offers training opportunities in addition to those of their home department. Students in the certificate program attend developmental talks at both universities and have opportunities to take developmental seminars or engage in supplemental research training with the faculty of their non-home university. Among the research emphases of the participating faculty are cognitive development, social development, applied development and developmental psychobiology. Students apply to the program by the beginning of their third year of graduate study.

For more information, contact: Director, UNC-Duke Collaborative Program in Developmental Psychology, Duke University, Box 90085, Durham, NC 27708-0085; telephone: (919) 660-5715.

Earth and Ocean Sciences (EOS)

Professor Haff, Chair (103 Old Chemistry); Associate Professor Pratson, Director of Graduate Studies (203 Old Chemistry); Professors Baker, Barber, Corliss, Crowley, Karson, Kay, Livingstone, and Schlesinger; Associate Professors Boudreau, Clark, Klein, Lozier, Malin, and Rojstaczer; Associate Research Professor Hegerl; Adjunct Associate Professor Spivack; Assistant Professor Murray; Adjunct Faculty Feingloss, Gillette, and Molnia; Professors Emeriti Heron, Perkins, and Pilkey

The Division of Earth and Ocean Sciences of the Nicholas School of the Environment (formerly the Department of Geology, School of Arts and Sciences) offers graduate work leading to the M.S. and Ph.D. degrees in earth and ocean sciences. Active research areas of the staff include: aquatic geochemistry, biogeochemistry, carbonatediagenesis, clastic and carbonate facies analysis, continental margin and deep-sea sedimentation, coastal and near-shore processes, desert studies, economic geology, hydrogeology, igneous petrology and geochemistry, isotope geochemistry, limnology, marine micropaleontology, paleoecology, paleoceanography, paleoclimatology, sediment dynamics, seismology, structure and development of transform faults, rift basins, spreading centers and passive margins, and tectonics.
Research projects have involved fieldwork throughout North and South America, across Africa, as well as the world’s oceans. In addition, the division is home of the Duke University Program for the Study of Developed Shorelines, which focuses on man’s impact on the world’s coastal areas; the Center for Hydrologic Science, which provides a cohesive program in research and graduate education in hydrology; and the journal Southeastern Geology.

Laboratory facilities available in the department are described in this bulletin under the chapter “Resources for Study.”

Degree Requirements

Students entering the graduate program normally have an undergraduate degree in geology or one of the other natural sciences. It is expected that the incoming student will have taken one year of college chemistry, one year of college physics, and mathematics through calculus. Both M.S. and Ph.D. graduate students take 30 credit hours of courses and research. Typically, the total time for a Ph.D. degree is five years past the B.S. or three years past the M.S. Because the division encourages participation in fieldwork and other research opportunities outside the university, there are no firm time limits for degrees, except as required by the university.

Up-to-date information about the division and the faculty can be found on our web site, at http://www.env.duke.edu/eos/. For further information on the graduate program, send email inquiries to dgs@eos.duke.edu.

For Seniors and Graduates

200. Beach and Coastal Processes. The study of sedimentary processes and geomorphology of nearshore environments with emphasis on both developed and undeveloped barrier island systems. Instructor: Staff. 3 units.

202. Beach and Island Geological Processes. Field seminar in the evolution of beaches and barrier islands with emphasis on the interaction of nearshore processes with the trappings of man. Consent of instructor required. Prerequisite: Earth and Ocean Sciences 115/215 or consent of instructor. (Given at coast on two weekends.) Instructor: Staff. 2 units. C-L: Marine Sciences

203. Physical Oceanography. Introduction to the dynamic principles of ocean circulation with an emphasis on large temporal and spatial scales of motion. Topics include wind-driven and density-driven flow, western boundary intensification, mid-ocean, shelf, and tropical circulations. Also taught as Environment 290 and Mechanical Engineering 290. Prerequisites: Mathematics 31 and 32 or consent of instructor. Instructor: Lozier. 3 units.

205. Geological Oceanography. 3 units. C-L: see Environment 291

206S. Principles of Geological Oceanography. Geological aspects of the ocean basins including coastal to deep water sediment types and sedimentation processes, sea floor physiography, and environmental problems. Not open to students who have taken Earth and Ocean Sciences 205. Consent of instructor required. Instructor: Baker. 3 units.

209S. Climate Dynamics and the Paleoclimatic Record. Review of climate fluctuations throughout Earth history and discussions of mechanisms proposed to explain them. Topics include Holocene climate variability, the Pleistocene ice ages, pre-Pleistocene fluctuations, general theory of climate, paleoclimate modeling and comparisons with observations, and methodologies of interpreting paleoclimate records. Some background in physical sciences recommended; consent of instructor required. Instructor: Crowley. 3 units.

210S. Paleoenvironmental Analysis. Methods of paleoenvironmental and paleoclimatic analysis. Includes radiometric and other methods of dating, stable isotopes, trace elements, paleobotanic and other methods of reconstructing climate, hydrology and environment of the past. Also includes approaches to modeling paleoenvironmental data. Instructor: Baker. 3 units.
213. Modern and Ancient Oceanic Environments. Description of oceanic environments and geological processes that create or modify them through time. Reconstruction of paleoenvironmental/paleoceanographic conditions in the world's oceans using sediments and fossils with emphasis on global climate change over a range of time scales. Inductive interpretations of geological data to construct paleoenvironmental models. Includes field trip. Research paper required. Instructors: Corliss and staff. 3 units.

215. Introduction to Physical Coastal Processes. Nearshore physical processes responsible for the evolution of beaches and barrier islands. Various problems and possible solutions arising from human development of retreating shorelines. Involves a field trip and research paper. Consent of instructor required. Instructor: Murray. 3 units.

221. Hydrogeology. Theory of groundwater flow and solute transport with application to geologic processes, water resources, and water quality. Prerequisites: Chemistry 12L or 22L, Mathematics 103, and Physics 42L or consent of instructor. Instructor: Staff. 3 units.

233S. Oceanic Crust and Ophiolites. Structure, tectonics, petrology, and geochemistry of oceanic spreading environments and ophiolite complexes. Prerequisites: Earth and Ocean Sciences 106L and 130L or consent of instructor. Instructor: Karson. 3 units.

236S. Lithosphere Plate Boundaries. Plate tectonics and the geological and geophysical expression of orogenic belts, spreading centers, transform faults, subduction zones. Prerequisite: Earth and Ocean Sciences 130L or consent of instructor. Instructor: Karson. 3 units.

239S. Advanced Topics in Structural Geology and Tectonics. Selected topics related to deformation of rocks ranging from microstructure to plate tectonics. Involves mathematical modeling. Prerequisite: Earth and Ocean Sciences 130L or consent of instructor. Instructor: Karson. 3 units.


241S. Coastal Processes and Geomorphology. Selected readings in nearshore processes and pattern formation, ranging from beach scales (for example, bars and channels) to shoreline scales (for example, barrier islands and capes), and ranging from coastal plain to rocky and arctic coasts. Optional field trip to study ocean island geomorphology in Hawaii after the semester. Consent of instructor required. Instructor: Murray. 3 units.

242S. New Perspectives and Methods in Surface Process Studies. Nonlinear dynamics and related approaches to understanding, modeling, and analyzing physical systems, with emphasis on applications in geomorphology. Consent of instructor required. Instructor: Murray. 3 units.


246S. Nearshore Hydrodynamics and Sediment Transport. Phenomena resulting from waves, wave momentum (radiation stress), and wave interactions. Includes oscillatory flow, long period (infragravity) motions, and mean currents. Nearshore sediment transport and possible origins of beach and nearshore topographic features. Consent of instructor required. Instructor: Murray. 3 units.

252. Introduction to Geophysics. Critical and mathematical evaluation of the earth’s seismology, gravity, magnetism, heat flow, and internal dynamics. Derivation and evaluation of the basic equations of geophysics and geodynamics. The physics and computer methods of the locations and mechanics of earthquakes, seismotectonics and crustal dynamics, the earth’s internal layers, the gravitational attraction of mountains, the magnetic properties of rocks, the cooling of the earth, and the basics of continental drift. Original research project required. Prerequisite: upper division or first-year graduate standing in science or engineering. Instructor: Malin. 3 units.

255. Seismology I. Quantitative review of global to local seismology, seismic waves, the earthquake source, and the relevant structure of the earth. Topics included are basic elasticity, derivation of elastodynamic relationships for seismic waves and basics of wave propagation in layered media. Can be taken after Earth and Ocean Sciences 256. Prerequisite: one upper-division course in physics, mathematics, engineering or geology. Quantitative relations will be used in class and in homework. Instructor: Malin. 3 units.

256. Seismology II. Quantitative review of global to local seismology, seismic waves, the earthquake source, and the relevant structure of the earth. Topics include ray theory, travel time analysis of local and teleseismic arrivals, earthquake location and source problems. Can be taken before Earth and Ocean Sciences 255. Prerequisite: one upper division course in physics, mathematics, engineering or geology. Instructor: Malin. 3 units.

259S. Fieldwork in Geophysics. Includes one-week field trip to observe or participate in major geophysical research project. Focus on drilling scientific boreholes into major faults and/ or the crustal dynamics/ volcano monitoring arrays. Prerequisites: one upper-division course in geology, physics, engineering or mathematics. Instructor: Malin. 3 units.

269. Thermodynamics of Geological Systems. Introductory thermodynamics applied to geologic problems through understanding of phase equilibrium. Prerequisites: Earth and Ocean Sciences 105L (may be concurrent) and Mathematics 32. Instructor: Boudreau. 3 units.

270. Sedimentary Geochemistry. Chemistry of aqueous solutions and authigenic minerals in sedimentary systems. Prerequisite: Chemistry 12L or 22L, and Mathematics 32. Instructor: Baker. 3 units.

271. Stable and Radioactive Isotopes in Environmental Sciences. Theory and applications of stable and radioactive isotope distributions in nature (including oceanographic, geologic, hydrologic, and biological processes). Prerequisites: Chemistry 12L or 22L, and Mathematics 32. Instructor: Baker. 3 units.

272. Biogeochemistry. Processes controlling the circulation of carbon and biochemical elements in natural ecosystems and at the global level, with emphasis on soil and surficial processes. Topics include human impact on and social consequences of greenhouse gases, ozone, and heavy metals in the environment. Prerequisite: Chemistry 12L or 22L or equivalent. Instructor: Schlesinger. 3 units. C-L: Biology 272

273S. Analytic Techniques. An introduction to advanced analytic procedures used in the earth sciences: such as electron microbeam techniques (scanning electron microscopy, electron microprobe analysis) and plasma emission/absorption spectroscopy. Consent of instructor required. Instructors: Boudreau and Klein. 3 units.
278. Tropical Climate and Paleoclimate. Thermodynamics of tropical climate. Nature and mechanisms of climate variability in the tropics on time scales from daily to millennial. Impact of climatic variability on tropical biota. Effects of anthropogenic changes of the environment on current climatic change in the tropics and potential extratropical teleconnections. Prerequisite: Earth and Ocean Sciences 41 or 53. Instructor: Baker. 3 units.

285S. Layered Intrusions. Survey of layered igneous intrusions and current theories on crystallization and other processes occurring in mafic magmas. Quantitative methods related to magma crystallization including crystal size distribution theory, quantitative analysis of rock texture and its interpretation, crystal aging and numerical models of compaction, infiltration and reaction processes occurring in magma chambers. Offered alternate years. Research paper and presentation required. Prerequisites: Earth and Ocean Sciences 105L and 106L or consent of instructor. Instructor: Boudreau. 3 units.

291. Independent Study. Consent of instructor required. Instructor: Staff. 3 units.

293S. Frontiers of Geology I. Survey of the history, status, and trajectory of "hard-rock" petrology, structural geology, tectonics, and geophysics. Instructors: Karson and staff. 3 units.

294S. Frontiers of Geology II. Survey of the history, status, and trajectory of "soft-rock" petrology, stratigraphy, sedimentation, geochemistry, hydrology, and paleontology. Instructors: Karson and staff. 3 units.

295S. Advanced Topics in Geology. Topics, instructors, and credits to be arranged each semester. Instructor: Staff. Variable credit.

For Graduates

371. Advanced Topics in Geology. To meet the individual needs of graduate students for independent study. Instructor: Staff. Variable credit.

372. Advanced Topics in Geology. To meet the individual needs of graduate students for independent study. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED

201L. Physical Processes in Coastal Environments
208S. Paleoceanography
223. Computational Methods in the Hydrologic Sciences
321L. Methods in Hydrogeology

East Asian Studies

Associate Professor Ching, Director of Graduate Studies; Professors Gereffi, Horowitz, Lewin, Lin, Niou, Wong, Zeng, and Zhou; Associate Professors Abe, Allison, Gao, Litzinger, Mazuka, Mazumdar, McKean, Nickerson, Partner, and Shi; Assistant Professors Feng, Jaffe, Weisenfeld, and Yoda

The master's degree in East Asian studies requires ten courses (including an integrated core course), of which at least eight must be in East Asian studies, drawn from two or more departments or programs, with no more than four courses in any one department. Two language courses may be counted as part of the ten courses needed for the degree. Courses should be chosen in consultation with an advisor. In lieu of a thesis, each student, after consulting with his/her advisor, will submit a research paper, produced in a capstone course taken during the program, to the graduate committee. At least one other faculty member in a related field will read, evaluate, and accept this paper as an adequate research document, meeting professional requirements. The degree is dependent on the acceptance of the research paper by the graduate committee and successful completion of an oral examination on this paper by an M.A. advisory committee of at least three people. At the conclusion of the program, students must have attained advanced proficiency in one East Asian language, equivalent to three years of
college-level study. It is strongly recommended that applicants complete at least one year of such language study before beginning the program. Students whose native tongue is an East Asian language are encouraged to take one year (two semesters) of another East Asian language.

The focus of the program is on the nineteenth and twentieth centuries, with particular emphasis on institutional transformations, nationalism, political economy, race and ethnicity, popular culture, and women's studies. Areas of specialization for China and Japan include: art history, cultural anthropology, economics, history, modern literature, political science, religion, sociology, and (for Japan only) psychology. Limited instruction in Korean is also available.

In addition to the A.M. degree, the Asian/Pacific Studies Institute offers graduate students at Duke the opportunity to demonstrate their training and competence in East Asian studies by pursuing a course of study leading to the certificate in East Asian studies. The certificate demonstrates that a student has completed significant cross-disciplinary coursework relating to this region and has attained some proficiency in at least one East Asian language. Students enrolled in the Graduate School or in one of the professional schools are eligible to receive the certificate provided that they meet the following academic requirements: students must complete at least four courses from an approved list of courses in East Asian studies, from at least two different departments or programs, together with minimum language proficiency (two years) in an East Asian language. Students will be assigned an advisor who will monitor the completion of requirements; the advisor will be a member of the core faculty of the Asian/Pacific Studies Institute.

Students enrolled in the Duke Law School may apply for a joint JD/MA in East Asian Studies.

More information regarding these programs can be obtained by contacting the Asian/Pacific Studies Institute, Duke University, Box 90411, Durham, NC 27708-0411; through email to apsi@duke.edu, or at our web site: http://www.duke.edu/APSI/index.html.

See also the listing in this bulletin under Asian/Pacific Studies Institute.

COURSES ON EAST ASIAN STUDIES OFFERED BY DEPARTMENTS AND PROFESSIONAL SCHOOLS

Asian and African American Studies

Art History
272S. Topics in Chinese Art
274S. Topics in Japanese Art
379. Fascism East and West: The Visual Culture of Japan, Germany, and Italy

Asian & African Languages and Literature

205S/206S. Seminar in Japanese, Yoda
251. Special Topics in Asian and African Literature
253 East Asian Cultural Studies, Cultural Anthropology 254
262. Modern Japanese Literature and Culture C-L: Cultural Anthropology 260
280S. Intellectuals' Culture/ History: Modern China in Transition, Staff
888S. Seminar on Modern Chinese Cinema

Japanese
205S/206S. Seminar in Japanese, Yoda

Business Administration
400. Business After Communism
439. Cultural Setting of Business
Emerging Markets
Global Academic Travel Experience

Cultural Anthropology
Postcolonial Anthropology
Political Economy of Development: Theories of Change in the Third World C-L: Political Science
Sociology

East Asian Cultural Studies C-L: Asian & African Languages and Literature Studies
Modern Japanese Literature and Culture C-L: Asian & African Languages and Literature Studies
Seminar in Asian and African Cultural Studies C-L: Asian & African American Studies

Political Economy of Development: Theories of Change in the Third World C-L: Cultural Anthropology
Sociology

East Asian Cultural Studies C-L: Asian & African Languages and Literature Studies
Modern Japanese Literature and Culture C-L: Asian & African Languages and Literature Studies

Seminar in Asian and African Cultural Studies C-L: Asian & African American Studies

Political Economy of Development: Theories of Change in the Third World C-L: Cultural Anthropology
Sociology

Economics
Chinese Economy in Transition C-L: Public Policy Studies
International Trade
Current Issues in International and Development Economics

Technology, Economic Development, and Social Change, 1750 to Present
Geographic Perspectives in History II: Asian and Pacific Worlds
Labor, Immigration, and the Asian American Experience
Research Methods in Japanese C-L: Japanese

Popular Culture, Theories and Practices

Economics
Chinese Economy in Transition C-L: Public Policy Studies
International Trade
Current Issues in International and Development Economics

Technology, Economic Development, and Social Change, 1750 to Present
Geographic Perspectives in History II: Asian and Pacific Worlds
Labor, Immigration, and the Asian American Experience
Research Methods in Japanese C-L: Japanese

Popular Culture, Theories and Practices

Law
Comparative Intellectual Property
The World Trade Organization: The Adjudication of International Trade Disputes
Comparative Securities Law: China and Japan
Human Rights: International Hong Kong, and Japanese Perspectives
Health Care Regulation: Asian and Western Perspectives
Privatization in Emerging Markets
Merger and Acquisitions in China and Korea
Foreign Direct Investment in China
Economic Regulations in Japan
International Business Transactions
International Intellectual Property
Research Methods in International, Foreign and Comparative Law
Chinese Company and Security Law
Chinese Law and Society
Chinese Legal History
Comparative Public Law and Policy: Ethnic Group Relations
Chinese for Legal Studies
Korean for Legal Studies

Political Science
Current Problems and Issues in Japanese Politics
Problems in International Politics
Political Economy of Development: Theories of Change in the Third World C-L: Cultural Anthropology
China and the World
Research Methods in Japanese C-L: Japanese

Comparative Law and Politics: Ethnic Group Relations

Public Policy
Chinese Economy in Transition, C-L: Economics
Public Policy Process in Developing Countries C-L: Political Science

Sociology
Proseminars in Comparative and Historical Sociology
Proseminars in Organizations, Markets, and Work

*Course is taught at Summer Institute, Hong Kong

East Asian Studies 117
University Program in Ecology (UPE)

The University Program in Ecology was created in 1999 to provide interdisciplinary, graduate training in all aspects of ecology. The program brings together the broad range of expertise in the environmental sciences found in various departments and schools on the Duke campus. Faculty participating in the program represent an array of research interests spanning basic and applied ecological science. Students can receive training in behavioral, community, physiological, and population ecology, paleoecology, ecosystem analysis, and global change biology. The program provides the organizational structure necessary for graduate students and scientific researchers to integrate across scales of biological organization and apply their research to pressing ecological and environmental problems.

Course offerings include graduate-level core courses in (1) population, community, and behavioral ecology, and (2) physiological ecology and global change. Students in this program participate in a weekly seminar series and are encouraged to arrange laboratory rotations during their first year of study.

301. Population, Community, and Behavioral Ecology. An overview of how organisms interact within populations and among species. Focus on current concepts of population growth and its limits, stability of population numbers, interactions among species including competition, predation, and behavioral adaptations to these processes, determinants and maintenance of species diversity, community structure, distribution, and disturbance. Instructor: Staff. 4 units.

302. Physiological Ecology and Ecosystem Analysis. A comprehensive course on the processes and factors that determine the capture and flow of energy and materials through individual organisms, populations, and entire ecosystems, both natural and disturbed. Interactions between ecosystem processes and the determinants of species number, and home range link this course to material covered in University Program in Ecology 301. Focus on human impacts that affect the movements of energy and materials in ecosystems. Studies of paleoecology provide a historical context for current patterns of global change. Instructor: Staff. 4 units.

303. Ecology Seminar. Presentation of current research by faculty and students in the University Graduate Program in Ecology. Instructor: Staff. 1 unit.

309. Ecological Forecasting Workshop. 3 units. C-L: Biology 309
Economics (ECON)

Professor Nechyba, Chair (215A Social Sciences); Professor Taylor, Director of Graduate Studies (315 Social Sciences); Professor Bollerslev, Director of Graduate Admissions (313 Social Sciences). Primary Appointments: Professors De Marchi, Goodwin, Grabowski, Graham, Kelley, Kimbrough, Nechyba, Sloan, Tauchen, Taylor, Tower, Vernon, and Weintraub; Associate Professor Peretto; Assistant Professors Abraham, Arcidiacono, Beresteanu, Besharov, Connolly, Ellickson, Eraker, Heim, Rossi, Tarozzi, and Yildirim; Professors Emeriti Blackburn, Davies, Kreps, Treml, Wallace and Yohe; Research Professors Burmeister and Toniolo; Adjunct Professor Gallant. Secondary Appointments: Professors Clotfelter, Conrad, Cook, Darity, Hsieh, Kramer, Ladd, Lewis, Munger, and Viswanathan; Associate Professors Bansal, Conrad, Hamilton and Vettas; Assistant Professors Khwaja and Vigdor.

The Department of Economics offers graduate work leading to the A.M. and Ph.D. degrees. Among the undergraduate courses of distinct advantage to the graduate student in economics are statistics, economic theory, and basic courses in mathematics and social sciences other than economics. Advanced work in mathematics or statistics is very useful.

Requirements for the Ph.D. degree in economics include courses in economic theory and econometrics in the first year. In order to continue in the program, students must pass both the macro and micro examinations no later than September at the beginning of their second year. In addition, a student must obtain certification in three fields, one of which may be in an outside minor. The student may select from advanced economic theory, health economics, history of political economy, economic development, economic history, international economics, money and banking, labor economics, public finance, industrial organization, econometrics, Soviet economics, and certain fields outside the economics department (e.g., finance, resource and environmental economics, statistics, or demography). Course work for the Ph.D. degree should be completed in five or six semesters of residence.

For additional information, please visit our web site at http://www.econ.duke.edu/Grad/grad.page.html.

For Seniors and Graduates

201. Advanced Microeconomic Analysis. Designed to bridge the gap between intermediate microeconomics and the typical beginning graduate course. Topics include consumption, production, investment, uncertainty and information. Instructor: Graham. 3 units.

202. Special Topics in Economics. Instructor: Staff. 3 units.

205D. Intermediate Economics II. Calculus-based generalization of the theory of demand and supply developed in Economics 55D. Individual behavior in environments of risk and uncertainty. Introduction to game theory and strategic interaction. Adverse selection, moral hazard, non-competitive market structures, externalities, public goods. Similar to Economics 105 but at a more advanced level. Not open to students who have taken Economics 105 or 149. Intended to replace Economics 249 beginning in Spring 2003. Prerequisites: Economics 2D, 52D or 55D; and Mathematics 31 or 31L; and successful completion (80%) of EcoTeach Center Math Test or Mathematics 103 or any higher-level Mathematics course with Mathematics 103 as a prerequisite. Instructor: Arcidiacono, Besharov, Heim and Taylor. 3 units.

207. Models of Conflict and Cooperation. Cooperative and noncooperative game theory with applications to trading, imperfect competition, cost allocation, and voting. Prerequisite: Economics 105 or 149. Instructor: Besharov or Graham. 3 units.

207S. Models of Conflict and Cooperation. Seminar version of 207. Prerequisite: Economics 105 or 149. Instructor: Besharov or Graham. 3 units.
2085. Economics of the Family. Economic functions of families including home production gains from marriage, the demand for children, marriage and divorce, child support and alimony, labor supplies of women and men, the distribution of resources within families (‘rotten kid theorems’ and cooperative and noncooperative games). Applications to marriage and divorce law, day care, United States welfare policy, mortality, and farm efficiency in developing nations. Research project required. Prerequisite: Economics 105 or 149; and Statistics 103. Instructor: McElroy. 3 units.

210D. Intermediate Economics III. Intermediate level treatment of macroeconomic models, fiscal and monetary policy, inflation, unemployment, economic growth. Similar in content to Economics 110, but at a more advanced level. Not open to students who have taken Economics 110 or 154. Intended to replace Economics 254 beginning in Fall 2003. Prerequisite: Economics 1, 1A, 1D or 51D. Prerequisite or co-requisite: Economics 105, 149, or 205D. Instructor: Connolly. 3 units.

215S. Research Seminar. Individual research in a field of special interest that culminates in a substantive research project containing significant analysis and interpretation of a previously approved topic. Students to meet individually and on regular basis with supervising professor and in weekly group seminar to present and discuss research. (Similar to Economics 115S, but requires additional assignment.) Consent of instructor and director of undergraduate studies required. Prerequisites: Economics 1, 1A, 1D, or 51D; and Economics 2, 2A, 2D, 52D or 55; and Economics 105 or 149; and Economics 110 or 154. Instructor: Tower or staff. 3 units.

216S. Economics of Education. Topics include investment in human capital, return to demand for education, the production function for schooling, public expenditures on schools, effective private and public schools, the distribution of public educational expenditures, public financing of higher education, inflation in college costs, and labor markets for teachers and professors. Emphasis on students' research projects. Prerequisite: Economics 149 or Public Policy Studies 110, Statistics 101 or 103. Instructor: Clotfelter. 3 units. C-L: Public Policy Studies 216S

218. Macroeconomic Policy. 3 units. C-L: see Public Policy Studies 218

219S. Economic Problems of Underdeveloped Areas. Assessment of the economic determinants of development with consideration given to demographic, political, and public policy impacts. Emphasis on student-directed research that employs data to expose development issues, across countries and over time. Prerequisite: Economics 105 or 149; and Economics 110 or 154; and consent of instructor required. Instructor: Kelley. 3 units.

220S. Computer Modeling for Policy Analysis. Introduction to the use of computer techniques in economic policy evaluation; policy applications to international economics, public finance and development economics; computer analysis of linearized and nonlinear models. Students required to complete a major modeling project. Prerequisite: Economics 105 or 149; and Economics 110 or 154. Instructor: Tower or staff. 3 units.

236. The International Economy Since 1800. Same as Economics 136, but requires an additional paper; not open to students who have taken Economics 136. Prerequisite: Economics 1, 1A, 1D or 51D; recommended: Economics 110 or 154. Instructor: Toniolo. 3 units.

238. History of Globalization in the Twentieth Century. Same as Economics 138, but requires an additional paper; not open to students who have taken Economics 138. Prerequisite: Economics 1, 1A, 1D or 51D; recommended Economics 110 or 154. Instructor: Toniolo. 3 units. C-L: History 224A

239. Introduction to Econometrics. Data collection, estimation, and hypothesis testing. Use of econometric models for analysis and policy. (Same as Economics 139 but requires additional term paper; not open to students who have taken Economics 139.) For
Economics majors only. Prerequisite: Economics 2, 2A, 2D, 52D or 55D; and Mathematics 103; and Statistics 103. Mathematics 103 may be taken as a co-requisite. Instructor: Beresteau, Ellickson, or Tarozzi. 3 units.

240. Comparative Economic Systems. Analysis and comparison of basic economic systems; market versus centrally planned economies; decision making, information, property rights (income and control), and incentives. Western industrialized market economies compared with Soviet-type command economies. Analysis of change, reforms, and of economic problems of systems transformation. Not open to students who have taken Economics 140. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2A, 2D, 52D, or 55D. Instructor: Treml. 3 units.

241. Applied Econometrics. Covers basic econometric methods useful in empirical economic research and forecasting. Topics include multiple regression analysis under nonstandard conditions; probit, logit, and other limited dependent variables; count data; simultaneous equation systems; and basic models with panel data. (Same as Economics 141, but requires additional paper; not open to students who have taken Economics 141.) Prerequisite: Economics 139, Mathematics 104, and Statistics 103 or equivalent. Instructor: Staff. 3 units.

243. The Art Market. Same as Economics 143, except additional paper required. Prerequisite: Economics 2, 2A, 2D, 52D or 55D; and Art History 70 or consent of instructor. Instructors: De Marchi and Van Miegroet. 3 units.

246. Adam Smith and the System of Natural Liberty. Same as Economics 146, but requires an additional paper; not open to students who have taken Economics 146 or 151. Instructor: De Marchi. 3 units.

248. History of Economic Thought. Approaches to economic problems from Aristotle to Keynes, emphasizing certain models and doctrines–their origins, relevance, and evolution. Readings from Mun, Quesnay, Adam Smith, Malthus, Ricardo, Marx, Walras, Veblen, and Keynes. (Similar to Economics 148, but requires an additional assignment. Not open to students who have taken Economics 148.) Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2A, 2D, 52D or 55D. Instructor: Goodwin. 3 units.

251S. Regulation of Vice and Substance Abuse. 3 units. C-L: see Public Policy Studies 251S

255S. Labor Economics: Analysis and Measurement. Labor market equilibria. The demand for labor. The supply of labor: human fertility, human capital, hours of work, and labor force participation. Wage levels and differences. Union and government as labor market factors. (Same as Economics 155S, but requires additional paper; not open to students who have taken Economics 155S.) Prerequisite: Economics 149, Mathematics 31, and Statistics 103 or equivalent. Instructor: Arcidiacono or McCleary. 3 units.

257. Financial Markets and Investments. Same as Economics 157, but requires an additional paper. Not open to students who have had Economics 158/258 before Fall 1998. Prerequisite: Economics 105 or 149; and Economics 110 or 154; and Economics 139. Instructor: Bollerslev, Eraker, or Tauchen. 3 units.

258. Applied Financial Economics. Same as Economics 158, but requires additional work. Not open to students who have had Economics 158/258. Prerequisite: Economics 105 or 149; and Economics 110 or 154; and Economics 139. Instructor: Bollerslev. 3 units.

259S. State and Local Public Finance. 3 units. C-L: see Public Policy Studies 259S

261. Evaluation of Public Expenditures. 3 units. C-L: see Public Policy Studies 261; also C-L: Environment 272

262S. Seminar in Applied Project Evaluation. 3 units. C-L: see Public Policy Studies 262S

Economics (ECON) 121
264. Formulating Macroeconomic Concerns, 1936-86. Same as Economics 164, but requires an additional paper; not open to students who have taken Economics 164. Prerequisite: (or corequisite) Economics 110 or 154. Instructor: De Marchi. 3 units.

265S. International Trade. International trade, investment and migration, commercial policy, and the political economy of trade. Prerequisite: Economics 105 or 149, and Economics 110 or 154. Instructor: Kimbrough or Tower. 3 units.

266S. International Monetary Economics. Financial aspects of growth and income determination, and macroeconomic policy in open economies. Applications to exchange rate determination, capital markets, fluctuations in the trade balance and current account, monetary and fiscal policies in open economies, currency crises, and monetary reform. Significant research component required. Prerequisite: Economics 105 or 149, and Economics 110 or 154. Instructor: Kimbrough. 3 units.

268S. Current Issues in International and Development Economics. Issues of income distribution within and between countries, vehicles for growth, regional development, the role of politics in economic policy, multinational institutions. Cross-country and cross-time comparisons. Emphasis on individual research projects. Prerequisite: Economics 105 or 149, and Economics 110 or 154. Instructor: Tower. 3 units.

269. Microeconomic Analysis. The basic tools for using microeconomic analysis to address practical economic problems. Topics include consumption, production, externalities, partial equilibrium, and general equilibrium. Applications drawn from labor markets, public goods, cost/benefit analysis, and optimal taxation. Prerequisite: Economics 105/205 or 149/249. Instructor: Staff. 3 units.

270. Resource and Environmental Economics. 3 units. C-L: see Environment 270; also C-L: Public Policy Studies 272

272. Economic Analysis of Resource and Environmental Policies. 3 units. C-L: see Environment 271

275. Economics of Modern Latin America. Same as Economics 175, but requires an additional paper; not open to students who have taken Economics 175. Prerequisite: Economics 1, 1A, 1D or 51D; and 2, 2A, 2D, 52D or 55D. Instructor: Staff. 3 units.

281. Corporate Finance. Same as Economics 181, but requires an additional paper; not open to students who have taken Economics 181. Instructor: Fullenkamp. 3 units.

284S. Financial Development and History. Development of financial institutions and markets across civilizations and time. The political, economic, and institutional factors which influenced that evolution and the theoretical implications for contemporary emerging markets. Prerequisite: Economics 151, 181 or consent of instructor. Instructor: Toniolo. 3 units.

286S. Economic Growth and Development Policy. 3 units. C-L: see Public Policy Studies 286S

287. Public Finance. Same as Economics 187, but requires additional graduate-level work; not open to students who have taken Economics 187. Prerequisite: Economics 105 or 149. Instructor: Nechyba. 3 units.

288. Advanced Industrial Organization. Advanced topics in behavior of firms within industries. Topics include the agency problem, barriers to entry, research and development, collusion, pricing, econometrics of market power, and product differentiation. Analysis conducted within market structure and regulation environment. Prerequisite: Economics 188. Instructor: Peretto. 3 units.

290S. The Development of Modern Economic Thought. Selective survey of the development of economic thinking in the twentieth century, with emphasis on the construction of economics as a science. Research papers required. (Similar to Economics 119.)
190, but requires an additional assignment. Not open to students who have taken Economics 190). Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2A, 2D, 52D or 55D. Instructor: Weintraub. 3 units.

291. European Economic History. Covers period since the late eighteenth century. Topics include: modern economic growth in historical perspective, the industrial revolution, the standard-of-living debate, patterns of European growth (with case studies of France, Germany, Italy, and Russia), the classical gold standard, the economic consequences of World War II, the great depression, postwar reconstruction, and the European "miracle" of the 1950s and 1960s. Prerequisites: Economics 105 or 149; and Economics 110 or 154. Instructor: Toniolo. 3 units.

293. Research Independent Study. Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. 3 units.

293S. Russian Economic History. From 1917 through the present. Foundations of the command economy and promises of socialism—rejection of markets, establishment of central planning, industrialization, collectivization of agriculture; economic reforms. Gorbachev's perestroika, collapse of the Soviet system, and emerging market economy in Russia. Prerequisite: Economics 105 or 149; and Economics 110 and 154. Instructor: Treml. 3 units.

294. Independent Study. Individual non-research, directed reading, or individual project in a field of special interest under the supervision of a faculty member. Consent of instructor and director of undergraduate studies required. Instructor: Staff. 3 units.

295. Selected Topics in Economics. Instructor: Staff. 3 units.

296. Selected Topics in Economics. Instructor: Staff. 3 units.

297S. Economic Science Studies. Application of techniques of science and technology studies to problems in the history, philosophy, methodology and sociology of economics. Addresses modern economics as a illustrative case of issues arising in Studies of Scientific Knowledge: What counts as "fact" in economics? Who decides, and by what processes of negotiation? Does accepting that knowledge in economics as a construct reduce the usefulness of that knowledge and affect the notion of progress in economic science? Why has mathematical economics enjoyed such success in recent decades? Close readings in texts across the sciences and in modern economics, and the history of mathematics, culminating in a research project. (Similar in context to Economics 197S, but requires an additional assignment. Not open to students who have taken Economics 197S or Sociology 187S.) Prerequisites: Economics 105 or 149; and Economics 110 or 154; and consent of instructor. Instructor: Weintraub. 3 units.

For Graduates

301. Microeconomic Analysis I. Review of contemporary theory relating to consumer choice, production, the firm, and income distribution in competitive and imperfectly competitive markets. Restricted to Ph.D. students in economics except with consent of instructor and director of graduate studies. Instructor: Moulin. 3 units.

302. Microeconomic Analysis II. A continuation of Economics 301 with emphasis on analyses of consumer behavior, general equilibrium, welfare economics, and capital theory. Prerequisite: Economics 301. Instructor: Graham or Zhou. 3 units.

303. Microeconomic Analysis III. A discussion of the formal models of economic justice with the tools of cooperative games and social choice. Topics include cost-sharing formulas, fair division, natural monopolies, public goods, collective preferences and utilities, and implementation theory. Prerequisite: Economics 301 and 302. Instructor: Moulin or Zhou. 3 units.
304. Advanced Macroeconomics. Advanced topics in macroeconomics with some emphasis on computation and econometric analysis. Topics include real business cycle theory, endogenous growth theory, monetary theory, optimal monetary and fiscal policy and time consistency. Instructor: Connolly. 3 units.

305. Monetary Theory and Policy. Same topics as Economics 205S but with additional graduate level work. Prerequisite: Economics 304. Instructor: Staff. 3 units.

306. Microeconomics: Policy Applications. 3 units. C-L: see Public Policy Studies 311

309. Trade and Development Theory. Theory of international trade and trade policy as it affects the structure and growth of individual economies, with emphasis on developing countries. Comparative advantage, factor proportions explanation of trade, infant industry and other arguments for protection, interactions of exchange rate and trade policy, and special issues relating to primary commodities are examined. Instructor: Staff. 3 units.

311. History of Political Economy. A detailed review of the development of economic theory, the tools of economic analysis, and economics as a science, together with an analysis of the circumstances affecting this development. Instructor: De Marchi, Goodwin, or Weintraub. 3 units.

312. History of Political Economy. A detailed review of the development of economic theory, the tools of economic analysis, and economics as a science, together with an analysis of the circumstances affecting this development. Instructor: De Marchi, Goodwin, or Weintraub. 3 units.

313. Seminar in Economic Theory. Prerequisite: Economics 301 or equivalent. Instructor: Graham or Weintraub. 3 units.

314. Seminar in Economic Theory. Prerequisite: Economics 301 or equivalent. Instructor: Graham or Weintraub. 3 units.


316. Seminar in Economics of Soviet-Type Socialism. Selected topics in analysis of theoretical and institutional framework of Soviet economic system, such as markets versus plan, optimizing techniques in planning, price determination, balanced economic development, and ideology and economic policy. Instructor: Treml. 3 units.

317. Development Economics I. Historical, empirical, and theoretical topics in development economics. Instructor: Kelley. 3 units.

318. Quantitative Development Economics. Selected topics in development economics with emphasis on empirical techniques. Topics include economic growth, income distribution, labor markets, human capital fertility, health, and their relationship with structural adjustment. Instructor: Staff. 3 units.

319. Seminar in the Theory and the Problems of Economic Growth and Change (Development Economics II). Links between aid, financial markets, and real investment in an open economy stressing tariff protection and capital controls (internal and external). Economic policy-making using market solutions and/or planning models (input-output, linear programming, and computable general equilibrium). Instructor: Staff. 3 units.

320. Macroeconomic Analysis I. Intertemporal models of consumption and labor supply; implications of these models for the behavior of macroeconomic aggregates, fiscal policy, and monetary policy; money demand and inflation; economic growth. Restricted to Ph.D. students in economics except with consent of instructor and director of graduate studies. Instructor: Kimbrough or staff. 3 units.

326. Stochastic Macroeconomics. Final course in the graduate macroeconomics sequence, dealing with advanced topics and frontier research. Development of a framework for the analysis of the positive and normative implications of dynamic, stochastic general equilibrium models. Objectives are to clarify the central role that optimal intertemporal decision making under uncertainty plays in modern macroeconomics, and to familiarize students with the methods and problems discussed in recent literature. Focus on models of open economies, recognizing the high degree of international integration of goods and services markets, and the importance of international financial flows. Instructor: Mendoza. 3 units.

329. Theory of Public Economics. Topics include taxation, public goods, externalities, risk and uncertainty, social choice, and cost benefit analysis. Instructor: Staff. 3 units.

330. Empirical Public Economics. Topics include the incentive effects of the tax and welfare system, social security, Tiebout competition, the demand for local public goods, education, and school competition. Instructor: Sieg. 3 units.

341. Econometrics I. Matrix algebra, probability theory, and statistics used to develop methods for multiple regression analysis. Covers material up to generalized least squares estimation. Restricted to Ph.D. students in economics, except with consent of instructor. Instructor: Crawford, Sieg, or Tauchen. 3 units.

342. Econometrics II. Advanced multivariate regression analysis. Topics include panel data models, systems, limited dependent variables, discrete choice, and nonlinear estimation. Prerequisite: Economics 341. Instructor: Crawford or Sieg. 3 units.

343. Econometrics III. Asymptotic theory for finite dimensional parametric models. Topics include nonlinear maximum likelihood, nonlinear regression, extremum estimators, aspects of computation, hypothesis testing, and models with limited dependent variables. Prerequisite: Economics 342. Instructor: An, Copejans, or Tauchen. 3 units.

345. Applied Econometrics. Applications of current econometric methodology to empirical problems with an emphasis on applied microeconomics. Topics include limited dependent variable, longitudinal and panel data analysis, and duration models. Prerequisites: Economics 341 and 344. Instructor: Crawford, Sieg, or Tauchen. 3 units.


349. Empirical Methods in Finance/Financial Econometrics. Selected current empirical research topics in finance and related econometric methods. Focus on testing theories of asset price determination, exploring the interplay between economic theory, statistical assumptions about returns, and the relevant econometric techniques. Prerequisite: Economics 304 and 347, or equivalent course work with consent of instructor. Instructor: Bollerslev or Tauchen. 3 units.

350. Econometrics of Macroeconomic Time Series. Statistical analysis of economic time series. The temporal dependence in such data and the formulation of dynamic economic models combine to present some unique problems and consequently require the application of specialized methods. Focus on applications rather than on proving theorems. Different econometric methodologies applicable to specific problems in macroeconomics, monetary economics, and finance. Prerequisite: Economics 302, 322; corequisite Economics 345. Instructor: Bollerslev. 3 units.

356. Graduate Health Economics I. Survey course designed for students considering Ph.D. research in health economics. Topics will include demand for health insurance, moral hazard, health as an investment, technological change, the principal-agent problem, occupational entry, and the supply of physician services. Prerequisite: Economics 243 and 301. Instructor: Sloan. 3 units.

357. Seminar in Health Economics. Conceptual and empirical analysis of demand for health, medical services, and insurance; decisions by physicians and hospitals about price, quantity, and quality of services; technological change; and structure and performance of the pharmaceutical industry. Prerequisite: Economics 243 and 301. Instructor: Sloan. 3 units.

358. Seminar in Labor Market and Related Analysis. A survey of several topics in modern labor economics including human capital, signaling, static and dynamic labor supply, household production, labor contracts, search, the theory of equalizing differences, and discrimination. Instructor: Yang. 3 units.

359. Economic Analysis of Legal Issues. An exploration of diverse topics in law and economics such as property rights and externalities, tort law and optimal accident prevention, bargaining and game theory, the economics of contracts, and theories of economic justice. Instructor: Culp. 3 units.

365. Seminar in International Trade Theory and Policy. Instructor: Kimbrough or Tower. 3 units.

366. Seminar in International Monetary Theory. Instructor: Mendoza. 3 units.

380. Graduate Economics Workshops. May be taken for multiple credit. Sections: .01 Industrial Organization and Regulation; .02 International Economics; .03 Labor Economics; .04 Macroeconomics; .05 Public Finance; .06 Economic Thought; .07 Corporate Economics; .08 Econometrics; .09 Microeconomics; .10 Economic History. 3 units each. Instructor: Staff. 3 units.

388. Industrial Organization. Analysis of models of markets, especially oligopoly. Game theoretic models of entry deterrence and predation. Product selection and advertising and other selected topics. Instructor: Crawford, Grabowski, Vernon, or Vettas. 3 units.

389. Empirical Methods in Industrial Organization. Survey of empirical literature in industrial organization. Topics include price discrimination, cartels and collusion, entry and market structure, information and competition, technological change, auctions and firm organization. Discussion of recent empirical papers, focusing on the research questions, identification strategies, estimation techniques and policy implications. Instructor: Ellickson. 3 units.

390. Economics of Auctions, Procurements, and Bargaining. Study of allocation mechanisms where offers are considered simultaneously and sequentially. Special emphasis on the distinction between allocation mechanisms from the viewpoint of sellers and buyers. Instructor: Staff. 3 units.

391. European Economic History. (Same as Economics 291, but requires an additional paper.) Not open to students who have taken Economics 291. Instructor: Toniolo. 3 units.

395. Special Topics in Economics. Instructor: Staff. 3 units.

397. Directed Research. Instructor: Staff. 3 units.

398. Directed Research. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED
225S. Games and Information
231S. Economic Development in Latin America
235. The Economics of Crime
Education Policy Research

The goal of this interdisciplinary program is to train doctoral students who are already enrolled in a behavioral science discipline at Duke University to conduct research on complex problems in education policy. Problems such as student accountability systems, minority achievement gaps, teacher labor market distribution, and incentives in education require multiple disciplinary perspectives to solve. Faculty in the fields of economics, sociology, psychology, political science, history, and social work have collaborated to address such problems. Doctoral students are trained to: 1) understand the methods, theories, and body of knowledge from other disciplines; 2) understand the unique contribution that one’s own discipline can make to solving complex problems; 3) work in multi-disciplinary teams to conduct research; and 4) write for diverse audiences that include scholars in other disciplines and policymakers.

Program requirements include attendance at a weekly seminar that includes faculty from diverse disciplines; a summer research assistantship with a faculty mentor from outside of one’s own discipline; course work that broadens the student’s perspective on problems in education policy; and a dissertation in the area. This program is designed for doctoral students who intend to pursue an academic career conducting research on problems related to education.

Program eligibility is restricted to students who have already completed at least two years of a doctoral program in a behavioral science at Duke University.

Engineering (EGR)

Kristina M. Johnson, Ph.D., Dean (305 Teer Engineering Library Building); Phillip L. Jones, Ph.D., Associate Dean for Academic Affairs (305 Teer Engineering Library Building); Robert W. Carr, Jr., B.S.E., Associate Dean, Director of Development (305 Teer Engineering Library Building)

The Pratt School of Engineering offers programs of study and research leading to the M.S. and Ph.D. degrees with a major in biomedical, civil and environmental, electrical and computer, and mechanical engineering and materials science. These programs are designed to provide: (1) development of depth and breadth in mathematics, computer science, the basic physical sciences, the life sciences where appropriate, and the engineering sciences; (2) mastery of an advanced body of knowledge in the candidate’s chosen field of specialization or research; (3) experience in the art of engineering, including strong elements of intuition, imagination, and
judgment; and (4) performance of original research which, in the case of the M.S. degree, demonstrates the ability to advance knowledge in the area of professional study and, in the case of the Ph.D. degree, makes a significant contribution to the research literature through publication in a leading professional journal in the field. Engineering graduate students are expected to participate in seminars appropriate to their fields of study. A minimum of 30 units of earned graduate credit beyond the bachelor’s degree is required for the M.S. degree: 12 in the major, 6 in related minor work (usually mathematics or natural science), 6 in either the major or minor subject or in other areas approved by the major department, and 6 for a research-based thesis. A nonthesis option requiring 30 units of course credit is available. Each of the departments imposes additional requirements in the exercise of this option. There is no language requirement for this degree. For the Ph.D. degree in civil and environmental engineering, 12 units of course work beyond the master’s degree are required to be in the major field, 6 in either the major or minor field; in electrical engineering, 24 units are required in the major field and 12 units in a related minor field (often mathematics or natural science), 12 in either the major or minor subject or other areas approved by the major department, and 12 for a research-based dissertation. In biomedical and mechanical engineering and materials science there are no specific course requirements; each program is planned to meet individual needs. Doctoral students are required to pass qualifying and preliminary examinations which may be either written, oral, or a combination of written and oral components, at the discretion of the committee and the department. In addition, the Pratt School of Engineering and the Fuqua School of Business offer an MBA/MS Joint-Degree Program.

Additional information may be obtained by visiting our web site at http://www.egr.duke.edu. Send email to kristina.johnson@duke.edu or judge.carr@duke.edu.

300. Teaching Engineering. Designed for engineering graduate students contemplating careers in academia. Topics include teaching skills, philosophy of higher education, academic integrity, research ethics, operation of a modern university, student development and learning, evaluation of performance, conducting teaching laboratories, advising, and other topics. Instructor: Vesilind. 0 units.

COURSES CURRENTLY UNSCHEDULED
221. Computational Linear Algebra
222. Computer Solutions of Ordinary and Partial Differential Equations

Biomedical Engineering (BME)
Professor Friedman, Chair; Professor Reichert, Director of Graduate Studies; Professors Barr, Dewhirst, Floyd, Guilak, Hochmuth, Jaszczak, Johnson, Katz, Myers, Needham, Nicolèsis, Nolte, Simon, S. Smith, Strohbehn, Trahey, Truskey, von Ramm, and Zalutsky; Associate Professors Burdick, Chilkoti, Collins, Dobbins, Gauthier, Henriquez, Izatt, Krasowska, Laursen, MacFall, Setton, Wolf, and Yuan; Assistant Professors Hsu, Niklason, Song, and Wax; Professors Emeriti Clark, Hammond, McElhaney, and Plonsey; Assistant Research Professors Baydush, Hooper, Klitzman, Lo, Lobach, Nightingale, Taylor, and Tornai

Biomedical engineering is the discipline in which the physical, mathematical, and engineering sciences and associated technology are applied to biology and medicine. Contributions range from modeling and simulation of physiological systems through experimental research to solutions of practical clinical problems. The goal of the graduate program in biomedical engineering is to combine training in advanced engineering, biomedical engineering, and the life sciences so that graduates of the program can contribute at the most advanced professional level. The doctoral dissertation should demonstrate significant and original contributions to an interdisciplinary topic, accomplished as an independent investigator. The major, current research areas of the department are: biochemical engineering, biofluid mechanics, biomechan-
ics, biomedical materials, biomedical modeling, biosensors, biotechnology, data acquisition and processing, medical imaging, and electrophysiology. Every biomedical engineering graduate student is required to serve as a teaching assistant as part of the graduate training.

201L. Electrophysiology. The electrophysiology of excitable cells from a quantitative perspective. Topics include the ionic basis of action potentials, the Hodgkin-Huxley model, impulse propagation, source-field relationships, and an introduction to functional electrical stimulation. Students choose a relevant topic area for detailed study and report. Not open to students who have taken Biomedical Engineering 101L or equivalent. 3 units; 4 units with laboratory. Instructor: Barr, Henriquez, or Krassowska. Variable credit.

204. Measurement and Control of Cardiac Electrical Events. Design of biomedical devices for cardiac application based on a review of theoretical and experimental results from cardiac electrophysiology. Evaluation of the underlying cardiac events using computer simulations. Examination of electrodes, amplifiers, pacemakers, and related computer apparatus. Construction of selected examples. Prerequisites: Biomedical Engineering 101L and 163L or equivalents. Instructor: Wolf. 3 units.

205L. Microprocessors and Digital Instruments. Design of microcomputer-based devices including both hardware and software considerations of system design. Primary emphasis on hardware aspects, including a progression through initial design, prototype construction in the laboratory, testing of prototypes to locate and correct faults, and final design evaluation. Evaluation includes examination of complexity, reliability, and cost. Design and construction oriented toward biomedical devices or instruments that include dedicated microcomputers, usually operating in real time. Prerequisites: Biomedical Engineering 163L, 164L and Engineering 53L or equivalents. Instructor: Staff. 4 units.

206. Elasticity. Linear elasticity will be emphasized including concepts of stress and strain as second order tensors, equilibrium at the boundary and within the body, and compatibility of strains. Generalized solutions to two and three dimensional problems will be derived and applied to classical problems including torsion of noncircular sections, bending of curved beams, stress concentrations and contact problems. Applications of elasticity solutions to contemporary problem in civil and biomedical engineering will be discussed. Prerequisites: Undergraduate partial differential equations or equivalent math course, Introductory Mechanics of Solids. Instructor: Meyers. 3 units. C-L: Civil Engineering 206

207. Transport Phenomena in Biological Systems. An introduction to the modeling of complex biological systems using principles of transport phenomena and biochemical kinetics. Topics include the conservation of mass and momentum using differential and integral balances; rheology of Newtonian and non-Newtonian fluids; steady and transient diffusion in reacting systems; dimensional analysis; homogeneous versus heterogeneous reaction systems. Biomedical and biotechnological applications are discussed. Instructor: Katz, Truskey, or Yuan. 3 units. C-L: Civil Engineering 207, Mechanical Engineering and Materials Science 207

208. Theoretical and Applied Polymer Science. 3 units. C-L: see Mechanical Engineering and Materials Science 211

209. Kinetics and Reactor Design. 3 units. C-L: see Civil Engineering 209

211. Theoretical Electrophysiology. Advanced topics on the electrophysiological behavior of nerve and striated muscle. Source-field models for single-fiber and fiber bundles lying in a volume conductor. Forward and inverse models for EMG and ENG. Bidomain model. Model and simulation for stimulation of single-fiber and fiber bundle. Laboratory exercises based on computer simulation, with emphasis on quantitative behavior and design. Readings from original literature. Prerequisite: Biomedical Engineering 101L or 201L or equivalent. Instructor: Barr or Krassowska. 4 units.
212. Theoretical Electrocardiography. Electrophysiological behavior of cardiac muscle. Emphasis on quantitative study of cardiac tissue with respect to propagation and the evaluation of sources. Effect of junctions, inhomogeneities, anisotropy, and presence of unbounded extracellular space. Bidomain models. Study of models of arrhythmia, fibrillation, and defibrillation. Electrocardiographic models and forward simulations. Laboratory exercises based on computer simulation, with emphasis on quantitative behavior and design. Readings from original literature. Prerequisite: Biomedical Engineering 101L or 201L or equivalent. Instructor: Barr. 4 units.

213L. Nonlinear Dynamics in Electrophysiology. Electrophysiological behavior of excitable membranes and nerve fibers examined with methods of nonlinear dynamics. Phase-plane analysis of excitable membranes. Limit cycles and the oscillatory behavior of membranes. Phase resetting by external stimuli. Critical point theory and its applications to the induction of rotors in the heart. Theory of control of chaotic systems and stabilizing irregular cardiac rhythms. Initiation of propagation of waves and theory of traveling waves in a nerve fiber. Laboratory exercises based on computer simulations, with emphasis on quantitative behavior and design. Readings from original literature. Prerequisite: Biomedical Engineering 101L or 201L or equivalent. Instructor: Krassowska. 4 units.

215. Biomedical Materials and Artificial Organs. Chemical structures, processing methods, evaluation procedures, and regulations for materials used in biomedical applications. Applications include implant materials, components of ex vivo circuits, and cosmetic prostheses. Primary emphasis on polymer-based materials and on optimization of parameters of materials which determine their utility in applications such as artificial kidney membranes and artificial arteries. Prerequisite: Biomedical Engineering 83L, Chemistry 151L or Mechanical Engineering 83L or consent of instructor. Instructor: Reiche rt. 3 units. C-L: Mechanical Engineering and Materials Science 215

216. Transport Phenomena in Cells and Organs. Applications of the principles of mass and momentum transport to the analysis of selected processes of biomedical and biotechnological interest. Emphasis on the development and critical analysis of models of the particular transport process. Topics include: reaction-diffusion processes, transport in natural and artificial membranes, dynamics of blood flow, pharmacokinetics, receptor-mediated processes and macromolecular transport, normal and neoplastic tissue. Prerequisite: Biomedical Engineering 207 or equivalent. Instructor: Truskey or Yuan. 3 units.

220L. Introduction to Biomolecular Engineering. Structure of biological macromolecules, recombinant DNA techniques, principles of and techniques to study protein structure-function. Discussion of biomolecular design and engineering from the research literature. Linked laboratory assignments to alter protein structure at the genetic level. Expression, purification, and ligand-binding studies of protein function. Consent of instructor required. Instructor: Chilkoti. 3 units.

222. Principles of Ultrasound Imaging. Propagation, reflection, refraction, and diffraction of acoustic waves in biologic media. Topics include geometric optics, physical optics, attenuation, and image quality parameters such as signal-to-noise ratio, dynamic range, and resolution. Emphasis is placed on the design and analysis of medical ultrasound imaging systems. Prerequisites: Mathematics 111 and Physics 52L. Instructor: von Ramm. 3 units.

228. Laboratory in Cellular and Biosurface Engineering. Introduction to common experimental and theoretical methodologies in cellular and biosurface engineering. Experiments may include determination of protein and peptide diffusion coefficients in alginate beads, hybridoma cell culture and antibody production, determination of the strength of cell adhesion, characterization of cell adhesion or protein adsorption by total
internal reflection fluorescence, and Newtonian and non-Newtonian rheology. Laboratory exercises are supplemented by lectures on experiment design, data analysis, and interpretation. Instructor: Truskey. 3 units.

230. Tissue Biomechanics. Introduction to the mechanical behaviors of biological solids and fluids with application to tissues, cells and molecules of the musculoskeletal and cardiovascular systems. Topics to be covered include static force analysis and optimization theory, biomechanics of linearly elastic solids and fluids, anisotropic behaviors of bone and fibrous tissues, blood vessel mechanics, cell mechanics and behaviors of single molecules. Emphasis will be placed on modeling stress-strain relations in these tissues, and experimental devices used to measure stress and strain. Student seminars on topics in applied biomechanics will be included. Prerequisites: Biomedical Engineering 110L or Engineering 75L or equivalent. Instructor: Meyers and Setton. 3 units.

231. Intermediate Biomechanics. Introduction to solid and orthopaedic biomechanical analyses of complex tissues and structures. Topics to be covered include: spine biomechanics, elastic modeling of bone, linear and quasi-linear viscoelastic properties of soft tissue (for example, tendon and ligament), and active tissue responses (for example, muscle). Emphasis will be placed on experimental techniques used to evaluate these tissues. Student seminars on topics in applied biomechanics will be included. Prerequisites: Biomedical Engineering 110L or Engineering 75L or equivalent. Instructor: Meyers or Setton. 3 units.

232L. Biomedical Instrumentation. A study of the basic principles of biomedical electronics and measurements with emphasis on the operational performance and selection of transducers, instruments, and systems for biomedical data acquisition and processing. Selected laboratory work emphasizes the measurement of specific physiologic events. Students will design and build a working medical instrument. Consent of instructor required. Not open to students who have taken Biomedical Engineering 164L. Instructor: Wolf. 4 units.

233. Modern Diagnostic Imaging Systems. The underlying concepts and instrumentation of several modern medical imaging modalities. Review of applicable linear systems theory and relevant principles of physics. Modalities studied include X-ray radiography (conventional film-screen imaging and modern electronic imaging), computerized tomography (including the theory of reconstruction), and nuclear magnetic resonance imaging. Prerequisite: junior or senior standing. Instructor: Hsu, Smith, or Trahey. 3 units.

235. Acoustics and Hearing. The generation and propagation of acoustic (vibrational) waves and their reception and interpretation by the auditory system. Topics under the heading of generation and propagation include free and forced vibrations of discrete and continuous systems, resonance and damping, and the wave equation and solutions. So that students may understand the reception and interpretation of sound, the anatomy and physiology of the mammalian auditory system are presented; and the mechanics of the middle and inner ears are studied. Prerequisites: Mathematics 111 and Physics 52L or equivalents. Instructor: Collins or Trahey. 3 units. C-L: Electrical and Computer Engineering 284

237. Biosensors. Biosensors are defined as the use of biospecific recognition mechanisms in the detection of analyte concentration. The basic principles of protein binding with specific reference to enzyme-substrate, lectin-sugar, antibody-antigen, and receptor-transmitting binding. Simple surface diffusion and absorption physics at surfaces with particular attention paid to surface binding phenomena. Optical, electrochemical, gravimetric, and thermal transduction mechanisms which form the basis of the sensor design. Prerequisites: Biomedical Engineering 83L and consent of instructor. Instructor: Reichert. 3 units.
239. Cell Transport Mechanisms. Analysis of the migration of cells through aqueous media. Focus on hydrodynamic analysis of the directed self-propulsion of individual cells, use of random walk concepts to model the nondirected propulsion of individual cells, and development of kinetic theories of the migrations of populations of cells. Physical and chemical characteristics of the cells' environments that influence their motion, including rheologic properties and the presence of chemotactic, stimulatory, or inhibitory factors. Cell systems include mammalian sperm migration through the female reproductive tract, protozoa, and bacteria. Emphasis on mathematical theory, experimental designs and results. Consent of instructor required. Instructor: Katz. 3 units.

241. Artificial Intelligence in Medicine. Basic concepts of artificial intelligence (AI) and in-depth examination of medical applications of AI. Knowledge of heuristic programming; brief examination of classic AI programming languages (LISP and PROLOG) and AI programming; rule-based systems and cognitive models. Instructor: Staff. 3 units.

243. Introduction to Medical Informatics. An introduction to medical informatics: an in-depth study of the use of computers in biomedical applications. Hardware, software, and applications programming. Data collection, analysis, and presentation studied within application areas such as patient monitoring, computer-based medical records, computer-aided decision making, computer-aided instruction, quality assurance laboratory systems, waveform analysis, hospital information systems, and medical information systems. Instructor: Staff. 3 units.

246. Computational Methods in Biomedical Engineering. Introduction to practical computational methods for data analysis and simulation with a major emphasis on implementation. Methods include numerical integration and differentiation, extrapolation, interpolation, splining FFTs, convolution, ODEs, and simple one- and two-dimensional PDEs using finite differencing. Introduction to concepts for optimizing codes on a CRAY-YMP. Examples from biomechanics, electrophysiology, and imaging. Project work included and students must have good working knowledge of Unix, Fortran, or C. Intended for graduate students and seniors who plan on attending graduate school. Prerequisite: Engineering 53L or equivalent, Mathematics 111 or equivalent, or consent of instructor. Instructor: Henriquez. 3 units.

248. Tissue Engineering. This course will serve as an overview of selected topics and problems in the emerging field of tissue engineering. General topics include cell sourcing and maintenance of differentiated state, culture scaffolds, cell-biomaterials interactions, bioreactor design, and surgical implantation considerations. Specific tissue types to be reviewed include cartilage, skin equivalents, blood vessels, myocardium and heart valves, and bioartificial livers. Consent of instructor required. Instructor: Niklason. 3 units.

260. Devices for People with Disabilities. Design of custom devices to aid disabled individuals. Students will be paired with health care professionals at local hospitals who will supervise the development of projects for specific clients. Formal engineering design principles will be emphasized; overview of assistive technologies, patent issues, engineering ethics. Oral and written reports will be required. Selected projects may be continued as independent study. Prerequisite: Biomedical Engineering 164L or equivalent, or consent of instructor. Instructor: Bohs or Goldberg. 3 units.

264L. Medical Instrument Design. General principles of signal acquisition, amplification processing, recording, and display in medical instruments. System design, construction, and evaluation techniques will be emphasized. Methods of real-time signal processing will be reviewed and implemented in the laboratory. Each student will design, construct, and demonstrate a functional medical instrument and collect and analyze data with that instrument. Formal write-ups and presentations of each project...
will be required. Prerequisite: Biomedical Engineering 164L or equivalent or senior standing. Instructor: S. Smith, Trahey, or Wolf. 4 units.

265. Advanced Topics in Biomedical Engineering. Advanced subjects related to programs within biomedical engineering tailored to fit the requirements of a small group. Consent of instructor required. Instructor: Staff. 3 units.

270. Introduction to Biomedical Optics. This introductory class examines the basic theory of laser light interaction with tissue, and the diagnostic and therapeutic uses of lasers in medicine. The class is divided into three parts: (I) Tissue Optics; (II) Laser-Tissue Interactions; and (III) Medical Applications of Lasers. Prerequisites: Biomedical Engineering 170, or consent of instructor. Instructor: Hooper. 3 units.

For Graduates


310. BME Graduate Seminars. Two semester, weekly seminars series required of all BME graduate students. Students are exposed to the breadth of research topics in BME via seminars given by BME faculty, advanced graduate students, and invited speakers. At the end of each semester students are required to write a synopsis of the seminars attended. More than three unexcused absences will result in a failing grade. Instructor: Staff. 1 unit.

311. BME Graduate Seminars. Two semester, weekly seminars series required of all BME graduate students. Students are exposed to the breadth of research topics in BME via seminars given by BME faculty, advanced graduate students, and invited speakers. At the end of each semester students are required to write a synopsis of the seminars attended. More than three unexcused absences will result in a failing grade. Instructor: Staff. 1 unit.

320. Medical Ultrasound Transducers. A study of the design, fabrication, and evaluation of medical ultrasound transducers. Topics include wave propagation in piezoelectric crystals, Mason and KLM circuit models, linear arrays and two-dimensional arrays, piezoelectric ceramic/epoxy composite materials, piezoelectric polymers, and photo-acoustic materials. Consent of instructor required. Instructor: S. Smith. 3 units.

329. Continuum Biomechanics. Introduction to conservation laws and thermodynamic principles of continuum mechanics with application to tissues of the musculoskeletal and cardiovascular systems. Topics cover nonlinear and anisotropic behaviors of solids and fluids. Emphasis on the application of hyperelastic constitutive formulations to determination of stress and strain fields in deformations of calcified tissues (for example, cortical and trabecular bone), soft tissues (for example, ligament, cartilage, cornea, intervertebral disc, left ventricle, aorta), and biological fluids (for example, mucus, synovial fluid, polymer solutions). Tensor fields and indicial notation. Prerequisites: Biomedical Engineering 110L or Engineering 75L or equivalent, and Mathematics 111 or equivalent. Instructor: Setton. 3 units.

330. Finite Element Method for Biomedical Engineers. The finite element method with an emphasis on applications to biomedical engineering. Several detailed examples illustrate the finite element analysis process, which includes setting up a mathematical description of the problem, putting it into a form suitable for finite element solution, solving the discretized problem, and using advanced computer codes to check the correctness of the numerical results. Consent of instructor required. Instructor: Staff. 3 units.

333. Biomedical Imaging. A study of the fundamentals of information detection, processing, and presentation associated with imaging in biology and medicine. Analysis of coherent and incoherent radiation and various image generation techniques. Design and analysis of modern array imaging systems as well as systems. Instructor: von Ramm. 3 units.

340. Mechanics of Multiphase Biological Tissues. Introduction to constitutive modeling of multiphase mixtures with application to biological tissues (for example, skin, cornea, ligament, cartilage, intervertebral disc). Fundamental conservation laws and thermodynamic principles of the theory of mixtures will be reviewed. Development of constitutive equations for mixtures containing inviscid and viscous fluids, as well as hyperelastic, viscoelastic, and charged solids. Emphasis on solution methods required to determine the stress, strain, and flow fields in boundary value problems of simplified geometries, including problems for contact of two bodies. A knowledge of tensor fields, indicial notation, and partial differential equations is required. Prerequisite: Mathematics 114 or equivalent, and Biomedical Engineering 229 or consent of instructor. Instructor: Setton. 3 units.

350. Principles of Research Management. A survey of topics in modern research management techniques that will cover proven successful principles and their application in the areas of research lab organization, resource management; organization of technical projects, team leadership, financial accountability, and professional ethics. Instructor: Staff. 1 unit.

399. Special Readings in Biomedical Engineering. Individual readings in advanced study and research areas of biomedical engineering. Approval of director of graduate studies required. 1 to 3 units each. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED
202. Biomedical Transfer Processes
206L. Microprocessors and Digital Instruments
223. Cellular and Integrative Cardiovascular Physiology and Biophysics
230. Tissue Biomechanics
244. Mathematical Models of Physiological Systems
250. Cardiovascular Mechanics

Civil and Environmental Engineering (CE)

Professor Avissar, Chair (121 Engineering); Associate Professor Albertson, Director of Graduate Studies (233 Engineering); Professors Haff, Katul, Laursen, Malin, Medina, Petroski, and Virgin; Associate Professors Boadu, Gavin, Hueckel, Kabala, Kasibhatla, Peirce, and Porporato; Assistant Professors Dolbow, Linden, Nadeau, Schuler and Vasudevan; Assistant Research Professors Ormeci and Sharpless; Professors Emeriti Brown and Wilson

The Department of Civil and Environmental Engineering (CEE) at Duke University offers programs of study and research leading to the M.S. and Ph.D. degrees with a major in Civil and Environmental Engineering. Students may specialize in one of the following tracks: (1) materials, structures and geo-systems; (2) hydrology and environmental fluid dynamics; and (3) pollution and remediation.

Current research in these areas focuses on: new computational paradigms for complex mechanical systems, including contact, fracture and damage problems;
environmental geomechanics and geophysics; adaptive materials and structures and their use in structural dynamics; microstructured materials; deterministic and stochastic water resources and contaminant hydrology; global and regional water cycle; ocean-land-atmosphere interactions; biological and chemical aspects of pollution and its remediation in water, air and soil.

Additionally, students may explore interdisciplinary research topics within a new strategic initiative undertaken by CEE in the area of “Extreme Environments.” Research in this field will ensure a safer response of the environment and structures to various extreme conditions, occurring spontaneously, incidentally or by design. The Department also supports two new multi-disciplinary research thrusts in (1) instrument and sensor technology applied to measurements in and monitoring of environmental, structural and geo-environmental systems and (2) mathematical and experimental simulators, all broadly related to the natural and engineered environments. With the latter initiatives the Department plans to lead the profession in developing a new physical models aimed at simulating the chemical, biological, physical, and mechanical aspects of the environment and structures. That includes scaling laws to extrapolate processes from the model scale to the local, regional and global scales, or from the micro-structural to macro-structural scale. These new physical models will also provide a means of studying the fundamental processes necessary to develop self-sustained environmental systems to be used for long-term space exploration missions.


204. Plates and Shells. Differential equation and extremum formulations of linear equilibrium problems of Kirchhoffian and non-Kirchhoffian plates of isotropic and anisotropic material. Solution methods. Differential equation formulation of thin anisotropic shell problems in curvilinear coordinates; membrane and bending theories; specialization for shallow shells, shells of revolution, and plates. Extremum formulation of shell problems. Solution methods. Prerequisites: Engineering 75L or 135 and Mathematics 111. Instructor: Staff. 3 units.

205. Mechanics of Composite Materials. Theory and application of effective medium, or homogenization, theories to predict macroscopic properties of composite materials based on microstructural characterizations. Effective elasticity, thermal expansion, moisture swelling, and transport properties, among others, are presented along with associated bounds such as Voigt/Reuss and Hashin-Shtrikman. Specific theories include Eshelby, Mori-Tanaka, Kuster-Toksoz, self-consistent, generalized self-consistent, differential method, and composite sphere and cylinder assemblages. Tensor-to-matrix mappings, orientational averaging, and texture analysis. Composite
laminated plates, environmentally induced stresses, and failure theories. Prerequisite: Civil Engineering 201 or consent of instructor. Instructor: Nadeau. 3 units.

206. Elasticity. 3 units. C-L: see Biomedical Engineering 206

207. Transport Phenomena in Biological Systems. 3 units. C-L: see Biomedical Engineering 207; also C-L: Mechanical Engineering and Materials Science 207

208. Environmental Transport Phenomena. Conservation principles in the atmosphere and bodies of water, fundamental equations for transport in the atmosphere and bodies of water, scaling principles, simplification, turbulence, turbulent transport, Lagrangian transport, applications to transport of particles from volcanoes and stacks, case studies: volcanic eruption, Chernobyl accident, forest fires and Toms River power plant emission. Instructor: Avissar. 3 units.

209. Kinetics and Reactor Design. Introduction to chemical and biochemical reaction stoichiometry and kinetics. Concepts of elementary reactions, reaction sequences, steady-state approximations, and rate-limiting steps. Ideal and non-ideal isothermal and non-isothermal reactor design and analysis. Homogeneous and heterogeneous reactor concepts, multiplicity, mass transfer limitations. Prerequisite: Mathematics 111 or consent of instructor. Instructor: Staff. 3 units. C-L: Biomedical Engineering 209

210. Intermediate Dynamics. 3 units. C-L: see Mechanical Engineering and Materials Science

211. Energy Flow and Wave Propagation in Elastic Solids. Derivation of equations for wave motion in simple structural shapes: strings, longitudinal rods, beams and membranes, plates and shells. Solution techniques, analysis of systems behavior. Topics covered include: nondispersive and dispersive waves, multiple wave types (dilational, distortion), group velocity, impedance concepts including driving point impedances and moment impedances. Power and energy for different cases of wave propagation. Prerequisites: Engineering 123L and Mathematics 111 or consent of instructor. Instructor: Franzoni. 3 units. C-L: Mechanical Engineering and Materials Science 234


220. Water Resources Systems Planning and Management. Focus on the development and application of mathematical modeling techniques to water resources systems problems. Deterministic and stochastic river basin modeling, irrigation planning and modeling, water quality prediction and management, wetlands management, the optimal expansion of existing water resources systems and reservoir operations. Emphasis on development and application of optimization models for the planning and management of complex water resources systems involving the interaction of groundwater and surface water resources. Mathematical techniques include linear and dynamic programming, Monte Carlo simulation, simulated annealing, nonlinear optimization and stochastic optimization. Prerequisites: Civil Engineering 123L and Engineering 115 or equivalent. Instructor: Staff. 3 units.

225. Dynamic Engineering Hydrology. Dynamics of the occurrence, circulation, and distribution of water; climate, hydrometeorology, geophysical fluid motions. Precipitation, surface runoff and stream flow, infiltration, water losses. Hydrograph analysis, catchment characteristics, hydrologic instrumentation, and computer simulation models. Prerequisite: Civil Engineering 122L or consent of instructor. Instructor: Medina. 3 units.


237. Advanced Soil Mechanics. Characterization of behavior of geomaterials. Stress-strain incremental laws. Nonlinear elasticity, hypo-elasticity, plasticity and viscoplasticity of geomaterials; approximated laws of soil mechanics; fluid-saturated soil behavior; cyclic behavior of soils; liquefaction and cyclic mobility; elements of soil dynamics; thermal effects on soils. Prerequisite: Civil Engineering 139L or equivalent. Instructor: Hueckel. 3 units.

238. Environmental Geomechanics. The course addresses engineered and natural situations, where mechanical and hydraulic properties of soils and rocks depend on environmental (thermal chemical, biological) processes. Experimental findings are reviewed, and modeling of coupled thermo-mechanical, chemo-mechanical technologies are reviewed. Instructor: Hueckel. 3 units.

240. Chemical Fate of Organic Compounds. 3 units. C-L: see Environment 240

241. Physical and Chemical Treatment Processes In Environmental Engineering. Theory and design of fundamental and alternative physical and chemical treatment processes for pollution remediation. Reactor kinetics and hydraulics, gas transfer, adsorption, sedimentation, precipitation, coagulation/flocculation, chemical oxidation, disinfection. Prerequisites: introductory environmental engineering, chemistry, graduate standing, or permission of instructor. Instructor: Linden. 3 units.

243. Physicochemical Unit Operations in Water Treatment. Fundamental bases for design of water and waste treatment systems, including transport, mixing, sedimentation and filtration, gas transfer, coagulation, and absorption processes. Emphasis on physical and chemical treatment combinations for drinking water supply. Prerequisite: Civil Engineering 124L. Instructor: Kabala. 3 units.

244. Biological Processes in Environmental Engineering. Biological processes as they relate to environmental systems, including wastewater treatment and bioremediation. Concepts of microbiology, chemical engineering, stoichiometry, and kinetics of complex microbial metabolism, and process analyses. Specific processes discussed include carbon oxidation, nitrification/denitrification, phosphorus removal, methane production, and fermentation. Consent of instructor required. Instructor: Schuler. 3 units.

245. Pollutant Transport Systems. Distribution of pollutants in natural waters and the atmosphere; diffusive and advective transport phenomena within the natural environment and through artificial conduits and storage/treatment systems. Analytical and numerical prediction methods. Prerequisites: Civil Engineering 122L and Mathematics 111 or equivalents. Instructor: Medina. 3 units.

246. Water Supply Engineering Design. The study of water resources and municipal water requirements including reservoirs, transmission, treatment and distribution systems; methods of collection, treatment, and disposal of municipal and industrial wastewaters. The course includes the preparation of a comprehensive engineering
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report encompassing all aspects of municipal water and wastewater systems. Field trips
to be arranged. Prerequisite: Civil Engineering 124L or consent of instructor. Instructor:
Staff. 3 units.

247. Air Pollution Control Engineering. The problems of air pollution with reference
to public health and environmental effects. Measurement and meteorology. Air
pollution control engineering: mechanical, chemical, and biological processes and
technologies. Instructor: Peirce. 3 units.

248. Solid Waste Engineering. Engineering design of material and energy recovery
systems including traditional and advanced technologies. Sanitary landfills and
incineration of solid wastes. Application of systems analysis to collection of municipal
refuse. Major design project in solid waste management. Prerequisite: Civil Engineering
124L or consent of instructor. Instructor: Staff. 3 units. C-L: Environment 248

249. Control of Hazardous and Toxic Waste. Engineering solutions to industrial and
municipal hazardous waste problems. Handling, transportation, storage, and disposal
technologies. Biological, chemical, and physical processes. Upgrading abandoned
disposal sites. Economic and regulatory aspects. Case studies. Consent of instructor
required. Instructor: Peirce. 3 units.

251. Engineering Analysis and Computational Mechanics. Mathematical formulation
and numerical analysis of engineering systems with emphasis on applied mechanics.
Equilibrium and eigenvalue problems of discrete and distributed systems; properties of
these problems and discretization of distributed systems in continua by the trial
functions with undetermined parameters. The use of weighted residual methods, finite
elements, and finite differences. Prerequisite: senior or graduate standing. Instructor:
Dolbow and Laursen. 3 units.

252. Buckling of Engineering Structures. An introduction to the underlying concepts
of elastic stability and buckling, development of differential equation and energy
approaches, buckling of common engineering components including link models,
struts, frames, plates, and shells. Consideration will also be given to inelastic behavior,
postbuckling, and design implications. Prerequisite: Civil Engineering 131L or consent
of instructor. Instructor: Virgin. 3 units. C-L: Mechanical Engineering and Materials
Science 252

254. Introduction to the Finite Element Method. Investigation of the finite element
method as a numerical technique for solving linear ordinary and partial differential
equations, using rod and beam theory, heat conduction, elasto-statics and dynamics, and
advective/ diffusive transport as sample systems. Emphasis placed on formulation and
programming of finite element models, along with critical evaluation of results. Topics
include: Galerkin and weighted residual approaches, virtual work principles,
discretization, element design and evaluation, mixed formulations, and transient
analysis. Prerequisites: a working knowledge of ordinary and partial differential
equations, numerical methods, and programming in FORTRAN. Instructor: Dolbow
and Laursen. 3 units.

255. Nonlinear Finite Element Analysis. Formulation and solution of nonlinear initial/
boundary value problems using the finite element method. Systems include nonlinear
heat conduction/ diffusion, geometrically nonlinear solid and structural mechanics
applications, and materially nonlinear systems (for example, elastoplasticity).
Emphasis on development of variational principles for nonlinear problems, finite
element discretization, and equation-solving strategies for discrete nonlinear equation
systems. Topics include: Newton-Raphson techniques, quasi-Newton iteration
schemes, solution of nonlinear transient problems, and treatment of constraints in a
nonlinear framework. An independent project, proposed by the student, is required.
Prerequisite: Civil Engineering 254 or consent of instructor. Instructor: Laursen. 3 units.

256. Computational Methods for Evolving Discontinuities. Presents an overview of
advanced nomenclature methods for the treatment of engineering problems such as brittle
and ductile failure and solid-liquid phase transformations in pure substances. Analytical methods for arbitrary discontinuities and interfaces are reviewed, with particular attention to the derivation of jump conditions. Partition of unity and level set methods. Prerequisites: CE 254, CE 255, or instructor consent. Instructor: Dolbow. 3 units.

260. Vadose Zone Hydrology. Transport of fluids, heat, and contaminants through unsaturated porous media. Understanding the physical laws and mathematical modeling of relevant processes. Field and laboratory measurements of moisture content and matric potential. Prerequisites: Civil Engineering 122L and Mathematics 111, or consent of instructor. Instructor: Kabala. 3 units.

261. Stochastic Subsurface Hydrology. Stochastic partial differential equations of subsurface hydrology and their solutions for the first few concentration moments and for the full concentration probability density function. Local and nonlocal models. Formulation in terms of integral properties of porous media which account for heterogeneities that influence solute transport. Prerequisites: Civil Engineering 122L and Mathematics 111, or consent of instructor. Instructor: Kabala. 3 units.

262. Analytical Models of Subsurface Hydrology. Reviews the method of separation of variables, surveys integral transforms, and illustrates their application to solving initial boundary value problems. Three parts include: mathematical and hydrologic fundamentals, integral transforms and their philosophy, and detailed derivation via integral transforms of some of the most commonly used models in subsurface hydrology and environmental engineering. Discussion and use of parameter estimation techniques associated with the considered models. Prerequisites: Mathematics 111 and either Civil Engineering 122L or 123L, or consent of instructor. Instructor: Kabala. 3 units.


264. Physico-Bio-Chemical Transformations. Surveys of a selection of topics related to the interaction between fluid flow (through channels or the porous media) and physical, chemical, and biochemical transformations encountered in environmental engineering. Numerous diverse phenomena, including solute transport in the vicinity of chemically reacting surfaces, reverse osmosis, sedimentation, centrifugation, ultrafiltration, rheology, microorganism population dynamics, and others will be presented in a unifying mathematical framework. Prerequisites: Civil Engineering 122L and Mathematics 111, or consent of instructor. Instructor: Kabala. 3 units.

265. Advanced Topics in Civil and Environmental Engineering. Opportunity for study of advanced subjects relating to programs within the civil and environmental engineering department tailored to fit the requirements of individuals or small groups. Instructor: Staff. Variable credit.

270. Environmental and Engineering Geophysics. Use of geophysical methods for solving engineering and environmental problems. Theoretical frameworks, techniques, and relevant case histories as applied to engineering and environmental problems (including groundwater evaluation and protection, siting of landfills, chemical waste disposals, roads assessments, foundations investigations for structures, liquefaction and earthquake risk assessment). Introduction to theory of elasticity and wave propagation in elastic and poroelastic media, electrical and electromagnetic methods,
and ground penetrating radar technology. Prerequisite: Mathematics 111 or Physics 52L or consent of instructor. Instructor: Boadu. 3 units.


272. Wave Propagation in Elastic and Poroelastic Media. Basic theory, methods of solution, and applications involving wave propagation in elastic and poroelastic media. Analytical and numerical solution of corresponding equations of motion. Linear elasticity and viscoelasticity as applied to porous media. Effective medium, soil/rock materials as composite materials. Gassmann's equations and Biot's theory for poroelastic media. Stiffness and damping characteristics of poroelastic materials. Review of engineering applications that include NDT, geotechnical and geophysical case histories. Prerequisite: Mathematics 111 or consent of instructor. Instructor: Boadu. 3 units.

281. Experimental Systems. Formulation of experiments; Pi theorem and principles of similitude; data acquisition systems; static and dynamic measurement of displacement, force, and strain; interfacing experiments with digital computers for data storage, analysis, and plotting. Students select, design, perform, and interpret laboratory-scale experiments involving structures and basic material behavior. Prerequisite: senior or graduate standing in engineering or the physical sciences. Instructor: Gavin. 3 units.

283. Structural Dynamics. Formulation of dynamic models for discrete and continuous structures; normal mode analysis, deterministic and stochastic responses to shocks and environmental loading (earthquakes, winds, and waves); introduction to nonlinear dynamic systems, analysis and stability of structural components (beams and cables and large systems such as offshore towers, moored ships, and floating platforms). Instructor: Gavin. 3 units.

For Graduates


399. Special Readings in Civil and Environmental Engineering. Special individual readings in a specific area of study in civil and environmental engineering. Approval of director of graduate studies required. 1 to 3 units. Instructor: Graduate faculty. Variable credit.

COURSES CURRENTLY UNSCHEDULED

202. Advanced Mechanics of Solids II
215. Engineering Systems Analysis
217. Transportation Systems Analysis
221. Engineering Systems Reliability, Safety, and Risk Assessment
222. Open Channel Flow
223. Flow Through Porous Media
226. Operational Hydrology
231. Theory of Adaptive Structures
232. Reinforced Concrete Design
A student may specialize in any one of the following fields in working toward either the M.S. or the Ph.D. degree with a major in electrical engineering: computer engineering, computer architecture, fault-tolerant computer systems, scientific computing, parallel processing, VLSI CAD tools, signal processing, digital speech processing, signal processing for auditory prostheses; signal detection and estimation, ocean acoustic signal processing, image processing, intelligent systems and control, nonlinear dynamics and control, hybrid control, diagnosis of dynamical systems, solid-state electronics, photonics, integrated circuit processing and process simulation, molecular-beam epitaxy, III-V compound semiconductor materials and devices, machine intelligence, applications of electromagnetic fields and waves. Recommended prerequisites for the graduate courses in electrical engineering include knowledge of basic mathematics and physics, electrical networks, electromagnetic and system theory. Students in doubt about the background for enrollment in specific courses should discuss the matter with the director of graduate studies. The M.S. degree program includes either a thesis or a project and an oral examination. A qualifying examination is required for the Ph.D. degree program. This examination is intended to test both the breadth and depth of the student’s understanding of basic electrical engineering concepts. There is no foreign language requirement.

211. Quantum Mechanics. Discussion of wave mechanics including elementary applications, free particle dynamics, Schrödinger equation including treatment of systems with exact solutions, and approximate methods for time-dependent quantum mechanical systems with emphasis on quantum phenomena underlying solid-state electronics and physics. Prerequisite: Mathematics 111 or equivalent. Instructor: Brady. 3 units.

214. Introduction to Solid-State Physics. Discussion of solid-state phenomena including crystalline structures, X-ray and particle diffraction in crystals, lattice dynamics, free electron theory of metals, energy bands, and superconductivity, with emphasis on understanding electrical and optical properties of solids. Prerequisite: quantum physics at the level of Physics 143L or Electrical Engineering 211. Instructor: Teitsworth. 3 units.

215. Semiconductor Physics. A quantitative treatment of the physical processes that underlie semiconductor device operation. Topics include band theory and conduction phenomena; equilibrium and nonequilibrium charge carrier distributions; charge

216. Semiconductor Devices for Integrated Circuits. Analysis and design of bipolar and CMOS analog integrated circuits. SPICE device models and circuit macromodels. Classical operational amplifier structures, current feedback amplifiers, and building blocks for analog signal processing, including operational transconductance amplifiers and current conveyors. Biasing issues, gain and bandwidth, compensation, and noise. Influence of technology and device structure on circuit performance. Extensive use of industry-standard CAD tools, such as Analog Workbench. Prerequisite: Electrical Engineering 216. Instructor: Richards. 3 units.

217. Analog Integrated Circuits. Analysis and design of bipolar and CMOS analog integrated circuits. SPICE device models and circuit macromodels. Classical operational amplifier structures, current feedback amplifiers, and building blocks for analog signal processing, including operational transconductance amplifiers and current conveyors. Biasing issues, gain and bandwidth, compensation, and noise. Influence of technology and device structure on circuit performance. Extensive use of industry-standard CAD tools, such as Analog Workbench. Prerequisite: Electrical Engineering 216. Instructor: Richards. 3 units.


226. Optoelectronic Devices. Devices for conversion of electrons to photons and photons to electrons. Optical processes in semiconductors: absorption, spontaneous emission and stimulated emission. Light-emitting diodes (LEDs), semiconductor lasers, quantum-well emitters, photodetectors, modulators and optical fiber networks. Prerequisite: Electrical Engineering 216 or equivalent. Instructor: Staff. 3 units.

241. Linear System Theory and Optimal Control. Consideration of system theory fundamentals; observability, controllability, and realizability; stability analysis; linear feedback, linear quadratic regulators, Riccati equation, and trajectory tracking. Prerequisite: Electrical Engineering 141. Instructor: P. Wang. 3 units.

243. Pattern Classification and Recognition Technology. Theory and practice of recognition technology: pattern classification, pattern recognition, automatic computer decision-making algorithms. Applications covered include medical diseases, severe weather, industrial parts, biometrics, bioinformation, animal behavior patterns, image processing, and human visual systems. Perception as an integral component of intelligent systems. This course prepares students for advanced study of data fusion, data mining, knowledge base construction, problem-solving methodologies of "intelligent agents" and the design of intelligent control systems. Prerequisites: Mathematics 104, Statistics 113 or Mathematics 135, Computer Science 6, or consent of instructor. Instructor: P. Wang. 3 units.

245. Digital Control Systems. Review of traditional techniques used for the design of discrete-time control systems; introduction of "classical" control problems of intelligent machines such as robots. Limitations of the assumptions required by traditional design and analysis tools used in automatic control. Consent of instructor required. Instructor: Staff. 3 units.
246. Optimal Control. Review of basic linear control theory and linear/nonlinear programming. Dynamic programming and the Hamilton-Jacobi-Bellman Equation. Calculus of variations. Hamiltonian and costate equations. Pontryagin’s Minimum Principle. Solution to common constrained optimization problems. This course is designed to satisfy the need of several engineering disciplines. Prerequisite: Electrical Engineering 141 or equivalent. Instructor: Staff. 3 units. C-L: Mechanical Engineering and Materials Science 232

251. Advanced Digital System Design. Theory and hands-on experience in advanced digital system design. High-speed design, high complexity design (more than 10,000 gates), implementation technology selection, system modeling, power and clock distribution, line termination, and cooling. Case studies and demonstrations. Extensive use of CAD tools for logic minimization, logic synthesis, and system simulation. Rapid system prototyping with off-the-shelf and custom components. Laboratory exercises and a semester project. Prerequisite: Electrical Engineering 151L and 152L (or Biomedical Engineering 163L with consent of instructor). Instructor: Marinos. 3 units.

252. Advanced Computer Architecture I. 3 units. C-L: see Computer Science 220


254. Fault-Tolerant and Testable Computer Systems. Faults and failure mechanisms, test generation techniques and diagnostic program development for detection and location of faults in digital networks; design for testability, redundancy techniques, self-checking and fail-safe networks, fault-tolerant computer architectures. Prerequisite: Electrical Engineering 151L or equivalent. Instructor: Marinos. 3 units. C-L: Computer Science 225

255. Mathematical Methods for Systems Analysis I. Basic concepts and techniques used in the stochastic modeling of systems. Elements of probability, statistics, queuing theory, and simulation. Also taught as Computer Science 226. Prerequisite: four semesters of college mathematics. Instructor: Trivedi. 3 units.


259. Advanced Computer Architecture II. 3 units. C-L: see Computer Science 221

261. Full Custom VLSI Design. A first course in VLSI design with CMOS technologies. A study of devices, circuits, fabrication technology, logic design techniques, subsystem design and system architecture. Modeling of circuits and subsystems. Testing of gates,
subsystems and chips, and design for testability. The fundamentals of full-custom
design, and some semi-custom design. Prerequisite: Electrical Engineering 151L or
equivalent; Electrical Engineering 163L (or Biomedical Engineering 163L with consent
of instructor) or equivalent. Instructor: Chakrabarty. 3 units.

262. Analog Integrated Circuit Design. Design and layout of CMOS analog integrated
circuits. Qualitative review of the theory of pn junctions, bipolar and MOS devices, and
large and small signal models. Emphasis on MOS technology. Continuous time
operational amplifiers. Frequency response, stability and compensation. Complex
analog subsystems including phase-locked loops, A/D and D/A converters, switched
capacitor simulation, layout, extraction, verification, and MATLAB modeling. Projects
make extensive use of full custom VLSI CAD software. Prerequisite: Electrical
Engineering 261. Instructor: Morizio. 3 units.

271. Electromagnetic Theory. The classical theory of Maxwell’s equations; electrostatics,
magnetostatics, boundary value problems including numerical solutions, currents
and their interactions, and force and energy relations. Three class sessions. Prerequisite:
Electrical Engineering 170. Instructor: Carin, Joines, or Liu. 3 units.

272. Electromagnetic Communication Systems. Review of fundamental laws of
Maxwell, Gauss, Ampere, and Faraday. Elements of waveguide propagation and
antenna radiation. Analysis of antenna arrays by images. Determination of gain, loss,
and noise temperature parameters for terrestrial and satellite electromagnetic
communication systems. Prerequisite: Electrical Engineering 170L or 271. Instructor:
Joines. 3 units.

273. Optical Communication Systems. Mathematical methods, physical ideas, and
device concepts of optoelectronics. Maxwell’s equations, and definitions of energy
density and power flow. Transmission and reflection of plane waves at interfaces.
Optical resonators, waveguides, fibers, and detectors are also presented. Prerequisite:
Electrical Engineering 170L or equivalent. Instructor: Joines. 3 units.

274. Modern Optics I. Optical processes including the propagation of light, coherence,
interference, and diffraction. Consideration of the optical properties of solids with
applications of these concepts to lasers and modern optical devices. Lecture and
laboratory projects. Also taught as Physics 185. Instructor: Guenther. 3 units.

275. Microwave Electronic Circuits. Microwave circuit analysis and design techniques.
Properties of planar transmission lines for integrated circuits. Matrix and computer-
aided methods for analysis and design of circuit components. Analysis and design of
input, output, and interstage networks for microwave transistor amplifiers and
oscillators. Topics on stability, noise, and signal distortion. Prerequisite: Electrical
Engineering 170L or equivalent. Instructor: Joines. 3 units.

276. Computational Electromagnetics. Systematic discussion of useful numerical
methods in computational electromagnetics including integral equation techniques and
differential equation techniques, both in the frequency and time domains. Hands-on
experience with numerical techniques, including the method of moments, finite element
and finite-difference time-domain methods, and modern high order and spectral
domain methods. Prerequisite: Electrical and Computer Engineering 271 or consent of
instructor. Instructor: Carin or Liu. 3 units.

278. Inverse Problems in Electromagnetics and Acoustics. Systematic discussion of
practical inverse problems in electromagnetics and acoustics. Hands-on experience
with numerical solution of inverse problems, both linear and nonlinear in nature.
Comprehensive study includes: discrete linear and nonlinear inverse methods, origin
and solution of nonuniqueness, tomography, wave-equation based linear inverse
methods, and nonlinear inverse scattering methods. Assignments are project oriented
using MATLAB. Prerequisites: Graduate level acoustics or electromagnetics (EE 271), or consent of instructor. Instructor: Liu. 3 units.


284. Acoustics and Hearing. 3 units. C-L: see Biomedical Engineering 235

285. Signal Detection and Extraction Theory. Introduction to signal detection and information extraction theory from a statistical decision theory viewpoint. Subject areas covered within the context of a digital environment are decision theory, detection and estimation of known and random signals in noise, estimation of parameters and adaptive recursive digital filtering, and decision processes with finite memory. Applications to problems in communication theory. Prerequisite: Electrical Engineering 281 or consent of instructor. Instructor: Nolte. 3 units.

286. Digital Processing of Speech Signals. Detailed treatment of the theory and application of digital speech processing. Modeling of the speech production system and speech signals; speech processing methods; digital techniques applied in speech transmission, speech synthesis, speech recognition, and speaker verification. Acoustophonetics, digital speech modeling techniques, LPC analysis methods, speech coding techniques. Application case studies: synthesis, vocoders, DTW (dynamic time warping)/ HMM (hidden Markov modeling) recognition methods, speaker verification/ identification. Prerequisite: Electrical Engineering 182 or equivalent or consent of instructor. Instructor: Staff. 3 units.

288. Image and Array Signal Processing. Multidimensional digital signal processing with applications to practical problems in image and sensor array processing. Two-dimensional discrete signals and systems, discrete random fields, 2-D sampling theory, 2-D transforms, image enhancement, image filtering and restoration, space-time signals, beamforming, and inverse problems. Prerequisite: Electrical Engineering 281 or consent of instructor. Instructor: Krolik. 3 units.


299. Advanced Topics in Electrical Engineering. Opportunity for study of advanced subjects related to programs within the electrical engineering department tailored to fit the requirements of a small group. Instructor: Staff. 3 units.
For Graduates

316. Advanced Physics of Semiconductor Devices. Semiconductor materials: band structure and carrier statistics. Advanced treatments of metal-semiconductor contacts, Schottky barriers, p-n junctions, bipolar transistors (charge-control and Gummel-Poon models), and field-effect transistors (short channel effects, scaling theory, subthreshold conduction, nonuniformly doped substrates, surface and buried-channel devices, hot-electron effects). Device modeling in two dimensions using PISCES. Prerequisite: Electrical Engineering 216. Instructor: Massoud. 3 units.

318. Integrated Circuit Fabrication Laboratory. Introduction to IC fabrication processes. Device layout. Mask design and technology. Wafer cleaning, etching, thermal oxidation, thermal diffusion, lithography, and metallization. Laboratory fabrication and characterization of basic IC elements (p-n junctions, resistors, MOS capacitors, gated diodes, and MOSFETs). Use of four-point probe, ellipsometer, spreading resistance probe, scanning electron microscope, and evaporation system. Testing of basic inverters and gates. Prerequisite: Electrical Engineering 218 and consent of instructor. Instructor: Massoud. 3 units.

352. Advanced Topics in Digital Systems. A selection of advanced topics from the areas of digital computer architectures and fault-tolerant computer design. Prerequisite: Electrical Engineering 252 or equivalent. Instructor: Staff. 3 units. C-L: Computer Science 320

361. Advanced VLSI Design. 3 units. C-L: see Computer Science 322

371. Advanced Electromagnetic Theory. Instructor: Staff. 3 units.

373. Selected Topics in Field Theory. Instructor: Staff. 3 units.

391. Internship. Student gains practical electrical and computer engineering experience by taking a job in industry, and writing a report about this experience. Requires prior consent from the student’s advisor and from the director of graduate studies. May be repeated with consent of the advisor and the director of graduate studies. Credit/no credit grading only. Instructor: Staff. 1 unit.

399. Special Readings in Electrical Engineering. Special individual readings in a specified area of study in electrical engineering. Approval of director of graduate studies required. 1 to 4 units. Instructor: Graduate staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED

276. Laser Physics

311. Quantum Electronics

312. Electronic Properties of Submicron Solid-State Devices

382. Advanced Topics in Signal Processing

383. Applied Information Theory and Statistical Estimation

Mechanical Engineering and Materials Science (ME)

Professor Hall, Chair (142A Hudson Hall); Associate Professor Howle, Director of Graduate Studies (145 Hudson Hall); Professors Bejan, Clark, Cocks, Dowell, Garg, Harman, Hochmuth, Needham, Shaughnessy, Tan, and Virgin; Associate Professors Bliss, Franzoni, Jones, Knight, Marszalek, and Wright; Assistant Professors, Ferrari, Lazarides, Zauscher, and Zhelev; Associate Research Professor Zhong, Senior Research Scientists Cole and Kielb; Adjunct Professors Goesele, Stepp, and Watkins; Professor Emeritus Pearsall

The department offers programs of study and research leading to the M.S. and Ph.D. degrees in both mechanical engineering and materials science. The department’s broad areas of concentration include nonlinear dynamics and control, unsteady aerodynamics and fluid mechanics including aeroelasticity (fluid/structure interfaces), biomaterials and biomechanics, and thermal sciences and engineering. Additional areas of
concentration include atomic force microscopy, biomaterials, electronic materials, material characteristics/properties and thin films.

The department emphasizes a highly research-oriented Ph.D. degree program. Students in the Ph.D. degree program who do not already have a master’s degree are urged to meet the course and other general requirements of this degree and to obtain it during completion of their program. Programs of study are highly flexible to meet individual needs.

Current research areas include: aeroelasticity; atomic force microscopy; bearing design and lubrication; biorheology; cell, membrane, and surface engineering; chaotic systems; computational fluid dynamics; computational materials science; convection; diffusion and kinetics on Si, GaAs, and other electronic materials; feed-back and feed-forward control systems; fluid dynamics of biological systems; heat transfer in heterogeneous media; magnetic bearings; mechanical properties of kidney stones; nano-tribology; oxide hetero-structures; positron annihilation spectroscopy; robotics; shock-wave lithotripsy; sound propagation and absorbing materials; thermal design by entropy generation minimization; turbomachinery; ultrasound contrast enhancement; unsteady aerodynamics; and vibrations and acoustics of dynamic systems.

For additional information, visit the departmental web site at http://www.egr.duke.edu/Depts/mechanical.html.


207. Transport Phenomena in Biological Systems. 3 units. C-L: see Biomedical Engineering 207; also C-L: Civil Engineering 207

209. Soft Wet Materials and Interfaces. The materials science and engineering of soft wet materials and interfaces. Emphasis on the relationships between composition, structure, properties and performance of macromolecules, self assembling colloidal systems, linear polymers and hydrogels in aqueous and nonaqueous liquid media, including the role of water as an "organizing" solvent. Applications of these materials in biotechnology, medical technology, microelectronic technology, and nature's own designs of biological materials. Instructor: Needham. 3 units.

210. Intermediate Dynamics. Comprehensive treatment of the dynamic motion of particles and rigid bodies with an introduction to nonlinear dynamics and the vibration of continuous systems. Topics include: conservation of linear and angular momentum, superposition applied to linear systems, motion in inertial and noninertial frames of reference, Hamilton's principle and Lagrange's equations, and generalized coordinates. Instructor: Hall or Knight. 3 units. C-L: Civil Engineering 210

211. Theoretical and Applied Polymer Science. An advanced course in materials science and engineering dealing specifically with the structure and properties of polymers. Particular attention paid to recent developments in the processing and use of modern plastics and fibers. Product design considered in terms of polymer structures, processing techniques, and properties. Instructor: Pearsall. 3 units. C-L: Biomedical Engineering 208

212. Electronic Materials. An advanced course in materials science and engineering dealing with the various materials important for solid-state electronics including semiconductors, ceramics, and polymers. Emphasis on thermodynamic concepts and on defects in these materials. Materials preparation and modification methods for technological applications. Prerequisite: Mechanical Engineering 83L. Instructor: Tan. 3 units.
213. Physical Metallurgy. An advanced materials science course focusing on the relationships between structure and properties in metals and alloys. Conceptual and mathematical models developed and analyzed for crystal structures, elastic and plastic deformation, phase transformations, thermodynamic behavior, and electrical and magnetic properties. Prerequisites: Mechanical Engineering 83L and 101L. Instructor: Staff. 3 units.


215. Biomedical Materials and Artificial Organs. 3 units. C-L: see Biomedical Engineering 215

216. Mechanical Metallurgy. An advanced materials science course dealing with the response of materials to applied forces. Mechanical fundamentals; stress-strain relationships for elastic behavior; theory of plasticity. Metallurgical fundamentals; plastic deformation, dislocation theory; strengthening mechanisms. Mechanical behavior of polymers. Applications to materials testing. Prerequisites: Engineering 75L and Mechanical Engineering 83L. Instructor: Jones. 3 units.


218. Thermodynamics of Electronic Materials. Basic thermodynamic concepts applied to solid state materials with emphasis on technologically relevant electronic materials such as silicon and GaAs. Thermodynamic functions, phase diagrams, solubilities and thermal equilibrium concentrations of point defects; nonequilibrium processes and the kinetic phenomena of diffusion, precipitation, and growth. Instructor: Tan. 3 units.

221. Compressible Fluid Flow. Basic concepts of the flow of gases from the subsonic to the hypersonic regime. One-dimensional wave motion, the acoustic equations, and waves of finite amplitude. Effects of area change, friction, heat transfer, and shock on one-dimensional flow. Moving and oblique shock waves and Prandtl-Meyer expansion. Instructor: Shaughnessy. 3 units.

225. Mechanics of Viscous Fluids. Equations of motion for a viscous fluid, constitutive equations for momentum and energy transfer obtained from second-law considerations, general properties and exact solutions of the Navier-Stokes and Stokes (creeping-flow) equations, applications to problems of blood flow in large and small vessels. Instructor: Hochmuth. 3 units.

226. Intermediate Fluid Mechanics. A survey of the principal concepts and equations of fluid mechanics, fluid statics, surface tension, the Eulerian and Lagrangian description, kinematics, Reynolds transport theorem, the differential and integral equations of motion, constitutive equations for a Newtonian fluid, the Navier-Stokes equations, and boundary conditions on velocity and stress at material interfaces. Instructor: Shaughnessy. 3 units.


228. Lubrication. Derivation and application of the basic governing equations for lubrication; the Reynolds equation and energy equation for thin films. Analytical and
computational solutions to the governing equations. Analysis and design of hydrostatic and hydrodynamic slider bearings and journal bearings. Introduction to the effects of fluid inertia and compressibility. Dynamic characteristics of a fluid film and effects of bearing design on dynamics of machinery. Prerequisites: Mathematics 111 and Mechanical Engineering 126L. Instructor: Knight. 3 units.

229. Computational Fluid Mechanics and Heat Transfer. An exposition of numerical techniques commonly used for the solution of partial differential equations encountered in engineering physics. Finite-difference schemes (which are well-suited for fluid mechanics problems); notions of accuracy, conservation, consistency, stability, and convergence. Recent applications of weighted residuals methods (Galerkin), finite-element methods, and grid generation techniques. Through specific examples, the student is guided to construct and assess the performance of the numerical scheme selected for the particular type of transport equation (parabolic, elliptic, or hyperbolic). Instructor: Howle. 3 units.


231. Adaptive Structures: Dynamics and Control. Integration of structural dynamics, linear systems theory, signal processing, transduction device dynamics, and control theory for modeling and design of adaptive structures. Classical and modern control approaches applied to reverberant plants. Fundamentals of adaptive feedforward control and its integration with feedback control. Presentation of a methodical design approach to adaptive systems and structures with emphasis on the physics of the system. Numerous MATLAB examples provided with course material as well as classroom and laboratory demonstrations. Instructor: Clark. 3 units.

232. Optimal Control. 3 units. C-L: Electrical and Computer Engineering 246

234. Energy Flow and Wave Propagation in Elastic Solids. Derivation of equations for wave motion in simple structural shapes: strings, longitudinal rods, beams and membranes, plates and shells. Solution techniques, analysis of systems behavior. Topics covered include: nondispersive and dispersive waves, multiple wave types (dilational, distortion), group velocity, impedance concepts including driving point impedances and moment impedances. Power and energy for different cases of wave propagation. Prerequisites: Engineering 123L and Mathematics 111 or consent of instructor. Instructor: Franzoni. 3 units. C-L: Civil Engineering 211

235. Advanced Mechanical Vibrations. Analytical and experimental procedures applied to the design of machines and systems for adequate vibration control. Determination of eigenvalues and eigenvectors by iteration and computer techniques, transfer matrices applied to lumped and distributed systems, analytical and numerical methods of obtaining the pulse response of plane and three-dimensional multimass systems, convolution and data processing, introduction to random vibration. Instructor: Knight or Wright. 3 units.

236. Engineering Acoustics. Fundamentals of acoustics including sound generation, propagation, reflection, absorption, and scattering. Emphasis on basic principles and analytical methods in the description of wave motion and the characterization of sound fields. Applications including topics from noise control, sound reproduction, architectural acoustics, and aerodynamic noise. Occasional classroom or laboratory demonstration. Prerequisites: Engineering 123L and Mathematics 111 or consent of instructor. Instructor: Bliss. 3 units.
237. Aerodynamics. Fundamentals of aerodynamics applied to wings and bodies in subsonic and supersonic flow. Basic principles of fluid mechanics and analytical methods for aerodynamic analysis. Two- and three-dimensional wing theory, slender-body theory, lifting surface methods, vortex and wave drag. Brief introduction to vehicle design, performance, and dynamics. Special topics such as unsteady aerodynamics, vortex wake behavior, and propeller and rotor aerodynamics. Instructor: Bliss. 3 units.


239. Unsteady Aerodynamics. Analytical and numerical methods for computing the unsteady aerodynamic behavior of airfoils and wings. Small disturbance approximation to the full potential equation. Unsteady vortex dynamics. Kelvin impulse and apparent mass concepts applied to unsteady flows. Two-dimensional unsteady thin airfoil theory. Time domain and frequency domain analyses of unsteady flows. Three-dimensional unsteady wing theory. Introduction to unsteady aerodynamic behavior of turbomachinery. Prerequisite: Mechanical Engineering 237. Instructor: Hall. 3 units.


245. Applications in Expert Systems. A comprehensive introduction to the key practical principles, techniques, and tools being used to implement knowledge-based systems. The classic MYCIN system studied in detail to provide historic perspective. Current systems employing combinations of production rules, prototypical knowledge, and frame-based case studies. Student term projects consist of the development of individual, unique expert systems using the Texas Instruments Personal Consultant. Knowledge of LISP not a prerequisite. Instructor: Wright. 3 units.

252. Buckling of Engineering Structures. 3 units. C-L: see Civil Engineering 252

263. Multivariable Control. 3 units. C-L: see Civil Engineering 263; also C-L: Electrical and Computer Engineering 263

265. Advanced Topics in Mechanical Engineering. Opportunity for study of advanced subjects related to programs within mechanical engineering tailored to fit the requirements of a small group. Approval of director of undergraduate or graduate studies required. Instructor: Staff. Variable credit.

268. Cellular and Biosurface Engineering. A combination of fundamental concepts in materials science, colloids, and interfaces that form a basis for characterizing: the physical properties of biopolymers, microparticles, artificial membranes, biological membranes, and cells; and the interactions of these materials at biofluid interfaces. Definition of the subject as a coherent discipline and application of its fundamental concepts to biology, medicine, and biotechnology. Prerequisite: Mechanical Engineering 208 or consent of instructor. Instructor: Needham. 3 units.

270. Robot Control and Automation. Review of kinematics and dynamics of robotic devices; mechanical considerations in design of automated systems and processes, hydraulic and pneumatic control of components and circuits; stability analysis of robots involving nonlinearities; robotic sensors and interfacing; flexible manufacturing; man-machine interaction and safety consideration. Prerequisites: Mechanical Engineering 230 or equivalent and consent of instructor. Instructor: Garg. 3 units.
275. Product Safety and Design. An advanced engineering design course that develops approaches to assessing and improving the safety of products and product systems. Safety is presented in terms of acceptable risk and analyzed through legal case studies. Probabilistic decision making; risk economics; risk analysis and assessment. Corequisite: Mechanical Engineering 160L. Instructor: Staff. 3 units.

276. Designs and Decisions. Successful engineering entrepreneurship requires both the creation of new devices and processes and the ability to make rational selections among design alternatives. Design methodology is presented that fosters creativity and introduces TRIZ (the Russian acronym for Theory of Inventive Problem Solving). Decisions among design alternatives are structured and analyzed in graphical and probabilistic terms: tree diagrams; sampling theory; hypothesis testing; and confidence levels. Corequisite: Mechanical Engineering 160L or consent of instructor. Instructor: Staff. 3 units.


280. Convective Heat Transfer. Models and equations for fluid motion, the general energy equation, and transport properties. Exact, approximate, and boundary layer solutions for laminar flow heat transfer problems. Use of the principle of similarity and analogy in the solution of turbulent flow heat transfer. Two-phase flow, nucleation, boiling, and condensation heat and mass transfer. Instructor: Bejan. 3 units.

281. Fundamentals of Heat Conduction. Fourier heat conduction. Solution methods including separation of variables, transform calculus, complex variables. Green's function will be introduced to solve transient and steady-state heat conduction problems in rectangular, cylindrical, and spherical coordinates. Microscopic heat conduction mechanisms, thermophysical properties, Boltzmann transport equation. Prerequisite: Mathematics 111 or consent of instructor. Instructor: Bejan. 3 units.

282. Fundamentals of Thermal Radiation. Radiative properties of materials, radiation-materials interaction and radiative energy transfer. Emphasis on fundamental concepts including energy levels and electromagnetic waves as well as analytical methods for calculating radiative properties and radiation transfer in absorbing, emitting, and scattering media. Applications cover laser-material interactions in addition to traditional areas such as combustion and thermal insulation. Prerequisite: Mathematics 111 or consent of instructor. Instructor: Staff. 3 units.

For Graduates

325. Aeroelasticity. A study of the statics and dynamics of fluid/structural interaction. Topics covered include static aeroelasticity (divergence, control surface reversal), dynamic aeroelasticity (flutter, gust response), unsteady aerodynamics (subsonic, supersonic, and transonic flow), and a review of the recent literature including nonlinear effects such as chaotic oscillations. Prerequisite: Mathematics 230 and consent of instructor. Instructor: Dowell. 3 units.

331. Nonlinear Control Systems. Analytical, computational, and graphical techniques for solution of nonlinear systems; Krylov and Bogoliubov asymptotic method; describing function techniques for analysis and design; Liapounov functions and Lure's methods for stability analysis; Aizerman and Kalman conjectures; Popov, circle, and other frequency-domain stability criteria for analysis and synthesis. Prerequisite: Mechanical Engineering 230 or consent of instructor. Instructor: Garg or Wright. 3 units.

335. Nonlinear Mechanical Vibration. A comprehensive treatment of the role of nonlinearities in engineering dynamics and vibration. Analytical, numerical, and
experimental techniques are developed within a geometrical framework. Prerequisite: Mechanical Engineering 210 or 235 or equivalent. Instructor: Virgin. 3 units.

399. Special Readings in Mechanical Engineering. Individual readings in advanced study and research areas of mechanical engineering. Approval of director of graduate studies required. 1 to 3 units. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED
208. Introduction to Colloid and Surface Science
224. An Introduction to Turbulence
290. Physical Oceanography
322. Mechanics of Viscous Fluids

English (ENGLISH)
Professor Quilligan, Chair (312 Allen); Professor Beckwith, Director of Graduate Studies (316 Allen); Professors Aers, Applewhite, Baker, Butters, Clum, Davidson, DeNeef, Gaines, Holloway, Pope, Porter, Price, Smith, Strandberg, Torgovnick, and Williams; Professor of the Practice Gopen; Adjunct Professors Andrews and O’Barr; Associate Professors Arvamudan, Baucum, Ferraro, Harris, Jones, Moses, Pfau, and Wald; Associate Professors of the Practice Cox and Malouf; Assistant Professors Khanna, Schmitt, Shannon, Thorn and Wallace; Assistant Professor of the Practice Hillard; Professor Emeritus Jackson

The department offers graduate work leading to the A.M. and Ph.D. degrees, although only students seeking the doctorate are admitted to the department. The A.M. degree, if not already earned elsewhere, may be taken by students en route to the Ph.D. (although it is not required) and by those who elect to leave the doctoral program. The department requires completion of a minimum of eleven courses, a reading proficiency of at least one foreign language (the specific language to be determined by the student’s major areas of academic concentration), a preliminary examination of three subfields (one major, two minor) which consists of both a written and oral part, and a dissertation chapter meeting with the thesis committee by the end of the third year of study.

The interests of the English department faculty range historically from medieval and Renaissance to postmodern and postcolonial literatures. Methodological approaches encompass historicist and new historicist, text-based, feminist, cultural materialist, legal, and gay and lesbian criticism. Faculty research engages related disciplines such as film and visual, African American, cultural, and ethnic studies. The principal concern of members of the English department faculty nonetheless remains the training of new scholars, teachers, and critics in both traditional and noncanonical fields of literary study.

For additional information, contact our web site at http://www.duke.edu/web/english/

For Seniors and Graduates
202S. Narrative Writing. The writing of short stories, memoirs, tales, and other narrations. Readings from ancient and modern narrative. Close discussion of frequent submissions by class members. Consent of instructor required. Instructor: Porter or Price. 3 units.

203S. Advanced Narrative Writing. The writing of extended narrative prose–long stories, novellas, substantive memoirs. Students should be proficient in the writing of short narratives. Consent of instructor required. Instructors: Porter or Price. 3 units.

204S. Psycholinguistics (C). 3 units. C-L: see Psychology 220S

205. Semiotics and Linguistics. 3 units. C-L: see Russian 205; also C-L: Linguistics 205

210S. The Cultural Analysis of Discourse. 3 units. C-L: see Cultural Anthropology 250S; also C-L: Linguistics 250S
212S. Middle English Literature: 1100 to 1500. Selected topics. Instructor: Aers, Beckwith, or Somerset. 3 units. C-L: Medieval and Renaissance Studies 209S
213S. Chaucer and His Contexts. The first two-thirds of his career, especially *Troilus and Criseyde*. Instructor: Aers or Beckwith. 3 units. C-L: Medieval and Renaissance Studies 213S
220. Shakespeare: Selected Topics. Instructor: Porter or Shannon. 3 units. C-L: Medieval and Renaissance Studies 220
222. Renaissance Prose and Poetry: 1500 to 1660. Selected topics. Instructor: DeNeef, Quilligan, or Shannon. 3 units. C-L: Medieval and Renaissance Studies 222B
241. Romantic Literature: 1790 to 1830. Selected topics. Instructor: Applewhite or Pfau. 3 units.
245. Victorian Literature: 1830 to 1900. Selected topics. Instructor: Schmitt. 3 units.
250S. Music in Literature and Philosophy: 1800-1945. 3 units. C-L: see German 250S
251. British Literature since 1900. Selected topics. Instructor: Baucom, Moses, or Torgovnick. 3 units.
262. American Literature to 1820. Selected topics. Instructor: Cohen, Davidson, Jones, or Williams. 3 units.
263. American Literature 1820 to 1865. Selected topics. Instructor: Davidson, Jones, or Williams. 3 units.
267. American Literature: 1865 to 1915. Selected topics. Instructor: C. Davidson, Wald, Wallace, or Williams. 3 units.
269. American Women Writers. Selected topics. Instructor: C. Davidson or Pope. 3 units.
271AS. Special Topics Seminar I. Seminar version of 288. Subjects, area, or themes that cut across historical eras, several national literatures, or genres. Can be counted as a pre-1500 course for the diversified study requirement. Instructor: Staff. 3 units.
271BS. Special Topics Seminar II. Seminar version of 288. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1500-1660 course for the diversified study requirement. Instructor: Staff. 3 units.
271CS. Special Topics Seminar III. Seminar version of 288. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1660-1860 course for the diversified study requirement. Instructor: Staff. 3 units.
271ES. Special Topics Seminar IV. Seminar version of 288. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1860-Present course for the diversified study requirement. Instructor: Staff. 3 units.
271FS. Special Topics Seminar in Criticism, Theory, or Methodology. Seminar version of 288. Instructor: Staff. 3 units.
272S. Remembrance and Reconciliation: Geographies of Memory. Exploration, drawing on a variety of texts, of the complex dynamics of remembering and forgetting as they bear on difficult pasts and the possibility for reconciliation. Particular attention given to racial reconciliation in South Africa and the United States. Consent of instructor required. Also taught as Christian Theology 270 and Distinguished Professor Course 202S. Instructors: Holloway and Jones. 3 units.
275. American Literature since 1915. Selected topics. Instructor: Baker, Ferraro, Pope, Strandberg, or Torgovnick. 3 units.
280. Twentieth-Century Reconceptions of Knowledge and Science. 3 units. C-L: see Literature 260
281. Studies in Genre. History, criticism, and theory of literary genres such as the novel, pastoral, epic, and drama. Instructor: Staff. 3 units.


288A. Special Topics I. Subjects, areas, or themes that cut across historical eras, several national literatures, or genres. Can be counted as a pre-1500 course for the diversified study requirement. Instructor: Staff. C-L: Literature 298

288B. Special Topics II. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1500-1660 course for the diversified study requirement. Instructor: Staff. 3 units.

288C. Special Topics III. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1660-1860 course for the diversified study requirement. Instructor: Staff. 3 units.

288E. Special Topics IV. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1860-Present course for the diversified study requirement. Instructor: Staff. 3 units.

288F. Special Topics in Criticism. Instructor: Staff. 3 units.

289. The Theory of the Novel. Major issues in the history and theory of the novel. Instructor: Moses or Torgovnick. 3 units.


299S. Special Topics in Linguistics. Instructor: Staff. 3 units.

For Graduates

312. Studies in Middle English Literature. Instructor: Aers or Beckwith. 3 units.

315. Studies in Chaucer. Instructor: Aers or Beckwith. 3 units.

321. Studies in Renaissance Literature. Instructor: DeNeef, Porter, or Shannon. 3 units.


337. Studies in Augustanism. Instructor: Thorn. 3 units.

338. Studies in a Major Augustan Author. Instructor: Thorn. 3 units.

341. Studies in Romanticism. Instructor: Applewhite or Pfau. 3 units.

347. Studies in Victorianism. Instructor: Staff. 3 units.

348. Studies in a Major Nineteenth-Century British Author. Instructor: Pfau. 3 units.

353. Studies in Modern British Literature. Instructor: Baucom, Moses, or Torgovnick. 3 units.

361. Studies in American Literature before 1915. Instructor: Holloway, Jones, or Williams. 3 units.

368. Studies in a Major American Author before 1915. Instructor: C. Davidson, Holloway, Jones, or Williams. 3 units.

375. Studies in Modern American Literature. Instructor: Applewhite, Ferraro, Holloway, or Strandberg. 3 units.

376. Studies in a Modern Author (British or American). Instructor: Staff. 3 units.

381. Special Topics Seminar. Instructor: Staff. 3 units.

385. Studies in Literary Criticism. Instructor: Graduate faculty. 3 units.
386. Problems in the Theory of Value and Judgment. 3 units. C-L: see Literature 300; also C-L: Philosophy 300
388. The History of Rhetoric: Classical to Renaissance. The foundations of rhetorical studies from Plato, Aristotle, Cicero, and Quintilian through Longinus, Augustine, and Erasmus to Bacon and Ramus. No prerequisites. Instructor: Gopen or Hillard. 3 units.
389. The History of Rhetoric: Eighteenth to Twentieth Centuries. Continuing study of the major texts in the history of rhetoric with special attention paid to J. Q. Adams, Campbell, Blair, Whately, Bain, Perelman, and Burke. Prerequisite: English 388. Instructor: Gopen or Hillard. 3 units.
390. Composition Theory and Pedagogy. Methodologies of teaching composition, with special emphasis on the theories of structural stylistics employed in the University Writing Program (UWP). All students registering in the course must hold a tutorship in the UWP, must attend the UWP training seminar and all scheduled UWP staff meetings, and will be observed teaching by a UWP director. Ungraded. Instructor: Gopen or Hillard. 3 units.
391. Tutorial in Special Topics. Directed research and writing in areas unrepresented by regular course offerings. Consent of instructor required. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED
207A. Introduction to Old English
207B. Old English Literature
208. History of the English Language
209. Present-Day English
310. Studies in Old English Literature
383. Studies in Textual Criticism
393. Professionalism, Theory, and Power in Legal and Literary Studies

Environment (ENVIRON)
William Schlesinger, Dean; Professor Knoerr, Director of Graduate Studies (A309A Levine Science Research Center); Professors Barber, C. Bonaventura, J. Bonaventura, Christensen, Clark, Crowder, DiGiulio, Forward, Hartshorn, Healy, Hinton, Jackson, Katul, R. Keohane, Kramer, Lavine, Linney, Medina, Orbach, Oren, Pimm, Ramus, Reckhow, Reynolds, Richardson, Richter, Schwartz, Terborgh, van Schaik, Wiener and Wolpert; Associate Professors Freedman, Kabala, Kasibhatla, Kirby-Smith, Levin, Maguire, Miranda, Rittschof and Urban; Assistant Professors Halpin, Read, Smith and Vasudevan; Assistant Research Professor Pullman; Associate Research Professor Lefurgey; Adjunct Professors Angle, Heath, Sharma, and Wear; Adjunct Associate Professors Ellsworth and Signon; Adjunct: Assistant Professors Ahmann, Cooper, Mansfield, McClellan-Green, and Vandenberg.

Major and minor work for the Environment Graduate Program is offered through the Environmental Sciences and Policy Division and the Coastal Systems Science and Policy Division of the Nicholas School of the Environment and Earth Sciences. The research emphasis of the Environmental Sciences and Policy Division is in the areas of Ecosystem Science and Management, Environmental Chemistry and Toxicology, Aquatic and Atmospheric Sciences, and Environmental Social Sciences. The research emphasis of the Coastal Systems Science and Policy Division is in Coastal and Estuarine Processes, Marine Biology and Biochemistry, and Endangered and Threatened Species and Related Policy. Information about the interdepartmental graduate program in Marine Sciences may be found under that name in this chapter. For information about
the graduate work offered by the Division of Earth and Ocean Sciences, see the Earth and Ocean Sciences section in this chapter.

College graduates who have a bachelor's degree in one of the natural or social sciences, forestry, engineering, business, or environmental science will be considered for admission to a degree program. Students will be restricted to the particular fields of specialization for which they are qualified academically. Graduate School programs usually concentrate on some area of natural resource and environmental science/ecology, systems science, or economics/policy, while study in resource and environmental management is more commonly followed in one of the professional master's degree programs of the Nicholas School of the Environment and Earth Sciences. For more complete program descriptions and information on professional training in forestry or environmental studies, the Bulletin of Duke University: Nicholas School of the Environment and Earth Sciences should be consulted.

School of the Environment faculty normally accept to the academic degree program only those students who wish to pursue a Ph.D. degree. Applicants are strongly encouraged to contact the individual faculty member under whose supervision they are interested in pursuing graduate study. Information about each faculty member's area of research interest can be found in the Nicholas School of the Environment and Earth Sciences' bulletin and on the school's web site located at http://www.env.duke.edu. The M.A. degree is available for students enrolled in the joint law program, and the M.S. degree may be awarded as part of the doctoral program. Students generally are not admitted to the M.A. and M.S. tracks as stand alone programs in the Nicholas School with the exception of the Division of Earth and Ocean Sciences which accepts students to a M.S. track. (See the Earth and Ocean Sciences section in this chapter for additional information.)

200. Integrated Case Studies. A group of two to four students may plan and conduct integrated research projects on a special topic, not normally covered by courses or seminars. A request to establish such a project should be addressed to the case studies director with an outline of the objectives and methods of study and a plan for presentation of the results to the school. Each participant's adviser will designate the units to be earned (up to six units) and evaluate and grade the work. Instructor: Staff. Variable credit.

201. Forest Resources Field Skills. Introduction to field techniques commonly used to quantify and sample forest resources: trees, soils, water, and animal resources. Dendrology, vegetation sampling, soil mapping, river flow estimation, field water quality sampling, surveying, and use of compass. Instructor: Richter. 2 units.

203. Conservation Biology: Theory and Practice. An overview of biological diversity, its patterns, and the current extinction crisis. Historical and theoretical foundations of conservation, from human values and law to criteria and frameworks for setting conservation priorities; island biogeography theory, landscape ecology, and socioeconomic considerations in reserve design; management of endangered species in the wild and in captivity; managing protected areas for long term viability of populations; the role of the landscape matrix around protected areas; and techniques for conserving biological diversity in seminatural productive ecosystems like forests. Three field trips. Prerequisite: one ecology course or consent of instructor. Instructor: Pimm. 3 units.

204L. Field Ecology. 4 units. C-L: see Biology 209L

205L. Ecological Management of Forest Systems (Silviculture). The aim of the course is to equip future resource managers and environmental consultants with knowledge allowing them to propose lower impact practices to individuals and organizations who need to balance wood production with maintenance of environmental quality. Underlying principles of growth, from seed to mature trees, and stand dynamics are explored. Various alternative methods of manipulating growth, stand structure and
development, ranging from little to large perturbations of forest systems, are presented
and assessed in terms of their effect on resource quality. Includes laboratory. Instructor:
Oren. 4 units.

206. Forest Vegetation Sampling. Theory and application of forest vegetation
sampling. Direct and indirect estimation methods that range from timber cruising and
inventory to sampling for species composition. Laboratory applications in Duke Forest
to include over- and understory vegetation. Instructor: Staff. 3 units.

207. Forest Pest Management. Fundamentals of entomology and plant pathology as
appropriate to understanding the impacts of insects and diseases on forest productivity
and their assessment for integration into forest management. Regional case examples
and complexes are evaluated in terms of pest-population, forest-stand dynamics;
economic and societal constraints; treatment strategies; monitoring systems; and
benefit-cost analysis. This approach seeks to develop predictive capabilities in long-
range pest management and decision making. Instructor: Doggett. 3 units.

207L. Forest Pest Management. Same as 207 with laboratory which is largely field
oriented to focus on diagnostics and impact analysis. Instructor: Doggett. 4 units.

208. Estuarine Ecosystem Processes. A study of the physical, chemical, geological, and
biological processes that control the structure of estuarine communities. Includes
readings, oral presentations, and discussion of current literature from the journal
Estuaries. Discussions focus on the management and policy implications of the science.
Restricted to graduate students. (Given at Beaufort.) Prerequisite: ecology, systematics,
or field biology course or consent of instructor. Instructor: Kirby-Smith. 3 units. C-L:
Marine Sciences

209. Conservation Biology and Policy. Introduction to the key concepts of ecology and
policy relevant to conservation issues at the population to ecosystems level. Focus on the
origin and maintenance of biodiversity and conservation applications from both the
biology and policy perspectives (for example, endangered species, captive breeding,
reserve design, habitat fragmentation, ecosystem restoration/rehabilitation). Open to
undergraduates only under Biology 109. (Given at Beaufort.) Prerequisite: introductory
biology; suggested: a policy and/ or introductory ecology course. Instructors: Crowder
(Beaufort) and Rubenstein (visiting summer faculty). 3 units. C-L: Marine Sciences

210. Applied Data Analysis for Environmental Sciences. Graphical and exploratory
data analysis; modeling, estimation, and hypothesis testing; analysis of variance;
random effect models; nested models; regression and scatterplot smoothing;
resampling and randomization methods. Concepts and tools involved in data analysis.
Special emphasis on examples drawn from the biological and environmental sciences.
Students to be involved in applied work through statistical computing using software,
often S-plus, which will highlight the usefulness of exploratory methods of data
analysis. Other software, such as SAS, may be introduced. Instructor: McBride. 3 units.
C-L: Statistics and Decision Sciences 240

212. Environmental Toxicology. Study of environmental contaminants from a broad
perspective encompassing biochemical, ecological, and toxicological principles and
methodologies. Discussion of sources, environmental transport and transformation
phenomena, accumulation in biota and ecosystems. Impacts at various levels of
organization, particularly biochemical and physiological effects. Prerequisites: organic
chemistry and vertebrate physiology or consent of instructor. Instructor: Di Giulio. 3
units.

213. Forest Ecosystems. Emphasis on the processes by which forests circulate,
transform, and accumulate energy and materials through interactions of biologic
organisms and the forest environment. Ecosystem productivity and cycling of carbon,
water, and nutrients provide the basis for lecture and laboratory. Instructor: Richter. 3
units.
214. Landscape Ecology. Emphasis on the role of spatial heterogeneity in terrestrial systems: its detection and description, agents of pattern formation, landscape dynamics and models, and the implications of heterogeneity of populations, communities, and ecosystems. Prerequisites: an intermediate-level ecology course, introductory applied statistics, and Environment 351, or consent of instructor. Instructor: Urban. 3 units.

215. Environmental Plant Physiology. Examination of tolerance, limiting factors, nutrition, and other ecological physiology concepts used in evaluating plant responses to multiple environmental stresses. Discussion of procedures for and examples of monitoring physiological responses to environmental perturbations and resource manipulation. Instructor: Oren. 3 units.


217. Tropical Ecology. Ecosystem, community, and population ecology of tropical plants and animals with application to conservation and sustainable development. Prerequisite: a course in general ecology. Instructor: Terborgh. 3 units. C-L: Biology 215

218L. Barrier Island Ecology. An integration of barrier island plant and animal ecology within the context of geomorphological change and human disturbance. Experimental evidence supporting the theory of barrier island formation and migration; plant and animal adaptations and their evolution, succession ecology, and conservation and restoration ecology. Strong emphasis in labs on independent use of quantitative field observation and research techniques. (Given at Beaufort.) Prerequisite: Biology 25L or equivalent; suggested: course in botany or ecology. Instructors: Evans, Peterson, and Wells (visiting summer faculty). 4 units. C-L: Biology 218L

219L. Marine Ecology. 4 units. C-L: see Biology 203L; also C-L: Marine Sciences

220. Introduction to Geographic Information Systems. Introduction to Geographic Information Systems, software and analysis methods. Based on series of self-paced modules with all content provided over the Internet. Basic structure of vector and raster geographic data and spatial analysis methods. Intended to provide self-paced alternative for students interested in gaining an overview of current software and applications. Consent of instructor required. Instructor: Halpin. 2 units.

221L. Soil Resources. Emphasis on soil resources as central components of terrestrial ecosystems, as rooting environments for plants, and as porous media for water. Soil physics and chemistry provide the basis for the special problems examined through the course. Laboratory emphasizes field and lab skills, interpretive and analytical. Instructor: Richter. 3 units.

224L. Coastal Ecosystem Processes. Physical, chemical, and biological processes in the coastal zone of the Carolinas. A unifying theme will be the coupling of watersheds, river basins, estuaries, and the coastal ocean through the movement of ground and surface waters. Topics include hydrology, nutrient cycles, sediment-water column interactions, primary and secondary production, and food web dynamics. Sustaining coastal ecosystems in the face of land use change. (Given at Beaufort). Instructors: Ramus and staff. 4 units. C-L: Biology 219L, Marine Sciences

225L. Coastal Ecotoxicology and Pollution. Principles of transport, fates, food-web dynamics and biological effects of pollutants in the marine environment. Laboratory to stress standard techniques for assessing pollutant levels and effects. (Given at Beaufort.) Prerequisites: introductory chemistry and biology. Instructor: Staff. 4 units. C-L: Marine Sciences

States (for example, bottlenose dolphin, right whale, West Indian manatee). Only open to undergraduates under Biology 126. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Read or staff. 3 units. C-L: Marine Sciences
226L Marine Mammals. Laboratory version of Environment 226. Laboratory exercises consider social organization and acoustic communication in the local bottlenose dolphin population. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Read or staff. 4 units. C-L: Marine Sciences
227L Biology and Conservation of Sea Turtles. Biology including the anatomy, physiology, behavior, life histories, and population dynamics of sea turtles linked to conservation issues and management. Focus on threatened and endangered sea turtle species, with special attention to science and policy issues in United States waters. Includes field experience with the animals and with their habitat requirements. Sea turtle assessment and recovery efforts, fishery-turtle interactions, population modeling and state/ national/ international management efforts. Only open to undergraduates under Biology 125L. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Crowder, Wyneken (visiting summer faculty), or staff. 4 units. C-L: Marine Sciences
228L Physiology of Marine Animals. Environmental factors, biological rhythms, and behavioral adaptations in the comparative physiology of marine animals. Open to undergraduates only under Biology 150L. Four units (fall); six units (summer). (Given at Beaufort.) Prerequisites: introductory biology and chemistry. Instructor: Forward. Variable credit. C-L: Biology 253L, Marine Sciences
229L Biochemistry of Marine Animals. Functional, structural, and evolutionary relationships of biochemical processes of importance to marine organisms. Open to undergraduates only under Biology 155L. Four units (fall and spring); six units (summer). (Given at Beaufort.) Prerequisites: Biology 25L; and Chemistry 11L, 12L. Instructor: McClellan-Green (spring); Rittschof (fall and summer). Variable credit. C-L: Biology 255L, Marine Sciences
231. Ecological Theory and Data. 3 units. C-L: see Biology 268
231L. Ecological Theory and Data. 3 units. C-L: see Biology 268L
233. Soil Chemistry and Contamination. Composition, structure, and chemistry of inorganic and organic soil components. Includes study of sorption/ desorption, mineral weathering, oxidation-reduction reactions, and kinetics of soil chemical processes as related to contamination evaluation and remediation. Standard and innovative techniques for soil and groundwater cleanup will be discussed. Prerequisite: Environment 221 or 240 or 242 or consent of instructor. Instructor: Vasudevan. 3 units.
Water Act. Policy analysis for water quality management planning. Instructor: Staff. 3 units.

237L. Field Botany of North Carolina's Wetlands. A survey of the flora of North Carolina's wetland habitats with emphasis on plant identification in the field. Field trips to mountain, piedmont, and coastal wetlands. Examination of all groups of plants including bryophytes, ferns, and seed plants. Wetland habitats include swamps, bogs, pocosins, and brackish sites. Information on the floristics of the southeastern United States botanical nomenclature, systematic relationships of wetland plants, and an overview of wetland vegetation. Prerequisite: one course in plant diversity or systematics, or consent of instructor. Instructors: Shaw and Wilbur. 3 units. C-L: Biology 242L

239. Human Health and Ecological Risk Assessment. Topics central to both health and ecological risk assessment are explored. Basic concepts of hazard identification, dose-response relationships, exposure assessment, and risk characterization and communication are discussed in the context of both human health and environmental assessment. The basis and rationale for using specific, as well as extrapolated, scientific information and expert judgment, and the strengths and weaknesses of alternative approaches, are evaluated. Applications emphasizing real cases are used to illustrate the interdisciplinary process and products of risk assessment, as well as the regulatory use of the information. Group projects emphasized. Instructors: Mihaich and McMasters. 3 units.

240. Chemical Fate of Organic Compounds. Equilibrium, kinetic, and analytical approaches applied to quantitative description of processes affecting the distribution and fate of anthropogenic and natural organic compounds in surface and groundwaters, including chemical transfers between air, water, soils/ sediments, and biota; and thermochemical and photochemical transformations. The relationships between organic compound structure and environmental behavior will be emphasized. Sampling, detection, identification, and quantification of organic compounds in the environment. Prerequisites: university-level general chemistry and organic chemistry within last four years. Instructors: Dubay and Vasudevan. 3 units. C-L: Civil Engineering 240

241. Statistical Analysis of Ecological Data. 3 units. C-L: see Biology 266; also C-L: Statistics and Decision Sciences 232

243. Environmental Biochemistry. 3 units. C-L: Cell Biology 243

244L. Molecular and Cellular Processes in Marine Organisms. 4 units. C-L: see Cell Biology 244L


248. Solid Waste Engineering. 3 units. C-L: see Civil Engineering 248

249L. Environmental Molecular Biology. Introduction to molecular techniques and gene regulation as they apply to environmental issues. Topics include basic cloning strategies and methods, DNA/ RNA/protein separation and hybridization, polymerase chain reaction, in vitro mutagenesis, and protein expression. Student presentations illustrate how molecular technologies such as the creation of genetically engineered

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organisms address environmental problems. Prerequisite: introductory biology. Instructor: Freedman. 4 units.

250L. Form, Function, and Adaptation of Plants. The structural and developmental basis for the major functions of the plant body including energy harvest, mechanical support, transport, and storage. Structural adaptations to important environmental stresses. Emphasis on underlying biomechanical/physical principles. Prerequisite: Biology 25L; suggested: either Biology 110L, 140L, 149, or 152. Instructor: Staff. 4 units.

253L. Sensory Physiology and Behavior of Marine Animals. Sensory physiological principles with emphasis on visual and chemical cues. Laboratories will use behavior to measure physiological processes. Only open to undergraduates under Biology 156L. (Given at Beaufort.) Prerequisites: introductory biology and chemistry. Instructors: Forward and Rittschof. 4 units.

254. Research Design in Marine Studies. Fundamentals of research design with emphasis on linkage between theory, empirical statements, study objectives, study design, data collection, statistical analysis, and integration. Consideration of coastal and marine examples from both natural and social sciences. Enrollment limited to graduate students. (Given at Beaufort.) Instructor: Johnson. 3 units.

255. Applied Regression Analysis. Linear regression using both graphical and numerical methods. Model construction, critique, and correction using graphical residual analysis. One-way and two-way analysis of variance; introduction to design of experiments. Use of a standard statistical software package. Applications and examples drawn from various sources, emphasizing the biological and environmental sciences. Prerequisite: Statistics 210B or equivalent. Instructor: McBride. 3 units. C-L: Statistics and Decision Sciences 242

256S. Seminar in Ocean Sciences. Biological, chemical, physical, and geological aspects of the ocean and their relation to environmental issues. Consent of instructor required. (Given at Beaufort.) Instructor: Staff. 2 units. C-L: Marine Sciences


260. Western Field Trip. One-week trip to observe land management and utilization practices in the western United States. Exposure to ecological, economic, and policy issues, as well as watershed, wildlife, and land use questions. May be repeated for credit. Consent of instructor required. Instructor: Edeburn. 1 unit.


264. Applied Differential Equations in Environmental Sciences. General calculus and analytic geometry review; numerical differentiation and integration; analytic and exact methods for first and second order ordinary differential equations (ODE); introduction
to higher order linear ODE, numerical integration of ODEs and systems of ODEs; extension of Euler's method to partial differential equations (PDE) with special emphasis on parabolic PDE. Example applications include population forecasting, soil-plant-atmosphere water flow models, ground water and heat flow in soils, and diffusion of gases from leaves into the atmosphere. Prerequisite: Mathematics 31 or equivalent or consent of instructor. Instructor: Katul. 2 units.

265. Geospatial Analysis for Coastal and Marine Management. Application course focusing on spatial analysis and image processing applications to support coastal and marine management. Covers benthic habitat mapping, spatial analysis of marine animal movements, habitat modeling, optimization of marine protected areas. Requires fundamental knowledge of geospatial analysis theory and analysis tools. Consent of instructor required. Prerequisite: Environment 259. Instructor: Halpin. 4 units.

266. Ecology of Southern Appalachian Forests. Field trips to various forest ecosystems in the southern Appalachian Mountains. Species identification, major forest types, field sampling, and history of effects of human activities. Consent of instructor required. Instructor: Richter. 1 unit.

267S. Conservation Biology of Marine Mammals. Examination of issues affecting the conservation of marine mammal populations, including: habitat loss and degradation, interactions with commercial fisheries, and direct harvests. Consent of instructor required. (Given at Beaufort.) Instructor: Read. 2 units. C-L: Marine Sciences

269S. Advanced Topics in Marine Ecology. Theoretical concepts from population, community, and evolutionary ecology will be linked to observations and experiments to enhance understanding of the structure and function of marine systems. Current topics in marine ecology (for example, marine food web dynamics, species interactions, life history strategies, fisheries ecology, conservation biology). Discussions based on readings from the primary literature with emphasis on developing critical and synthetic skills. Each student will prepare a research proposal in NSF format. May be repeated. (Given at Beaufort.) Instructor: Crowder. 2 units. C-L: Biology 264S, Marine Sciences

270. Resource and Environmental Economics. The application of economic concepts to private- and public-sector decision making concerning natural and environmental resources. Intertemporal resource allocation, benefit-cost analysis, valuation of environmental goods and policy concepts. Prerequisite: introductory course in microeconomics. Instructor: Smith. 3 units. C-L: Economics 270, Public Policy Studies

271. Economic Analysis of Resource and Environmental Policies. Case and applications oriented course examining current environmental and resource policy issues. Benefits and costs of policies related to sustaining resource productivity and maintaining environmental quality will be analyzed using economic and econometric methods. Topics include benefit-cost analysis, intergenerational equity, externalities, public goods, and property rights. Prerequisite: Environment 270 or equivalent; Economics 149 recommended. Instructor: Kramer. 3 units. C-L: Economics 272

272. Evaluation of Public Expenditures. 3 units. C-L: see Public Policy Studies 261; also C-L: Economics 261

273. Marine Fisheries Policy. Principles, structure, and process of public policy-making for marine fisheries. Topics include local, regional, national, and international approaches to the management of marine fisheries. A social systems approach is used to analyze the biological, ecological, social, and economic aspects of the policy and management process. (Given at Beaufort.) Instructor: Orbach. 3 units. C-L: Marine Sciences

274. Resource and Environmental Policy. Development of a policy analysis framework for studying resource and environmental policy. Political institutions, interest group theory, public choice theory, role of economics in policy analysis, ethics and values.
Application to current and historical United States policy issues. Instructor: Staff. 3 units. C-L: Public Policy Studies 274

275S. Protected Areas, Tourism, and Local Development. Investigates issues of establishing and managing national parks, biosphere reserves, and other protected areas in situations where local populations compete for the same resources. Tourism is considered as a possible source of negative impacts on the protected area and as a source of local economic development. Includes consideration of tourism policy, resource protection strategies, microenterprise development, sustainable agriculture, and forestry. Instructor: Healy. 3 units.

276. Marine Policy (A). Formal study of policy and policy-making concerning the coastal marine environment. History of specific marine-related organizations, legislation, and issues and their effects on local, regional, national, and international arenas. Topics explored through use of theoretical and methodological perspectives, including political science, sociology, and economics. Consent of instructor required. (Given at Beaufort.) Instructor: Orbach. 3 units. C-L: Public Policy Studies 297, Political Science 264, Marine Sciences

277. Professional Ethics for Environmental Practitioners. Give students training and experience in applying moral reasoning to the types of ethical problems likely to be encountered by environmental practitioners. Instructor: Maguire. 1 unit.

279. Introduction to Atmospheric Chemistry. A broad overview of the science of oxidant chemistry in the atmosphere. Basic physical and chemical concepts relevant to the understanding of atmospheric chemistry; several contemporary topics discussed from a process-level perspective. Topics include atmospheric structure and chemical composition; atomic structure and chemical bonds; chemical thermodynamics and kinetics; atmospheric radiation and photochemistry, tropospheric and stratospheric ozone chemistry; aqueous-phase atmospheric chemistry; atmospheric aerosols; and air quality modeling. Prerequisites: one college-level course each in chemistry and calculus. Instructor: Kasibhatla. 3 units. C-L: Civil Engineering 279

280. Social Science Surveys for Environmental Management. Social science research methods for collecting data for environmental management and policy analysis. Sampling, survey design, focus groups, pretesting, survey implementation, coding, and data analysis. Team projects emphasize development and practice of survey skills. Prerequisite: introductory applied statistics or equivalent. Instructor: Kramer. 3 units.

281. Environmental Law. Examination of contemporary environmental law and its common law antecedents in the context of the American legal system. Objectives are to provide basic training in analyzing cases and statutes, applying knowledge in a classroom setting, and using a law library. Instructor: Heath. 3 units.

284S. Seminar in Land Use Policy. Selected topics in United States land policy. Content varies each offering, but may include regulatory innovations, management of public lands, urban growth management, and landscape protection. Term paper and class presentations required. Half or one course for undergraduates. 1 to 3 units for graduate students. Instructor: Healy. Variable credit.


291. Geological Oceanography. The geology of ocean basins, including origin, bottom physiography, sediment distribution, and sedimentary processes. Not open to students who have taken Earth and Ocean Sciences 206S. (Given at Beaufort.) Instructor: Staff. 3 units. C-L: Earth and Ocean Sciences 205, Marine Sciences
292L. Biological Oceanography. Physical, chemical, and biological processes of the oceans, emphasizing special adaptations for life in the sea and factors controlling distribution and abundance of organisms. Only open to undergraduates under Biology 114L. Four units (spring); six units (summer). (Given at Beaufort and Bermuda.) Prerequisite: introductory biology. Instructors: Ramus or staff (Beaufort); Lomas (Bermuda). Variable credit.

293. Analysis of Ocean Ecosystems. The history, utility, and heuristic value of the ecosystem; ocean systems in the context of Odum's ecosystem concept; structure and function of the earth's major ecosystems. Open to undergraduates only under Biology 123. (Given at Beaufort.) Prerequisite: one year of biology, one year of chemistry, or consent of instructor. Instructor: Barber. 3 units.

295L. Marine Invertebrate Zoology. Structure, function, and development of invertebrates collected from estuarine and marine habitats. Not open to students who have taken Biology 176L, Biology 274L, or Zoology 274L. Open to undergraduates only under Biology 176L. Four units (fall, spring, and Summer Term II); six units (Summer Term I). (Given at Beaufort fall, spring, and summer or at Bermuda, spring.) Prerequisite: Biology 25L. Instructors: Dimock (Beaufort) or Kirby-Smith (Beaufort); Coates (Bermuda). Variable credit. C-L: Biology 274L, Marine Sciences

296. Environmental Conflict Resolution. Practical techniques and scholarly underpinnings of environmental conflict resolution, including interest-based negotiation, mediation, public disputes, science-intensive disputes, and negotiation analysis. In-class time will be spent conducting negotiation role plays of increasing complexity and then debriefing them. Outside of class, students will prepare for the role plays and read background material to aid in debriefing. Students will keep a journal of their experiences. Instructor: Maguire. 2 units.

298. Special Topics. Content to be determined each semester. May be repeated. Instructor: Staff. Variable credit.

299. Independent Studies and Projects. Directed readings or research at the graduate level to meet the needs of individual students. Consent of instructor required. Units to be arranged. Instructor: Staff. Variable credit.

307. Ecophysiology of Productivity and Stress. Exploration of principles governing stand growth and its response to a variety of stresses. Emphasis on climate, soil resources, and competition. Stresses and their reliefs determined by pollution and the availability of resources as modifiers of the physiological properties of trees. Instructor: Oren. 3 units.

309. Wetland Restoration Ecology. Restoration of wetlands requires understanding of wetland hydrology, biogeochemical processes, decomposition, community habitat requirements and soil processes. Factors are discussed in an ecosystem context along with current restoration techniques. Course utilizes newly constructed wetlands in Duke Forest to explore wetland restoration principles. Students team together to develop restoration plan for a restored wetland. Final report and oral presentation required. Instructor: Richardson. 3 units.

312. Wetlands Ecology and Management. The study of bogs, fens, marshes, and swamps. Emphasis on processes within the ecosystem: biogeochemical cycling, decomposition, hydrology, and primary productivity. Ecosystem structure, the response of these systems to perturbations, and management strategies are discussed. A research project is required. Prerequisites: one course in ecology and chemistry. Instructor: Richardson. 3 units.

313. Advanced Topics in Environmental Toxicology. Discussion of current issues. Topics vary but may include chemical carcinogenesis in aquatic animals; biomarkers for exposure and sublethal stress in plants and animals; techniques for ecological hazard assessments; and means of determining population, community, and ecosystem level.
effects. Lectures and discussions led by instructor, guest speakers, and students. Prerequisite: Environment 212. Instructor: Di Giulio. 3 units.

314. Integrated Case Studies in Toxicology. Students are assigned topics relative to their chosen research discipline in toxicology and are asked to develop case studies to present at a roundtable workshop. Emphasis on review and analysis of toxicological problems from a holistic (multidisciplinary) viewpoint. Offered on demand. Instructor: Abou-Donia. 1 unit. C-L: Pharmacology and Cancer Biology 314

315. Focused Topics in Toxicology. A contemporary advanced toxicology research area covered with readings from the current primary literature. An integrative review of the topic prepared as a collaborative effort. Consent of instructor required. Prerequisites: Pharmacology 233 and 347. Instructor: Levin. 1 unit. C-L: Pharmacology and Cancer Biology 315

317. Topics in Tropical Ecology and Conservation. Discussion of current issues and ideas at the interface between basic and applied science. Lectures, seminars, and discussion with student participation. Prerequisite: Environment 217 or equivalent. Instructor: Terborgh. 2 units.

319. Mechanisms in Environmental Toxicology. Provides an in-depth examination of key molecular and biochemical mechanisms by which organisms defend themselves against environmental pollutants. Cellular mechanisms by which chemicals produce toxicity when the defense systems are overwhelmed will be addressed. Includes examinations of "state of the art" approaches for experimentally elucidating these phenomena. Course format will be that of a graduate seminar, with lectures given and discussions led by the instructors, guest speakers, and course participants. Prerequisites: one course in biochemistry and one course in toxicology. Instructors: Di Giulio and Freedman. 3 units.

321. Advanced Readings in Soil Science. An advanced discussion course based on readings that concern current critical topics in the soil sciences. Readings are selected from both basic and applied aspects of the field. Instructor: Richter. 1 unit.


352. Spatial Analysis in Ecology. Techniques of spatial analysis as applied to ecological data, including scaling techniques, pattern analysis, indices of patchiness (adjacency, contagion), and inferential methods (cross-correlation, permutation procedures). Emphasis on hands-on applications in computer lab. Prerequisite: Environment 214 or consent of instructor. Instructor: Urban. 3 units.

353. Advanced Topics in Landscape Ecology. Small groups of students working together to complete a project in landscape analysis integrating remote sensing, geographic information systems, spatial analysis, and simulation modeling. Expectation is that each student will have experience in at least one of these areas. Consent of instructor required. Offered on demand. Instructors: Halpin and Urban. Variable credit.

354. GIS Analysis for Conservation Management. This course explores applications of geographic and spatial analysis to conservation management issues such as habitat analysis, biodiversity protection assessments, and nature reserve design. The primary goals of the course are: (1) to critically assess the theoretical underpinnings of conservation analysis techniques; and (2) to develop a high level of proficiency in the application of geographic and spatial analysis techniques for conservation management problems. Prior experience with GIS systems and consent of instructor required. Instructors: Halpin and Urban. 3 units.
356. Environmental Fluid Mechanics. Introduction to turbulent fluid flow and Navier–Stokes equations; basic concepts in statistical fluid mechanics; development of prognostic equations for turbulent fluxes, variances, and turbulent kinetic energy; Monin and Obukhov similarity theory for stratified turbulent boundary layer flows; applications to CO$_2$, water vapor, and heat fluxes from uniform and nonuniform surfaces; the local structure of turbulence and Kolmogorov's theory; turbulent energy transfer and energy cascade between scales; turbulence measurements in the natural environment. Prerequisite: Civil Engineering 122L, Mathematics 111 or 135, or equivalent. Instructor: Katul. 3 units.

357. Satellite Remote Sensing for Environmental Analysis. Environmental analysis using satellite remote sensing. Theoretical and technical underpinnings of remote sensing (multi-spectral image analysis, classification, and georectification) coupled with practical applications (land cover mapping, change analysis, ground truth techniques). Strong emphasis on hands-on processing and analysis of satellite and digital photogrammetric imagery in a UNIX workstation environment. Consent of instructor required. Instructor: Halpin. 3 units.

358. Multivariate Analysis in Community and Landscape Ecology. Assembly in a lab setting portfolios of strategies for interpreting multivariate ecological datasets such as those relating species abundance to environmental variables, focusing on techniques commonly used by vegetation scientists (for example, ordination, classification, etc.). Emphasis on using and interpreting UNIX and PC-based software. Consent of instructor required. Instructor: Urban. 3 units.

359. Advanced Geospatial Analysis. Provide training in more advanced skills such as: GIS database programming, modeling applications, spatial decision support systems and Internet map Server technologies. The course requires a fundamental knowledge of geospatial analysis theory, analysis tools, and applications. Consent of instructor required. Prerequisite: Environment 259 and Environment 282 or 286. Instructor: Halpin. 3 units.

385. Environmental Decision Analysis. Quantitative methods for analyzing environmental problems involving uncertainty and multiple, conflicting objectives. Topics include subjective probability, utility, value of information, multiattribute methods. Students will apply these tools to an environmental policy decision in a group project. Prerequisite: introductory applied statistics or equivalent. Instructor: Maguire. 3 units.

388. Seminar in Resource and Environmental Policy. Discussion of the political, legal, and socioeconomic aspects of public and private action in environmental quality control and management. Consent of instructor required. Instructor: Staff. Variable credit.

398. Program Area Symposium. Required symposium in each program area. Students present master's project research. Pass/ fail grading only. Instructor: Staff. 1 unit.

399. Master's Project. An applied study of a forestry or environmental management problem or a theoretical research effort. A seminar presentation of the objectives, methodology, and preliminary findings is required. A written (or other medium) report at the conclusion of the project is also required. Undertaken with the guidance of the student's adviser. Consent of instructor required. Pass/ fail grading only. Instructor: Staff. Variable credit.

COURSES CURRENTLY UNSCHEDULED
202. Microbial Ecology
222L. Physical Processes in Coastal Environments
223L. Behavioral Ecology
230L. Weather and Climate
232. Microclimatology
242. Environmental Aquatic Chemistry
245. Ecology of Microorganisms
252L. Statistics and Data Analysis in Earth and Ocean Science
257. Environmental Experimental Design
259. Environmental Economics: Quantitative Methods and Applications
268. Advanced Topics in Nearshore Processes
282S. Environmental Ethics
283. Corporate Environmental Management and Strategy
290. Physical Oceanography
294. Water Quality Skills
303. Principles of Ecological Modeling
316. Case Studies in Environmental and Forest Management
330L. Environmental Monitoring and Instrumentation
340. Biohazard Science
341L. Methods in Biohazard Science
342. Bioaerosols
343. Hazard Management, Law, and Ethics
363. Economics of Natural Resource Damage Assessment
372. Advanced Theory of Environmental and Natural Resource Economics
373. Topics in Environmental and Natural Resource Economics
389. Seminar in Conservation and Environmental History

Genetics

See "University Program in Genetics" (immediately below), and also "Molecular Genetics and Microbiology"

The University Program in Genetics (UPGEN)
Professor Heitman, Director; Associate Professor Marchuk, Co-Director; Associate Professor Speer, Director of Graduate Studies; Professors Cullen (molecular genetics and microbiology), Endow (microbiology), Greenleaf (biochemistry), Heitman (molecular genetics and microbiology and pharmacology), Hsieh (biochemistry), Keene (microbiology), Kredich (medicine and biochemistry), Kreuzer (microbiology), Linney (microbiology), Modrich (biochemistry), Nevins (molecular genetics and microbiology and microbiology), Nicklas (biology), Nijhout (biology), Pericak-Vance (molecular genetics and microbiology), Perfect (molecular genetics and microbiology), Raetz (biochemistry), Rauscher (biology), Shaw (chemistry), Steege (biochemistry), Uyenoyama (biology), Webster (biochemistry), Vance (molecular genetics and microbiology), and Vilgalys (biology); Associate Professors Been (biochemistry), Boustany (neurobiology), Capel (cell biology), Cunningham (biology), Dong (biology), Fehon (biology), Garcia-Blanco (molecular genetics and microbiology), Greene (biochemistry), Kohorn (biology), Lew (pharmacology and cancer biology), Lin (cell biology), Marchuk (molecular genetics and microbiology and cell biology), Pickup (microbiology), Schachat (cell biology), Speer (molecular genetics and microbiology), Sullenger (molecular genetics and microbiology), and Wharton (molecular genetics and microbiology); Assistant Professors Amalfitano (molecular genetics and microbiology), Amrein (molecular genetics and microbiology), Bejsovec (molecular genetics and microbiology), Counter (pharmacology and cancer biology), Cox (infectious diseases), Hershfield (biochemistry), Kaufman (biochemistry), Klingensmith (cell biology), Kornbluth (pharmacology and cancer biology), Kuehn (biochemistry), Markert (immunology), McCusker (microbiology), McHeyzer-Williams (immunology), Riggins (pathology), Sun (biology), York (pharmacology and cancer biology), and Zhuang (immunology); Adjunct Professors Drake (National Institute of Environmental Health Sciences), Kunkel (National Institute of Environmental Health Sciences), and Resnick (National Institute of Environmental Health Sciences); Professor Emeritus Ward (immunology)
The graduate program in genetics provides study and research opportunities in a wide array of experimental systems. The integrated program is administered jointly by the Department of Molecular Genetics and Microbiology and the interdepartmental University Program in Molecular Genetics and Microbiology, with a faculty drawn from several of the biological sciences departments (Biochemistry, Biology, Cell Biology, Chemistry, Genetics, Immunology, Microbiology, Neurobiology, Pathology, and Pharmacology and Cancer Biology). Graduate students registered in any of the biological sciences departments may apply to the faculty of the genetics program to pursue study and research leading to an advanced degree. The program in genetics provides integrated graduate study in all facets of genetics. Faculty laboratories provide diverse research opportunities in such fields as biochemical and molecular genetics, evolutionary and population genetics, human genetics, immunogenetics, organelle genetics and human genetics.

The University Program in Genetics provides an unusual degree of flexibility to students for designing their Ph.D. program. New students are admitted directly to the program and are not committed to a particular department. In addition to taking courses, students typically rotate through three different laboratories to gain experience and explore their interests. At the end of the first year, the student selects an advisor and chooses one of the following academic paths to obtain the Ph.D.: (1) The student may earn a Ph.D. in genetics either through the University Program in Genetics or the Department of Molecular Genetics and Microbiology; (2) The student may obtain the Ph.D. in an affiliated department such as Biochemistry or Biology with a concentration in genetics.


232. Human Genetics. 2 units. C-L: Molecular Genetics and Microbiology 232
247. Macromolecular Synthesis. 2 units. C-L: see Cell and Molecular Biology 247
258. Structural Biochemistry I. 2 units. C-L: see Biochemistry 258; also C-L: Cell and Molecular Biology 258, Cell Biology 258, Immunology 258, Molecular Biophysics 258
259. Structural Biochemistry II. 2 units. C-L: see Biochemistry 259; also C-L: Cell Biology 259, Immunology 259, Molecular Biophysics 259
268. Biochemical Genetics II: From RNA to Protein. 2 units. C-L: see Biochemistry 268; also C-L: Cell Biology 268, Immunology 268
278. Genetic Approaches to the Solution of Biological Problems. Use of genetic approaches to address research problems in cell and developmental biology. Genetic fundamentals build up to modern molecular genetic strategies including genetic screens, reverse genetics, genetic interactions, dominant negative mutants, and more. Several major genetic model organisms used to illustrate general principles. Consent of instructor required for undergraduates. Instructor: Capel, Kiehart, Lew, Wharton. 4 units. C-L: Cell and Molecular Biology 278, Molecular Genetics and Microbiology 278
281. DNA, Chromosomes, and History. 3 units.
285S. Ecological Genetics. Interaction of genetics and ecology and its importance in explaining the evolution, diversity, and distribution of plants and animals. Instructor: Staff. 3 units.
286. Evolutionary Mechanisms. 3 units.
287. **Evolutionary Genetics.** An introduction to the principles of evolutionary genetics, with discussion of the current literature. Levels of selection; neutral theory; variation in populations; speciation. Reconstructing evolutionary history; genomic evolution. Instructor: Staff. 2 units.

288. **Mathematical Population Genetics.** 3 units.

316. **Genetics Student Research.** Presentations by genetics program students on their current research. Required course for all graduate students specializing in genetics. Credit grading only. Instructor: Fehon. 1 unit.

350. **Genetics Colloquium.** Lectures, discussion sections, and seminars on selected topics of current interest in genetics. Required of all students specializing in genetics. Prerequisite: a course in genetics and consent of instructor. Instructor: Garcia-Blanco. 1 unit.

**COURSES CURRENTLY UNSCHEDULED**

215. Genetic Mechanisms

263. Molecular Genetics of Drosophila Development

**German Studies Program (GERMAN)**

Associate Professor of the Practice Walther, Chair (116 Old Chemistry); Professor Rolleston, Director of Graduate Studies (116L Old Chemistry); Professors Borchardt (German), Gillespie (political science), Gilliam (music), Hillerbrand (religion), Jameson (literature), Kitschelt (political science), Klopfner (biology), Koonz (history), Steinmetz (divinity), Surin (literature), and Todd (music); Associate Professors Berger (divinity), Campt, (women's studies), Coles (political science), Fischer (literature) Hacohen (history), Morton (German), Pfau (English), Rasmussen (German), Robisheaux (history), Stiles (art and art history), and Van Miegroet (art and art history); Assistant Professors Denman (German), McIsaac (German), and Paley (music); Adjunct Associate Professor Ward (philosophy)

The Graduate Program in German Studies is an interdisciplinary doctoral program. Students develop two distinct areas of expertise, one in a traditional area of German literary and cultural history and one in a discipline such as German social history, religious studies, political science, music history, literary theory, philosophy, film studies, or art history. A total of 16 classes are required. For their courses students work with core faculty in the German Department and with faculty in adjacent departments and programs.

At the end of their third year, students take their preliminary exam. The preliminary exam has both an oral and a written component. It is based on two equally weighted lists, one of which covers a literary period (broadly defined) or a genre across several periods. The other list concentrates on an area such as art history, music, religious history, theory/philosophy, political science, or history in relation to German culture. For the preliminary exam students select a committee of three faculty, including their faculty advisor. At least one committee member must be selected from the German studies core faculty, while the other two may be selected from among faculty associated with German studies.

The dissertation's topic, methodology, and scope are developed in close consultation with the student's advisor. At the end of their fourth year, students prepare their dissertation chapter review. The chapter review is a substantial piece of writing (approx. 45 pp.), usually a chapter and bibliography for their dissertation. The dissertation chapter review committee consists of the student's faculty advisor and three other faculty members selected by the student (at least two of the committee members must be from the German studies core faculty).

For additional information, email jroll@duke.edu.
Courses in the Department of Germanic Languages and Literature (GERMAN)

201S. Introduction to Medieval German: The Language of the German Middle Ages and Its Literature. Basic reading skills in the medieval German language (Middle High German) developed by working with literary texts in their original idiom. Canonical texts such as courtly love poetry (Walther von der Vogelweide), Arthurian romance (Hartmann von Aue, Wolfram), and heroic epic (Nibelungenlied). Understanding manuscript culture, philological inquiry, medieval intellectual practices, relationship between learned Latin culture and educated vernacular cultures. Research paper required. Readings and discussion in German. Instructor: Rasmussen. 3 units. C-L: Medieval and Renaissance Studies 201S

203S. Sex, Gender, and Love in Medieval German Literature. Historical contexts for emergence of courtly love and the role of desire and interpretation in Gottfried von Strassburg’s Tristan und Isolde, courtly lyric, ‘maere.’ Instructor: Rasmussen. 3 units. C-L: Medieval and Renaissance Studies 203S

204S. Advanced Business German. Examination of current German economic and business debates and events. Emphasis on vocabulary acquisition as well as intercultural conduct in business situations. Topics include state of Germany’s industry and energy resources, monetary policies and banking systems, environmental issues, trade and import/export, taxes and the social safety net, with particular attention to Germany’s self-understanding as a "soziale Marktwirtschaft," and its (non?) compatibility with current trends in globalization. Prerequisite: German 100S or consent of instructor. Instructor: Staff. 3 units.

225S. Introduction to Goethe. Major works of lyric, narrative, drama, and theory, throughout Goethe’s career. Readings and discussions in German. Instructor: Morton. 3 units.

226S. Goethe’s Faust. Goethe’s masterpiece and life’s work, conceived as a summation of Western literature and mythology for the modern age. Readings and discussions in German. Instructor: Borchardt or Morton. 3 units.

230S. German Romanticism. The emergence in the 1790s of a new cultural language: categories of self, history, interpretation, irony, and revolution. Theory, fiction, and poetry by Novalis, the brothers Schlegel, Tieck, Brentano, Eichendorff, Hoffmann, and Heine. Readings and discussions in German. Instructor: Rolleston. 3 units.

232S. Poetry and Modernity. Modern poetic form as a window into history: Linguistic versions of experience and memory opening into subtle shifts in the ethics and aesthetics of self. A survey of German lyrical voices from Goethe, Schiller, Hölderlin through Rilke and Expressionism to poets active since 1989. Taught in German, every second year. Instructor: Rolleston. 3 units.

235S. Current Problems in Nineteenth-Century Literature and Culture. Focus on current problems and research in German studies pertaining to nineteenth century literature and culture. Potential topics include: gender and sexuality; science and technology; interdisciplinary and theoretical approaches to the nineteenth century; poetics and literature; literature and German identity. Readings in German and English. Discussion in German. Instructor: McIsaac. 3 units.

245S. The Twentieth Century. The major movements and writers from the expressionists, Thomas Mann, Kafka, Rilke, and Brecht, to Böll, Grass, Handke, and Christa Wolf. Emphasis on relations between text and history: World War I, Weimar, Third Reich, and the struggle to integrate past and present in post-Holocaust literature. Readings and discussions in German. Instructor: Denman or Rolleston. 3 units.

247S. Postwar German Literature. The development of German literature after 1945. Topics vary: German literature between 1945 and the founding of the two states; the GDR novel and the question of realism; GDR drama after Brecht; West German literature. Readings and discussions in German. Instructor: Denman. 3 units.

256S. Inventing the Museum: Collecting and Cultural Discourses of the Nineteenth Century. 3 units. C-L: Art History 256S

258S. Special Topics in German Literature and Cultural Studies. Instructor: Staff. 3 units.

260. History of the German Language. Phonology, morphology, and syntax of German from the beginnings to the present. Instructor: Keul or Rasmussen. 3 units. C-L: Medieval and Renaissance Studies 260B, Linguistics 260

261S. Second Language Acquisition Theory and Practice. Overview of current research in the fields of second language acquisition and foreign language pedagogy, and its implications for the teaching of the German language, literature, and culture at all levels. Readings and discussions on competing theories of language acquisition and learning, issues of cultural identity and difference, learner styles, and the teaching of language as culture; training in contemporary teaching techniques and approaches. Instructor: Walther. 3 units. C-L: Linguistics 261S

265S. Science and Technology in Nineteenth-Century German Culture. Literature and science writing by literary figures (such as Goethe, Novalis, Kleist, Stifter, Musil), the social history of technology, the history of science (especially physics, anthropology, and biology), and philosophy (such as Kant, Marx, Nietzsche, Weber). The German historical context as seen from contemporary American and German understandings. Taught in English, with an optional German section for those reading in the original. Instructor: McIsaac. 3 units.

270. Consciousness and Modern Society. The German tradition of political theory conceptualizing social transformation through consciousness both of alienation and of ethical ideals; the ongoing debate between activist and radically critical perspectives. Marx, Nietzsche, Lukacs, Freud, Benjamin, Adorno, Marcuse, and Habermas. Taught in English. Instructor: Rolleston. 3 units.

276S. Nietzsche's Political Philosophy (C-N). 3 units. C-L: Political Science 226S, Philosophy 237S

298S. Special Topics. Special Topics in German literature and cultural studies. Taught in English. Instructor: Staff. 3 units.

299S. Seminar in German Studies. Review of current debates and historical perspectives in the German cultural field, structured through contributing disciplines: social and economic history, political theory and history, literature, fine arts, music, philosophy, and religion. Team-taught, involving a wide range of faculty in the German Studies Program. Taught in English. Instructor: Rolleston and staff. 3 units.

300S. The Discipline of Germanistik: A Historical Survey. A study of trends in scholarly criticism within the context of German culture and politics beginning in the 1810s with the origins of Germanistik as a university discipline. Topics may include: the invention of philology and the romantic enterprise; positivism and Geistesgeschichte; the politics of Germanistik, 1933-45; Germanistik in Europe and the United States after 1945. Instructor: Borchardt or Rasmussen. 3 units.

301. German Studies: Theory and Practice. German studies at the intersection of various discourses (such as feminism, psychoanalysis, new historicism), questioning traditional concepts such as national identity, history, and language. Interdisciplinary issues may include: the relationship of literature, the unconscious and technology; the cinematic representation of Nazi history; architecture, monuments, and "German" space. Texts might include works by Kafka, Freud, Marx, Spengler, and Schinkel as well
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as texts by individuals whose work has been excluded from more traditional "Germanistik" courses. Instructor: Staff. 3 units.

302. Topics in Literary Theory. Literary theories and methods in their history and philosophical contexts. Issues include canonicity, German identity debates, and the claims of aesthetic language. Instructor: Staff. 3 units.

303. Topics in Literary History. Relations between an established German literature and its competing cultural centers; classical and popular cultures, literary conventions, and nonliterary discourses (religious, national, scientific), the construction of Austrian and Swiss traditions. Instructor: Staff. 3 units.

304. Topics in Genre Theory. The construction of German literature through generic frameworks: Minnesang, epic, baroque lyric and drama, classical ballad, folksong, Bildungsroman, expressionist film, others. Instructor: Staff. 3 units.

321. Germanic Seminar. Instructor: Staff. 3 units.

322. Germanic Seminar. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

200S. Proseminar: Introduction to Literary Criticism
215S. German Baroque Literature
220S. Reason and Imagination: The German Eighteenth Century
227S. Goethe Seminar
244BS. International Modernism
249S. German Cinema: Weimar to Present
254S. Literature by Women
271S. Contemporary Theory and the German Tradition

Graduate Studies (GS)

200. English Language for International Students. Analysis and production of discipline-specific genres such as research paper introductions, abstracts, graphs and charts, summaries, critiques, literature review. Graduate international students only. A. Academic Writing B. Oral Communication Instructors: Allen, Bryson, and Parker. 3 units.

300. Colloquium on the Academic Profession. This course is designed to explore faculty roles and responsibilities at various types of colleges and universities. It will bring together faculty from schools in the Triad and Triangle area to discuss such topics as: how teaching is evaluated and weighed at different institutions; what counts as service; what are different schools looking for in new faculty appointments; how can you maintain a research career in a school whose priorities are undergraduate teaching; what makes a good mentor; departmental politics. The course is restricted to Preparing Future Faculty Fellows and will meet monthly on the campuses of Durham Technical Community College, Duke, Elon College, Guilford College, and Meredith College. Instructor: Staff. 1 unit.

301. Instructional Uses of Technology. Instructor: Murphy. 1 unit.

Health Policy

Christopher Conover, Ph.D., Program Director

Duke University, through the Center for Health Policy, Law and Management and Education, a part of the Terry Sanford Institute of Public Policy, offers an interdisciplinary certificate in health policy for graduate students. The program speaks to the needs of students preparing for careers in health care policy, management, and the associated professions as the American health care industry enters into a period of rapid and profound change.

Courses in the health policy certificate program address three interrelated goals: (1) to investigate the machinery of contemporary health policy-making and to
understand the broad political dynamics which have conditioned American health policy, past and present; (2) to familiarize students with the institutional and economic complexity of the American health care system through the study of the interaction between the key players in health care financing and organization—employers, private insurance carriers, government regulators, health care providers and consumers; and, (3) to explore the cultural and ideological underpinnings of modern conceptions of health and the recurrent ethical dilemmas facing health care providers, patients, and policymakers.

The program draws upon established research programs relating to health services centered in economics, political science, public policy, and sociology, but recognizes the inspired contributions to health care debates originating in the disciplines of anthropology, history, law, medical arts, philosophy, psychology, and religion.

Program Requirements

The health policy certificate program is open to all graduate students. Successful candidates must complete the prescribed combination of five courses: two courses drawn from the core set of health policy offerings; any two additional elective courses; and the capstone course. Appropriate courses may come from the list given below or may include other courses (new courses, special topics courses, independent study, and, under special circumstances, courses offered through the UNC School of Public Health) as approved by the director.

The following briefly lists courses which qualify towards completion of the graduate certificate. For more detailed course descriptions, see individual departmental listings in this bulletin or our web page at http://www.hpolicy.duke.edu/certificate.

Core Courses (any 2 courses)

Regularly Scheduled Courses
Economics 215S. Applied Cost Benefit Analysis. Prerequisite: Economics 149. Staff
Economics 356. Graduate Health Economics 1. Prerequisites: Economics 243 and 301. Sloan
Economics 357. Seminar in Health Economics. Prerequisites: Economics 243 and 301. Sloan
Managerial Economics 408. Health Care Systems. Schulman
Public Policy Studies 253/Political Science 249. The Politics of Health Care. Conover
Public Policy Studies 263. Public Health Issues: Prevention and Management. Whetten

Special Topics Courses, Offered Periodically
Public Policy Studies 263S.01. Health Policy: Prevention and Management. Whetten-Goldstein
Public Policy 264S.72. Managed Care. Lin

Elective Courses (any 2 courses)**
African and African-American Studies 299S.01/Psychology 262S. Minority Mental Health. Staff.
Biometry 217. Clinical Decision Analysis. Prerequisite: BTP 211.
Community and Family Medicine 247B. Medicine in America. Gifford
Community and Family Medicine 256C. Ethical Issues in Medicine. H. Smith
Christian Ethics 266. Ethics and Health Care. Hall
Economics 372. Advanced Theory of Environmental and Natural Resource Economics

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* Subject to regulations governing interinstitutional registration. Note that the School of Public Health semesters and daily schedules differ from those of Arts and Sciences. Interested students should check with the Law School to find exact course times.

** Candidates for the Master’s of Public Policy degree or Program for International Development seeking the certificate need only complete one elective course if they write their master’s memo on some aspect of health policy.
Environment 270L. Resource and Environmental Economics. Prerequisite: introductory course in microeconomics. Kramer
Environment 271. Economic Analysis of Resource and Environmental Policies. Prerequisite 270L or equivalent. Economics 149 recommended. Staff
Environment 274. Resource and Environmental Policy. Prerequisite: Environment 251 or equivalent. Macguire and Reckhow
Environment 343. Hazard Management, Law and Ethics. Consent of instructor required. Warren
Environment 385. Decision Theory and Risk Analysis. Prerequisite: Environment 251 or equivalent. Macguire and Reckhow

History 279. Health, Healing and History. English
Interdisciplinary Course 300C/Law 580. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. Gianturco (medicine), Shimm (law), Smith (divinity), and staff
Interdisciplinary Course 302C. Exploring Medicine: Cross-Cultural Challenges to Medicine in the Twenty-First Century. Hage

Law 235. Environmental Law. Weiner
Law 301. AIDS Law. McAllister
Law 400.01. AIDS Legal Assistance Project. Staff
Law 529.01. Genetics and the Law. Staff
Law 547. Food and Drug Law (seminar). Staff
Law 550. Health Care Financing and Competition (Seminar). Havighurst
Law 590. Risk Assessment and Management. Staff
Law 596. Toxic Substance Regulation (Seminar). Staff
Law 598. Violence, the Media, and the Law (Seminar). Staff
Liberal Studies 270.21. Genes, Medicine, and Money. Balber
Liberal Studies 290.45. Health Care, Narrative, and Social Theory. Rudy
Liberal Studies 290.53. Aging and Health. Gold
Nursing 303. Issues in Contemporary Health Care Organizations. Staff
Nursing 362. Ethics in Nursing. Staff
Nursing 480. Social Issues, Health, and Illness in the Aged Years. Wallsten
Physicians Assistant 250. Health Systems Organization
Political Science 176A.B. Perspectives on Food and Hunger. Johns
Public Policy Studies 2645.32. Matters of Life and Death. Staff
Public Policy Studies 2645.70. Social Policy Implementation. Staff
Public Policy Studies 2665. Comparative Social Policy. Staff
Religion 388. Ethics and Medicine. Staff
Sociology 171. Comparative Health Care Systems. Staff
Sociology 227S. B. Social Behavior and Health. George, Gold, Jackson or Lin
Sociology 227S. D. Health and Aging. George, Gold, Jackson or Lin

Capstone Course (required)
Public Policy Studies 2955.01. Health Policy Analysis. Consent of instructor required. Staff

History (HISTORY)
Professor Thompson, Chair (216A Carr); Professors Chafe, Dirlik, English, Gaspar, Gavins, Goodwyn, Herrup, Koonz, Kuniholm, Lerner, Mauskopf, Miller, Payne, Petroski, Reddy, Richards, Rigby, Roland, Shatzmiller, Witt, and Wood; Associate Professors Edwards, Ewald, French, Green, Hacohen, Humphreys, Mazumdar, Nathans, Neuschel, Robisheaux, Thorne, and Wigen; Assistant Professors Balleisen, Biddle, Grandin, Kornbluh, Partner, and Peyroux; Visiting Professor Lerner; Professors Emeriti Cahow, Colton, Davis, Durden, Franklin, Holley, Parker, Preston, Ropp, A. Scott, TePaske, and Young

The Department of History offers graduate work leading to the A.M. and Ph.D. degrees. Candidates for the A.M. degree must have a reading knowledge of at least one ancient or modern foreign language related to their programs of study and have completed successfully a substantial research paper, or two seminar papers, normally the product of a year’s seminar or two semester courses. The paper(s) must be examined and approved (at a required A.M. meeting) by three readers: the supervising professor and two other professors from the graduate staff.

Candidates for the degree of Doctor of Philosophy prepare themselves for examinations in four fields, at least three of which shall be in history. The choice of fields is determined in consultation with the student’s supervisor and the director of
graduate studies. The department offers graduate instruction in the broad historical areas of North America; Latin America; Great Britain and the Commonwealth; ancient, medieval, and Renaissance Europe; modern Europe; Russia; Japan; China; South Asia; military; history of science, technology, and medicine; and in the comparative and thematic fields of women's history, environmental history, diplomatic history, labor history, and slave societies.

The candidate for the Ph.D. degree must demonstrate a reading knowledge of one foreign language, ancient or modern, prior to the preliminary examination. All students are expected to take History 301-302 in their first year, unless entering with an A.M. in history. In addition, each student must fulfill a general methodology requirement by completing at least one course which would appreciably increase the candidate's methodological proficiency. With the approval of the director of graduate studies, options include taking a graduate class in methodology, such as demography, statistics, oral history, archaeology, cartography, or a summer training program for developing specific methodological skills. Students who need to master a second foreign language may substitute that language for the methodology requirements.

Ancient History. For courses in ancient history which may be taken for credit in either history or classical studies, see Classical Studies.

For Seniors and Graduates

Students may receive credit for either semester of a hyphenated course at the 200 level without taking the other semester if they obtain written consent from the instructor.

201S. The Russian Intelligentsia and the Origins of the Revolution. Origin and dynamics of the Russian revolutionary movement, the intelligentsia, and the emergence of the labor movement. Instructor: M. Miller. 3 units.

202S. The Russian Revolution. An analysis of the Bolshevik seizure of power in 1917 and the establishment of a revolutionary society and state during the 1920s. Instructor: M. Miller. 3 units.

203S. Topics in Modern World Environmental History. Human effects upon the natural environment across regions, cultures, and nations; analytical case studies and a synthetic global perspective. Instructor: Richards. 3 units.

204S. Technology, Economic Development, and Social Change, 1750 to the Present. The role of technology in initiating both economic development and social change, and the dynamic relationship between these phenomena. Theories of technology development; technology in theories of social change; and technology in theories of economic development. Comparative cases from the United States, Europe, Japan, and other areas. Instructor: Partner. 3 units.

209S. Race, Class, and Gender in Modern British History. The intersection among gender, race, and class identities in British history since the eighteenth century, a period of tremendous economic, social, and political change resulting from industrialization and imperial expansion. Issues include the impact of industrialization on gender and class consciousness, the role of women, the middled classes and the working classes in the campaign against slavery, British workers' reactions to colonization, British women in the empire, and sexuality and the evolution of racialist discourse. Instructor: Thorne. 3 units. C-L: African and African American Studies 209S

211S. History of Poverty in the United States. A history of poverty and poverty policy in the United States from the colonial era to the present. The changing experience of poverty, efforts to analyze and measure poverty, and attempts to alleviate or eliminate it. Attention paid to the reasons for the durability of poverty in a wealthy nation and to the forces shaping the contours of anti-poverty policy. Instructor: Staff. 3 units. C-L: Public Policy Studies 270S

214. Class, Public Opinion, and the French Revolution. The current state of the
ongoing controversies over the origins and character of the first modern social revolution. Instructor: Reddy. 3 units.

218. Problems in British Imperialism. Selected readings on significant aspects of the history of the British Empire-Commonwealth: for example, Ireland, South Africa, and India. Instructor: Staff. 3 units.

221BS. Religion and Society in the Age of the Reformation. The social history of religion in the age of the Protestant Reformation and Catholic Renewal; ritual and community in the fifteenth century; the Protestant Reformation and social change; the urban reformation in Germany and Switzerland; women and reform; Protestant and Catholic marriage, household and kinship; Catholic renewal; the formation of religious confessional identities; religion and violence; interpreting "popular" religious culture; and witchcraft. Instructor: Robisheaux. 3 units. C-L: Medieval and Renaissance Studies

220BS

223S. The World Wars. The causes, course, and consequences of World Wars I and II, from military, political, technological, and economic perspectives; the legacy of World War II; special emphasis on understanding the experience of total war, not only for the individual soldier but for whole societies. Instructor: Staff. 3 units.

224A. History of Globalization in the Twentieth Century. 3 units. C-L: see Economics

224S. The World Wars. Continuation of History 223S. Instructor: Staff. 3 units.

232AS. Historical and Anthropological Approaches to Emotion. Examines emotion as a collective and historical phenomenon prompted by dissatisfaction with rigid notions of culture and current concern about the social construction of the self and identity. Instructor: Reddy. 3 units. C-L: Cultural Anthropology

233AS. Narrative, History, and Historical Fiction. The use of narrative in history and fiction writing. Theory of narrative in psychology, literature, philosophy, and history. Students write an extended piece of narrative history, historical fiction, or theory. Instructor: Partner. 3 units.


236B. Special Topics in Early Medieval History. Topics may vary by semester. Instructor: Staff. 3 units. C-L: Medieval and Renaissance Studies

238S. Europe in the High Middle Ages. Western Europe; the agricultural revolution, the re-emergence of city civilization, and the strengthening central governments and bureaucracies across people and cultures. Instructor: Shatzmiller. 3 units. C-L: Medieval and Renaissance Studies

239. History of Socialism and Communism. The origins and development of socialist and communist movements from pre-Marxian times to the present. Not open to students who have taken History 120. Instructor: Staff. 3 units.

240A. Multinationalism and Multiculturalism: Eastern Europe Example. Instructor: Staff. 3 units.

242B. The Soviet 1920s: The Road to a New Synthesis. 3 units. C-L: see Russian

255AS. Courts, Wars, Legacies of Wars (A). 3 units. C-L: see Political Science

255B. War and the National State (D). 3 units. C-L: see Political Science

255C. The Culture of American Capitalism, 1750-1860. Cultural responses to the economic transformations that reshaped American society in the century after 1750. Precapitalist ethics of exchange; the emergence of market values; attitudes toward consumption and speculation; controversies surrounding wage labor and slavery; debates over banking, corporation, and the credit system; and cultural models of
"success" and "failure." Instructor: Balleisen. 3 units.

255ES. Topics in Cold War History. A study of key Cold War issues from the atomic bomb to the collapse of the Soviet Union. Particular attention to post-World War II technological development and the moral and ethical dilemmas they pose. Instructor: Staff. 3 units.

256. Modern Literature and History. 3 units. C-L: see French 256

260. Fifth- and Fourth-Century Greece. 3 units. C-L: see Classical Studies 222

261. The Hellenistic World. 3 units. C-L: see Classical Studies 223

262. The Soviet Experience. A survey of the history of Russia and the Soviet Union and its people and cultures, from the eve of the Revolution to the present day with particular emphasis on political, social, and cultural change and continuity. Not open to students who have taken History 180. Instructor: Staff. 3 units.

263. The Roman Republic. 3 units. C-L: see Classical Studies 224

264. The Roman Empire. 3 units. C-L: see Classical Studies 225

266. Late Antiquity. 3 units. C-L: see Classical Studies 226

267S. Britain in the Sixteenth Century. Consent of instructor required. Instructor: Herrup. 3 units. C-L: Medieval and Renaissance Studies 267S

268S. England in the Seventeenth Century. Instructor: Herrup. 3 units. C-L: Medieval and Renaissance Studies 268S

272S. Fin-de-siècle and Interwar Vienna: Politics, Society, and Culture. The cultural milieu of fin-de-siècle and interwar Vienna. Freud, Kraus, the Austro-Marxists, Neurath, the Austrian School of Economics, Wittgenstein, the Logical Positivists, Popper, and Musil; monographs on Viennese culture (Schorske), feminism, and Austrian socialism. Instructor: Hacohen. 3 units.

273S. Topics in the History of Science. Critical stages in the evolution of scientific thought. Instructor: Mauskopf. 3 units.

274S. History of Science. Continuation of History 273S. Instructor: Mauskopf. 3 units.

266A. Labor, Immigration, and the Asian American Experience. History of Asian Americans in the United States to World War II, focusing on immigration, conditions in the homeland which fostered immigration, and the legislative barriers such as the exclusion acts which prevented the immigration of Asians. The United States in the context of a global political economy; the impact of colonialism and imperialism in the shaping of Asian-American experience. Instructor: Mazumdar. 3 units.

279. Health, Healing, and History. The first part of a two-course sequence studying the development of medicine within the broader cultural context from prehistory to the twentieth century. Instructor: English. 3 units.


282S. Canada (B). 3 units. C-L: see Canadian Studies 282S; also C-L: Cultural Anthropology 282S, Political Science 282S, Sociology 282S

287A. Popular Religion/Culture. 3 units. C-L: see Religion 287

292. Research Methods in Japanese. 3 units. C-L: see Japanese 292; also C-L: Cultural Anthropology 290, Political Science 291, Sociology 291

293. French Liberalism: An Intellectual History, 1815-1981. Historical study of the moral and political works of major French liberal thinkers in their political, social, and intellectual contexts. Readings in De Stal, Constant, Guizot, Tocqueville, Durkheim, Halevy, and Aron and historiography. Major themes: revolution, restoration, and the origins of liberalism; liberals, the July Monarchy, and 1848; Durkheim, the Third Republic, and the new liberalism; World War I, totalitarianism, and contemporary
French liberalism. Instructor: Hacohen. 3 units.

294S. Women and Medicine in the United States. The history of women as patients and practitioners from the colonial era to the present. The concept of "practitioner" broadly defined, to include domestic medicine, midwives, nurses, physicians, and other alternative medical women. Themes include birth control, women's control of their own bodies, sources of authority for medical practice, race and health, and the underlying general history of medicine in the United States. Instructor: Humphreys. 3 units.

295S. Slavery and Freedom in Africa, to 1960. How Africans created variations on the global themes of servility, slavery, and freedom. Includes various forms of slavery in Africa; gender and slavery; slave trades; the impact of the Atlantic economy on slavery in Africa; colonial policies of "emancipation," labor control, and labor coercion; African intellectual responses to the problem of slavery and African expressions of freedom, including freedom from colonial rule. Instructor: Ewald. 3 units. C-L: African and African American Studies 292S

296. United States Policy in the Middle East. 3 units. C-L: see Public Policy Studies 257

299. Lectures in Special Topics. Lectures in advanced topics, designed for seniors and graduate students. In some semesters open to seniors and graduate students; in other semesters limited to graduate students only. Instructor: Staff. 3 units.

299S. Special Topics. Seminars in advanced topics, designed for seniors and graduate students. Some semesters open to seniors and graduate students; some semesters limited to graduate students only. Instructor: Staff. 3 units.

Required Courses for Graduates

301. Research Seminar in History. This seminar is required of all entering first-year doctoral candidates in history. Instructor: Staff. 3 units.

302. Research Seminar in History. This seminar is required of all entering first-year doctoral candidates in history. Instructor: Staff. 3 units.

Colloquia and Seminars for Graduates

308. Seminar in U.S. History. Either this seminar or History 301-302 is required of all entering first-year doctoral candidates in history. Instructor: Staff. 3 units.

305. The British Empire: Recent Interpretations. Colloquium emphasizes recent interpretations of the following topics: (1) the imperialism of free trade; (2) nineteenth-century India; (3) the new imperialism; (4) nationalism and decolonization (India and Africa); (5) Empire to Commonwealth; (6) imperialism and gender. Instructor: Staff. 3 units.

309S. Seminar in African-American History, 1870s to the Present. Historiography and research on the black experience and race relations after the general emancipation, in the age of segregation, during the Civil Rights Movement, and in the post-civil rights era. Instructor: Gavins. 3 units. C-L: African and African American Studies 309S

311A. Activism, African Americans, and American Democracy in the Eighteenth and Nineteenth Centuries. An examination of the impact of race-based insurgencies on democratic practice from the Revolution through the populist period. Instructor: Payne. 3 units.

311B. Activism, African Americans, and Democratic Practice in the Twentieth Century. An examination of race-based insurgencies from the end of Reconstruction through the Black Power period. Instructor: Payne. 3 units.

312. Seminar in the Teaching of History in College. This course is intended to acquaint students with the problems involved in teaching history in college. Required of all candidates for the degree of Doctor of Philosophy who are in residence for two years at Duke. As an alternate method of meeting this requirement, a graduate student may, in cooperation with a member of the faculty, serve a one-semester teaching apprentice-
ship. Supervised by director of graduate studies. Instructor: Staff. 3 units.

315. Topics in British History. Instructor: Thorne. 3 units.

316. Topics in Early Modern German History between 1400 and 1750. Emphasis on issues in current research, research methods and tools, and analysis of primary texts. Selected readings from books, pamphlets, broadsheets, and other materials in the Harold Jantz Collection of German Baroque Literature. Prerequisite: background in early modern German history, and a reading knowledge of German and Latin. Instructor: Robisheaux. 3 units.

317. Topics in Legal History. A reading course on various aspects of English and/or United States legal history. Specific topics vary with the year, but in addition to traditional explorations of the Anglo-American legal system, themes such as the history of trials and narrative, changing perspectives on punishment and the body, or using legal sources for more than legal history might be the focus. Instructor: Balleisen or Herrup. 3 units.

321S. Topics in History of Women, Gender, and Feminist Theory. This course explores topics in women, gender, and feminist theory from an historical perspective. The focus is conceptual, methodological, and thematic, organized around current debates within and outside history, but with the intent of thinking about the implications for understanding women in the past and trajectory of women's issues over time. Specifically, we will be thinking about the following issues: What are the central issues in women's history and where is the field going? What is the analytical category gender and how has it changed the scholarship in women's history? How has the recent literature in feminist theory reshaped basic conceptual categories in women's history? Instructor: Staff. 3 units.

326S. Introduction to Military History. Critical reading and discussion of classic works and studies representative of the major genres in the field. Instructor: Biddle and Roland. 3 units.

327S. History of Sexuality in Europe. Instructor: Koonz. 3 units.

328S. War and Society in Early Modern Europe. A study of the relationship between war, state formation, economic developments, social structures, gender relations, and art and literature between 1500 and 1789. Instructor: Neuschel. 3 units.

330S. Selected Topics in Brazilian History. Instructor: French. 3 units. C-L: African and African American Studies 330S

335S. Comparative Labor History. Selected topics and methodological and historiographical controversies in the labor history of two or more world regions. Instructor: Fink and French. 3 units.

343A. Before Modern Japan. This seminar introduces the major research paradigms that have shaped debates in classical, medieval, and early modern Japanese history. In addition to primary sources (in English translation), readings include interpretive essays from Marxist, Weberian, feminist, and cultural history perspectives. Offered in the fall semester. Instructor: Partner. 3 units.

343B. Modernity in the Japanese Archipelago. Advanced readings on the formation of modern Japanese state and society, from the Meiji Restoration through the devastation of World War II and postwar rebuilding. Examines the place of emperor-centered ideology in the production of prewar Japanese nationhood, and the role of the United States-Japan alliance as the keystone of postwar development in the pacific. Offered in the spring semester. Instructor: Partner. 3 units.

346. Gender and Sexuality in Latin America. Recent developments in the historiography of gender and sexuality in Latin America, placing particular emphasis on new methodological approaches and concentrating on the contingency of ideas around these two themes. Considers variations in dominant and dissident performance of gender and
sexuality across a broad spectrum of times, places, and cultures. Cultivates an understanding of developments in a new historical subfield. Instructor: Olcott. 3 units. 

C-L: Women's Studies 310

351. Colloquia. Each colloquium deals with an aspect of history by means of readings, oral and written reports, and discussion, with attention to bibliography. Ad hoc colloquia may be worked out during registration in the various fields represented by members of the graduate faculty; these colloquia do not appear on the official schedule of courses. In some instances, students may take the equivalent of a research seminar in conjunction with the colloquium and will be credited with an additional 6 units by registering for 371.1-372.1, etc. Instructor: Variable credit.

352. Colloquia. Each colloquium deals with an aspect of history by means of readings, oral and written reports, and discussion, with attention to bibliography. Ad hoc colloquia may be worked out during registration in the various fields represented by members of the graduate faculty; these colloquia do not appear on the official schedule of courses. In some instances, students may take the equivalent of a research seminar in conjunction with the colloquium and will be credited with an additional 6 units by registering for 371.1-372.1, etc. Instructor: Variable credit.

371. Research Seminars. To be taken either in conjunction with colloquia listed above or by special arrangement with appropriate graduate instructors when research seminars in a desired area are not offered. These seminars do not appear on the official schedule of courses. Instructor: Staff. 3 units.

376. Women in Nineteenth and Twentieth Century from a Comparative Perspective. Explores the physiology of gender and sex; the domestic servant; the origins of the women's suffrage movement; the emergence of "bourgeois" family values and "Victorian" notions of sexuality; gender in reactionary political movements; the use of memory as historical evidence; and women factory workers. Students may choose topics in two national settings. Instructor: Koonz. 3 units.

391S. United States History to 1877. Examination of the study and teaching of American history from its beginnings to the end of Reconstruction. Focus on major issues and themes. Participants also attend the lectures and do the reading for History 91D. Introduction for those wishing to study or teach American history before 1877. Instructor: Nathans and Wood. 6 units.

399. Special Readings. Supervised independent study and reading. Consent of instructor required. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

201T. Russian Intelligentsia
210S. Anthropology and History
219S. History of Science and Technology
220S. History of Science and Technology
225S. Problems in Comparative Labor History
228. Recent United States History: Major Political and Social Movements
231S. Readings in Latin American Colonial History
241A. The Origins of Totalitarianism, 1924-1954
254S. European Diplomatic History, 1871-1945
257. Comparative Latin America Labor
259. Archaic Greece
270S. British History, Seventeenth Century to the Present
275S. Asian and Asian-American Women in Comparative Perspective
288S. Germany and Japan in World War II
289S. War, Revolution, and Society in the Caribbean, 1700-1815
290S. Theoretical Bases of Social Interpretation
314. Historical and Social Science Methodology

180 Courses and Academic Programs
The Master of Arts Program in Humanities

Professor A. Leigh DeNeef, Director (English)

The Master of Arts Program in Humanities is an interdepartmental program tailored to the needs of individual students. The candidate defines a theme and selects appropriate coursework with the aid and approval of an academic advisor. Thirty units of course work are required for completion of the program. The degree may be earned with or without a thesis. The candidate who chooses not to submit a thesis will submit instead at least two substantial papers arising from course work for review by committee members, and meets with them to discuss his or her program in a final master’s colloquium.

The program is open to holders of undergraduate degrees in any discipline who can demonstrate sufficient background in humanities to permit study at the graduate level. Admission is by regular application to the Graduate School. Students may enroll full time or part time. The program also participates in the general set of joint J.D.-M.A. programs offered at Duke. This allows law students to develop and broaden a complementary field of interest — women’s studies, for example, or contemporary literature and hermeneutic theory — to maintain an intellectual focus already developed in their undergraduate careers.

Center for Hydrologic Science

Miguel Medina, Ph.D., and Gabriel Katul, Ph.D., Co-Directors, Professors Baker (earth and ocean sciences), Haff (earth and ocean sciences), Katul (environment), Oren (environment), Schlesinger (biology and environment), and Trangenstein (mathematics); Associate Professors Boadu (civil engineering), Kabala (civil engineering), Peirce (civil engineering), Richter (environment); Assistant Professor Vasudevan (environment).

The Center for Hydrologic Science is an active group of faculty engaged in a broad suite of hydrology research. Faculty and their associated students and postdoctoral researchers are from three schools at Duke: Arts and Sciences, Engineering, and the Environment. The interdisciplinary nature of the center reflects the interdisciplinary nature of the field of hydrology and most faculty hold joint professorships in at least two of the three schools. The center is designed to provide a cohesive program for research and graduate level education in hydrology. Research specialties of the faculty include contaminant hydrology, crustal fluids, environmental geophysics, hydrogeology, mathematical models of multiphase transport, waste treatment, and watershed hydrology. The broad range of faculty expertise in hydrology allows graduate students to obtain well-balanced training in the classroom. The Center for Hydrologic Science represents Duke University as a Member of the Consortium of Universities for the Advancement of Hydrologic Science, Inc. (CUAHSI).

The center offers fellowships for graduate study in hydrology and organizes a lecture series that attracts speakers of international stature. Monthly brown bag colloquia are organized for student and faculty presentations from Duke, as well as from nearby University of North Carolina and North Carolina State University. For students engaged in Ph.D. research, the center offers a certificate in hydrology that is granted in addition to the Ph.D. in their host department. Further information on the Center for Hydrologic Science and its certificate program may be obtained via mail (Center for Hydrologic Science, Box 90287, Duke University, Durham, NC 27708-0287), email (Miguel.Medina@duke.edu).

Immunology (IMMUNOL)
The department offers graduate work leading to the Ph.D. degree. Research programs are available in various aspects of molecular and cellular immunology, including immunogenetics. Immunology is the study of the cells and proteins that comprise the complex biological defense mechanisms that protect vertebrate species from infection and malignancy. It encompasses both natural, nonspecific defense mechanisms and acquired, specific immune responses that lead to the development of immunologic memory. The department's focus is on lymphocytes and their products that amplify the molecular and cellular effectors of immunity. Immunology is by its nature a bridging science. As a discipline, it has its roots in the defense against infectious disease, the development of vaccines, organ transplantation, immune responses to malignancy, and immunotherapy. Modern research in immunology draws on recent advances in cell and molecular biology, protein chemistry, and virology to determine how the components of the immune system function. In turn, the study of cells in the immune system has contributed to our understanding of protein structure, eukaryotic gene organization and regulation, and intracellular protein transport and assembly.

The department is a participating member in the interdisciplinary University Programs in Cell and Molecular Biology and Genetics, and the Medical Scientist Training Program.

The department has excellent facilities for carrying out all aspects of immunologic, cell biologic, and genetic research. A brochure describing the Ph.D. program, prerequisites for admission, and research in the department may be obtained by writing to the Director of Graduate Studies, Department of Immunology, Box 3010, Duke University Medical Center, Durham, NC 27710 or by emailing dgs-immunology@duke.edu.

209. Independent Study. A laboratory or library project. Consent of director of undergraduate studies and instructor required. Instructor: Staff. Variable credit.
210. Independent Study. A laboratory or library project. Consent of director of undergraduate studies and instructor required. Instructor: Staff. Variable credit.
244. Principles of Immunology. An introduction to the molecular and cellular basis of the immune response. Topics include anatomy of the lymphoid system, lymphocyte biology, antigen-antibody interactions, humoral and cellular effector mechanisms, and control of immune responses. Prerequisites: Biology 119 and Chemistry 151L or equivalents. Instructors: Dawson and staff. 3 units. C-L: Biology 244
252. General Virology and Viral Oncology. Molecular biology of mammalian viruses, with emphasis on mechanisms of virus replication, virus-host interactions, viral pathogenicity, and the relationship of virus infection to neoplasia. Consent of instructor required. Instructor: Keene and staff. 3 units. C-L: Biology 244
258. Structural Biochemistry I. 2 units. C-L: see Biochemistry 258; also C-L: Cell and Molecular Biology 258, Cell Biology 258, University Program in Genetics 258, Molecular Biophysics 258
259. Structural Biochemistry II. 2 units. C-L: see Biochemistry 259; also C-L: Cell Biology 259, Molecula
complement; inflammation and nonspecific effector mechanisms; cellular interactions and soluble mediators in lymphocyte activation, replication, and differentiation; regulation of immune responses; molecular structure and genetic organization of immunoglobulins, histocompatibility antigens, and T-cell receptor. Required course for all students specializing in immunology. Consent of instructor required. Prerequisite: recommended, Immunology 244 or equivalent. Instructor: Krangel and staff. 3 units.

300. Tumor Immunology. An advanced seminar based on original literature focusing on neoplasia and the immune system. Topics include a general introduction to malignancy and immune responses associated with them, regulation of the immune response to tumor, vaccine development, the role of gene therapy, the use of tumor-reactive monoclonal antibodies, and characteristics of tumor antigens. Prerequisite: Immunology 291. Instructor: Tedder and staff. 2 units.

332. Immunology Seminar. Research topics in immunology with seminars presented by students, faculty, and outside speakers. Required course for all students specializing in immunology. Instructor: Zhuang and staff. 1 unit.

335. Current Topics in Immunology. Focus on current immunology research, emphasizing emerging research areas and new directions in established areas. Students present recent papers in selected subjects. Credit/no credit grading only. Instructor: He and staff. 1 unit.

336. Topics in Immunology. Focus on current immunology research, emphasizing emerging research areas and new directions in established areas. Students present recent papers in selected subjects. Credit/no credit grading only. Instructor: He and staff. 1 unit.

COURSES CURRENTLY UNSCHEDULED

246S. Parasitic Diseases
304. Molecular Membrane Biology

Program in International Development Policy

The Program in International Development Policy (PIDP) is offered through the Duke Center for International Development at the Sanford Institute of Public Policy. The PIDP provides from one semester to two years of training in policy analysis related to sustainable economic development. Most participants in the program—known as PIDP fellows—have at least five years’ experience as practitioners or applied researchers in a development-related field. They represent diverse nationalities, academic interests, and professional backgrounds.

The PIDP admits both degree and nondegree participants. Degree candidates normally spend two academic years fulfilling the requirements for the Master of Arts in International Development Policy. Degree candidates with a significant amount of previous graduate-level course work may be eligible to complete the A.M. in one calendar year. Certificates of graduate study are awarded to nondegree candidates and to graduate students from other departments who complete satisfactorily the required number of PIDP seminars.

All participants are required to take at least two PIDP seminars each semester and two additional graduate-level courses in related fields (e.g., public policy, economics, political science, environment, business). In addition, Rotary World Peace Scholars are required to take at least 3 of 4 seminars in democracy, international cooperation, and development offered under the Duke-UNC Rotary program. Participants in their first year are required to take two core seminars: one in economic development and one in policy analysis for development. Those participants who do not have sufficient preparation in economics are required to take an economics course their first semester. All degree candidates are required to complete a master’s project in their final semester. Only two-year degree candidates are required to have an internship or in
exceptional circumstances to conduct independent research during the summer between their first and second year of the program. Limited scholarships are available. For further information and application materials, check our web site at http://www.pubpol.duke.edu/dcid; contact the Program in International Development Policy, Duke University, Box 90237, Durham, North Carolina, 27708-0237; telephone (919) 613-7333; fax (919) 684-2861; or email dcid@pps.duke.edu.

Latin American and Caribbean Studies (LATAMER)

Associate Professor French, Director, Center For Latin American and Caribbean Studies, and Director, the Consortium in Latin American Studies at UNC-Chapel Hill and Duke University (2114 Campus Drive); Assistant Professor Nouzeilles, Director, University Graduate Program in Latin American Cultural Studies

The Center for Latin American and Caribbean Studies oversees and coordinates graduate education in Latin America and the Caribbean, and promotes research and dissemination of knowledge about the region. The council is made up of Latin Americanist faculty and staff members representing Arts and Sciences disciplines and the professional schools. Graduate students in Arts and Sciences as well as professional school students may concentrate their studies on Latin America or the Caribbean. In addition to fulfilling the requirements of their departments, students of Latin American and Caribbean studies may undertake special courses of interdisciplinary study, or those offered by other departments, to broaden their knowledge of the region and to earn one of two Graduate School certificates offered under the auspices of the Council on Latin American Studies.

Graduate Certificate in Latin American and Caribbean Studies
1. six graduate courses on Latin America;
2. an approved thesis prospectus or departmental equivalent on a Latin American topic; and
3. a working knowledge of Spanish, Portuguese, or other language of Latin America or the Caribbean, such as Yucatec Maya or Quechua. Such working knowledge must be demonstrated by taking a proficiency test in one of the above languages.

For additional information about the graduate certificate in Latin and Caribbean American studies, contact the academic coordinator for Latin American and Caribbean Studies, 2114 Campus Drive, Box 90254, Duke University, Durham, NC 27708-0254, telephone (919) 681-3980, email: las@duke.edu.

University Graduate Program in Latin American Cultural Studies

This certificate program will operate through joint admission of doctoral candidates into the University Graduate Program in Latin American Cultural Studies (LACS) and the department of their choice. Students who are admitted into LACS must have secured their admission as doctoral candidates in a Ph.D.-granting department or program at Duke. LACS certificate requirements include:
1. four courses from the Latin American Cultural Studies core offerings;
2. three courses from the Latin American Cultural Studies-related offerings;
3. a working knowledge of Spanish, Portuguese, or other language of Latin America or the Caribbean, such as Yucatec Maya or Quechua. Such working knowledge must be demonstrated by taking a proficiency test in one of the above languages.
4. participation in the LACS Graduate Colloquium for at least two semesters;
5. an approved dissertation proposal incorporating a significant amount of Latin Americanist interdisciplinary work.

For additional information about the University Graduate Program in Latin American Cultural Studies, contact the University Graduate Program in Latin American Cultural Studies.
The Council on Latin American Studies sponsors a speakers series which provides a forum for presentations by visiting Latin Americanists from throughout the U.S. and overseas, as well as by Duke and UNC faculty and graduate students. Each year the council also co-sponsors a number of conferences and other special events, including the annual Latin American Labor History Conference. Moreover, the Council on Latin American Studies at Chapel Hill sponsors the Consortium in Latin American Studies, which provides opportunities for collaboration with faculty and students from the University of North Carolina who are interested in Latin America.

The interdisciplinary focus of the graduate program is enhanced by the numerous activities of the Consortium, which offers graduate students at Duke an array of intellectually challenging opportunities to broaden their disciplinary training. The single most important initiative of the Consortium is the sponsorship of interdisciplinary working groups that bring together faculty and graduate students from both campuses to conduct research and training in areas of central concern to Latin American and Caribbean studies. The objective is to move beyond the seminar format that dominates graduate education in the social sciences and humanities, and to focus instead upon training graduate students in a manner similar to the direct research collaboration that typically characterizes training in the natural sciences. The groups focus on topics such as political economy, Cuba, the environment, culture, theater, gender issues, religion and politics, and labor issues in Latin America.

In 1991 the Consortium in Latin American Studies at UNC-Chapel Hill and Duke was designated a National Resource Center for Latin American Studies by the U.S. Department of Education. This honor is accompanied by funding for a number of new activities as well as Foreign Language and Area Studies (FLAS) Fellowships for graduate students. The council and the program together administer a competition for graduate student travel grants each spring. These awards provide Duke students with the opportunity to deepen their disciplinary interests in the region through relatively brief periods of research in Latin America.

More detailed information on the various components of the Latin American and Caribbean Studies program at Duke is also available on the program's website: http://www.duke.edu/web/las.

200S. Seminar in Latin American Studies. Interdisciplinary study of geographical, historical, economic, governmental, political, and cultural aspects of modern Latin America and the current issues facing the region. Specific topics will vary from year to year. For seniors and graduate students. Instructor: Staff. 3 units.

202S. Research Methods and Bibliographic Instruction in Latin American Studies. Students develop and refine research skills in Latin American Studies, increasing familiarity with print and electronic resources and evaluating relevant resources in all formats. Students may develop bibliographic projects in support of other coursework and research. Instructor: Staff. 3 units.

298. Introduction to Latin American Cultural Studies. A problem-oriented course, but also covering theoretical issues, integrating approaches from two or more disciplines. Topics vary from year to year. Instructor: Staff. 3 units.

350. Colloquium. Weekly presentations on various professional and intellectual issues relating to Latin American Cultural Studies. Credit/no credit grading only. Prerequisite: enrollment in Latin American Cultural Studies certificate program. Instructor: Staff. 1 unit.

Courses with Latin American Content Offered by Departments

For a current list of course offerings, visit www.duke.edu/web/ias/courses.html.
The Master of Arts in Liberal Studies Program (MALS)

Donna Zapf, Director

MALS is a flexible interdisciplinary program that allows individuals to pursue a variety of personal and professional educational interests across disciplinary boundaries. An advisory committee made up of faculty from throughout the University and chaired by the MALS director manages the academic concerns of the program. This committee admits students, selects new courses, approves final project topics and determines academic policy. Students study primarily on a part-time basis and choose from an array of interdisciplinary courses developed specifically for this program. In addition to the special liberal studies courses, students may select courses from other departments of the Graduate School.

The MALS program consists of nine courses and a final project. These courses are offered during three academic terms (fall, spring and summer). The final project, which may take the form of academic research, applied research, or creative work, provides an opportunity for the student to apply the knowledge and skills gained through the program to an independent activity of the student’s own design.

To request a separate publication on the Master of Arts in Liberal Studies, including descriptions of specific courses and other program requirements, contact the Program Director (Box 90095, Duke University, Durham, North Carolina 27708, (919) 684-3222), email: dukemals@duke.edu. Additional information on the MALS program is available on the world wide web at http://www.mals.duke.edu.

The Program in Literature (LIT)

Professor Jameson, Chair (Graduate Program in Literature and French); Professor Surin, Director of Graduate Studies (Graduate Program in Literature and Religion); Professors Gaines (Graduate Program in Literature and English), Kaplan (French and Graduate Program in Literature), Lentricchia (Graduate Program in Literature and English), Mignolo (Graduate Program in Literature and Spanish), Moi (Graduate Program in Literature and French); Mudimbe (Graduate Program in Literature and English), Radway (Graduate Program in Literature), Rolleston (Germanic languages and literature), B. H. Smith (Graduate Program in Literature and English), and Stewart (French and Graduate Program in Literature); Associate Professors Hardt (Graduate Program in Literature and Italian), Lahusen (Slavic languages and literature and Graduate Program in Literature), Lubiano (Graduate Program in Literature), Moreiras (Spanish and Graduate Program in Literature), Wiegman (Women’s Studies and Graduate Program in Literature) and Willis (Graduate Program in Literature); Assistant Professors Farred (Graduate Program in Literature), Fischer (Graduate Program in Literature and Spanish), Khanna (Graduate Program in Literature and English), and Vieg (Graduate Program in Literature and Romance studies), Research Professor Dorfman (Graduate Program in Literature and Latin American studies).

The interdepartmental program leading to a Ph.D. in Literature offers qualified students the opportunity to develop individual courses of study with a strong emphasis on interdisciplinary work, literary theory, and cultural studies, while at the same time allowing students to specialize in one or more of the national literatures. The program offers both introductory courses (the 250 series) and more specialized seminars (The 280 series), as well as tutorials (300) in specific research projects or problems.

For tutorials, advising, and dissertation supervision the program draws also on the expertise of other faculty such as Professors Baucom, Davidson, Moses, Pfau, Torgovnick (English); Abe, Stiles, and Wharton (art history); Burian and Davis (classical studies); Orr (Romance studies); Cooke (AA&LL); Flanagan (philosophy); and Stone (philosophy and law).

Students entering the program must present evidence of ability to read one language other than English, and must acquire reading competence in a second
language before taking their preliminary examinations.

Students in the literature program are normally expected to take a minimum of fifteen courses, six of which should be in literature and six in a "teaching field" of their choice. More information on the program and a full descriptive brochure is available from Professor Surin, Director of Graduate Studies, Art Museum 104, Duke University, Durham, North Carolina 27708-0670.


211. Theory and Practice of Literary Translation. Linguistic foundations and historical role of translation. Practical exercises and translation assignments. Prerequisite: working knowledge of a foreign language and consent of instructor. Instructor: Burian. 3 units.

251. History of Criticism. A historical survey of critical and philosophical concepts affecting the definition and evaluation of literature from Plato through the nineteenth century. Instructor: Hardt, Jameson, Lentricchia, Moreiras, or Stewart. 3 units.

252. Criticism and Literary Theory in the Twentieth Century. Introduction to critical movements, philosophies, and strategies forming contemporary theories of literature: deconstruction, feminism, formalism, Marxism, New Criticism, phenomenology, psychoanalysis, structuralism. May be repeated for credit according to change of content or instructor. Instructor: Jameson or Rolleston, with guest lecturers. 3 units.

260. Twentieth-Century Reconceptions of Knowledge and Science. Key texts and crucial issues in contemporary history, sociology, and philosophy of science- or, as the assemblage is sometimes called, 'science studies.' Focus on theoretical and methodological problems leading to (a) critiques of classical conceptions of knowledge and scientific truth, method, objectivity, and progress, and (b) the development of alternative conceptions of the construction and stabilization of knowledge and the relations between scientific and cultural practices. Readings include L. Fleck, K. Popper, P. Feyerabend, T. Kuhn, S. Shapin and S. Schaffer, and B. Latour. Instructor: Herrnstein Smith. 3 units. C-L: English 280

280. Semiotics for Literature. 3 units. C-L: see French 223

281. Paradigms of Modern Thought. Specialized study of the work of individual thinkers who have modified our conceptions of human reality and social and cultural history, with special emphasis on the form and linguistic structures of their texts considered as 'language experiments.' Topics vary from year to year, including: Marx and Freud, J.P. Sartre, and Walter Benjamin. Instructor: Jameson, Mol, Mudimbe, or Surin. 3 units.

283. Modernism. Aspects of the "modern," sometimes with emphasis on the formal analysis of specific literary and nonliterary texts (Joyce, Kafka, Mahler, Eisenstein); sometimes with a focus on theories of modernism (Adorno), or on the modernism/postmodernism debate, or on the sociological and technological dimensions of the modern in its relations to modernization, etc. Instructor: Jameson or Lentricchia. 3 units.

284. The Intellectual as Writer. History and theory of the literary role of the intellectual in society (e.g., in Augustan Rome, the late middle ages, the Renaissance, America, Latin America). Instructor: Jameson, Lentricchia, Mol, Mudimbe, or Surin. 3 units.

286. Topics in Legal Theory. A consideration of those points at which literary and legal theory intersect (e.g., matters of intention, the sources of authority, the emergence of professional obligation). Instructor: Staff. 3 units.

289. Topics in Feminist Theory. Instructor: Mol or Radway. 3 units.

290. Topics in Psychoanalytic Criticism. Instructor: Mol. 3 units.

291. Topics in Popular Culture and the Media. Instructor: Radway, Tompkins, or
Willis. 3 units.

292. Topics in Non-Western Literature and Culture. Instructor: Mudimbe. 3 units.

293. Special Topics in Literature and History. Relationship of literary texts to varieties of historical experience such as wars, periods of revolutionary upheaval, periods of intense economic growth, "times of troubles," or stagnation. Literary texts and historical content posed in such formal ways as the theoretical problem of the relationship between literary expression and form and a range of historical forces and phenomena. Instructor: Jameson, Kaplan, or Orr. 3 units.

294. Theories of the Image. Different methodological approaches to theories of the image (film, photography, painting, etc.), readings on a current issue or concept within the field of the image. Examples of approaches and topics are feminism, psychoanalysis, postmodernism, technology, spectatorship, national identity, authorship, genre, economics, and the ontology of sound. Instructor: Gaines or Jameson. 3 units.

295. Representation in a Global Perspective. Problems of representation approached in ways that cross and question the conventional boundaries between First and Third World. Interdisciplinary format, open to exploration of historical, philosophical, archeological, and anthropological texts as well as literary and visual forms of representation. Instructor: Dorfman, Jameson, or Mignolo. 3 units.

296. Topics in Cultural Studies. Instructors: Gaines, Radway, Surin, and staff. 3 units.


300. Problems in the Theory of Value and Judgment. An advanced seminar dealing with classic problems relating to the concept of value and evaluative behavior (e.g., standards, judgments, canon-formation, taste), as illuminated by contemporary work in critical theory, anthropology, economics, sociology, etc. Instructor: B. H. Smith. 3 units.

C-L: English 386, Philosophy 300

301. Language and Theory in the Twentieth Century. A seminar examining some of the most significant analyses, controversies, and achievements of the various disciplinary approaches to language during the past century and their implications for cultural study. Topics include the question of linguistics as a science, the muddle of meaning and interpretation, approaches to communication as social interaction, the Chomskian episode, and poststructural/postanalytic conceptions and contributions. Instructors: Fish, B. H. Smith, and Tetel. 3 units.

302. Seminar in Emergent Literatures. An advanced seminar in the literature of Third World or nonwestern countries. Specific topics vary from year to year. Instructor: Dorfman. 3 units.

303. Topics in Criticism and Aesthetics. Selected readings in traditional and contemporary criticism, philosophical aesthetics, and literary theory. Instructor: Visiting faculty or staff. 3 units.

353. Special Topics in Literature. Contents and methods vary with instructors and from semester to semester. Instructor: Staff. 3 units.

353S. Seminars in Literature. Contents and methods vary with instructors and from semester to semester. Instructor: Staff. 3 units.

391. Tutorial in Special Topics. Directed research and writing in areas unrepresented by regular course offerings. Consent of instructor required. Instructor: Staff. 3 units.


COURSES CURRENTLY UNSCHEDULED

212. Studies in Narrative
The University Program in Marine Sciences

Assistant Professor Read (environment), Director of Graduate Studies; Professors Barber (environment, biology, and earth and ocean sciences), C. Bonaventura (environment and cell biology), J. Bonaventura (environment and cell biology), Crowder (environment and biology), Forward (environment and biology), Ramus (environment and biology); Associate Professor Rittschof (environment and biology), Professor in the Practice of Marine Affairs and Policy Orbach (environment); Associate Professor in the Practice of Marine Ecology Kirby-Smith (environment); Research Scientist McClellan-Green (environment)

Graduate students from any and all academic disciplines are encouraged to take training at the Marine Laboratory. The program operates year-round, providing course work in the marine sciences, an active seminar program, and facilities supporting dissertation research. Resident graduate students are usually from a department or program represented by faculty who are members of the Coastal Systems Science and Policy Division of the Nicholas School. These are the Departments of Biology, Cell Biology, Environment, University Program in Ecology, and Toxicology Program. Ordinarily, dissertation advisors are resident as well, although this need not be the case. The Marine Laboratory has graduate student instructional assistantships and endowed fellowships. Tuition credits obtained from fellowship support may be applied to courses given at the Marine Laboratory, the Durham campus, the University of North Carolina and North Carolina State University.

 Persons interested in graduate work in the marine sciences should apply through Environment or the University Program in Ecology. For more information, contact Duke University Marine Laboratory, 135 Duke Marine Lab Road, Beaufort, North Carolina 28516-9721, http://www.env.duke.edu/marinelab/.

The following courses are offered at Beaufort. See the Marine Laboratory bulletin or web for the current schedule of courses.

Biology 203L. Marine Ecology. Not open to students who have taken Biology 203L. Open to undergraduates only under Biology 129L. (Given at Beaufort fall and summer and at Bermuda, spring.) Prerequisite: introductory biology. Instructors: Crowder or Kirby-Smith (Beaufort); Lipschultz and Smith (Bermuda). 4 units. C-L: Environment 219L

Biology 218L. Barrier Island Ecology. 4 units. C-L: see Environment 218L

Biology 219L. Coastal Ecosystem Processes. 4 units. C-L: Environment 224L

Biology 253L. Physiology of Marine Animals. Variable credit. C-L: see Environment 228L

Biology 255L. Biochemistry of Marine Animals. Variable credit. C-L: see Environment 229L

Biology 264S. Advanced Topics in Marine Ecology. 2 units. C-L: see Environment 269S

Biology 273S. Current Topics in Environmental Biology. (Given at Beaufort.) Prerequisite: Introductory Biology. Instructor: Rittschof. 3 units.

Biology 274L. Marine Invertebrate Zoology. Variable credit. C-L: see Environment 295L
Biology 295S. Seminar. Consent of instructor required. Instructor: Staff. Variable credit.
Biology 351. Tutorial. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit.
Biology 352. Tutorial. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit.
Biology 353. Research. To be carried on under the direction of the appropriate staff members. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit.
Biology 354. Research. To be carried on under the direction of the appropriate staff members. Consent of instructor required. Hours and credit to be arranged. Instructor: Staff. Variable credit.
Cell Biology 243. Environmental Biochemistry. (Given at Beaufort.) Prerequisite: organic chemistry. Instructor: C. Bonaventura. 3 units. C-L: Environment 243
Cell Biology 244L. Molecular and Cellular Processes in Marine Organisms. (Given at Beaufort.) Prerequisite: organic chemistry. Instructors: C. Bonaventura and McClellan-Green. 4 units. C-L: Environment 244L
Earth and Ocean Sciences 202. Beach and Island Geological Processes. Consent of instructor required. Prerequisite: Earth and Ocean Sciences 115/215 or consent of instructor. (Given at coast on two weekends.) Instructor: Staff. 2 units.
Earth and Ocean Sciences 205. Geological Oceanography. 3 units. C-L: see Environment 291
Environment 208. Estuarine Ecosystem Processes. (Given at Beaufort.) Prerequisite: ecology, systematics, or field biology course or consent of instructor. Instructor: Kirby-Smith. 3 units.
Environment 209. Conservation Biology and Policy. (Given at Beaufort.) Prerequisite: introductory biology; suggested: a policy and/or introductory ecology course. Instructors: Crowder (Beaufort) and Rubenstein (visiting summer faculty). 3 units.
Environment 218L. Barrier Island Ecology. (Given at Beaufort.) Prerequisite: Biology 25L or equivalent; suggested: course in botany or ecology. Instructors: Evans, Peterson, and Wells (visiting summer faculty). 4 units. C-L: Biology 218L
Environment 219L. Marine Ecology. 4 units. C-L: see Biology 203L
Environment 224L. Coastal Ecosystem Processes. (Given at Beaufort). Instructors: Ramus and staff. 4 units. C-L: Biology 219L
Environment 225L. Coastal Ecotoxicology and Pollution. (Given at Beaufort.) Prerequisites: introductory chemistry and biology. Instructor: Staff. 4 units.
Environment 226. Marine Mammals. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Read or staff. 3 units.
Environment 226L. Marine Mammals. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Read or staff. 4 units.
Environment 227L. Biology and Conservation of Sea Turtles. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Crowder, Wyneken (visiting summer faculty), or staff. 4 units.
Environment 228L. Physiology of Marine Animals. Four units (fall); six units (summer). (Given at Beaufort.) Prerequisites: introductory biology and chemistry. Instructor: Forward. Variable credit. C-L: Biology 253L
Environment 229L. Biochemistry of Marine Animals. Four units (fall and spring); six units (summer). (Given at Beaufort.) Prerequisites: Biology 25L; and Chemistry 11L, 12L. Instructor: McClellan-Green (spring); Rittschof (fall and summer). Variable credit. C-L: Biology 255L
Environment 243. Environmental Biochemistry. 3 units. C-L: Cell Biology 243
Environment 244L. Molecular and Cellular Processes in Marine Organisms. 4 units. C-L: see Cell Biology 244L
Environment 253L. Sensory Physiology and Behavior of Marine Animals. (Given at Beaufort.) Prerequisites: introductory biology and chemistry. Instructors: Forward and Rittschof. 4 units.
Environment 254. Research Design in Marine Studies. (Given at Beaufort.) Instructor: Johnson. 3 units.
Environment 256S. Seminar in Ocean Sciences. Consent of instructor required. (Given at Beaufort.) Instructor: Staff. 2 units.
Environment 267S. Conservation Biology of Marine Mammals. Consent of instructor required. (Given at Beaufort.) Instructor: Read. 2 units.
Environment 269S. Advanced Topics in Marine Ecology. (Given at Beaufort.) Instructor: Crowder. 3 units. C-L: Biology 264S
Environment 273. Marine Fisheries Policy. (Given at Beaufort.) Instructor: Orbach. 3 units.
Environment 276. Marine Policy. Consent of instructor required. (Given at Beaufort.) Instructor: Orbach. 3 units. C-L: Public Policy Studies 297, Political Science 264
Environment 291. Geological Oceanography. Not open to students who have taken Earth and Ocean Sciences 206S. (Given at Beaufort.) Instructor: Staff. 3 units. C-L: Earth and Ocean Sciences 205
Environment 292L. Research Design in Marine Studies. (Given at Beaufort.) Instructor: Johnson. 3 units.
Environment 293. Analysis of Ocean Ecosystems (Given at Beaufort.) Prerequisite: one year of biology, one year of chemistry, or consent of instructor. Instructor: Barber. 3 units.
Environment 295L. Marine Invertebrate Zoology. Not open to students who have taken Biology 176L, Biology 274L, or Zoology 274L. Four units (fall, spring, and Summer Term II); six units (Summer Term II). (Given at Beaufort fall, spring, and summer or at Bermuda, spring.) Prerequisite: Biology 25L. Instructors: Dimock (Beaufort) or Kirby-Smith (Beaufort); Coates (Bermuda). Variable credit. C-L: Biology 274L
Environment 298. Special Topics. Content to be determined each semester. May be repeated. Instructor: Staff. Variable credit.
Environment 299. Independent Studies and Projects. Directed readings or research at the graduate level to meet the needs of individual students. Consent of instructor required. Instructor: Staff. Variable credit.
Environment 308. Program Area Symposium. Required symposium in each program area. Students present master's project research. Pass/ fail grading only. Instructor: Staff. 1 unit.
Political Science 264. Marine Policy. 3 units. C-L: see Environment 276; also C-L: Public Policy Studies 297.
Public Policy Studies 297. Marine Policy. 3 units. C-L: see Environment 276; also C-L: Political Science 264

Mathematics (MATH)

Professor Morrison, Chair (124B Physics); Professor Trangenstein, Director of Graduate Studies (024D Physics); Professors Agarwal, Allard, Beale, Bertozzi, Bryant, Edelsbrunner, Hain, Harer, Layton, Pardon, Reed, Rose, Schaeffer, Schoen, Stern, Venakides, and Zhou; Associate Professors Aspinwall, R. Hodel, Kitchen, Kraines, Moore, Petters, Plesser, and Saper; Assistant Professors Huber, Mattingly, and Witelski; Assistant
Research Professors Degeratu, Haase, Hwang, Patashnick, Roudenko, and Zharkov; VIGRE Postdoctoral Fellows Matthews, Rider, Romeo, Smolka, Topaz, and Washington; Lecturing Fellow Berman; Associate Professors of the Practise Blake and Bookman; Adjunct Professors Howard, Shearer and Wahl; Professors Emeriti Scoville, Smith, Warner, and Weisfeld.

Graduate work in the Department of Mathematics is offered leading to the Ph.D. degree. Admission to this program is based on the applicant's undergraduate academic record, level of preparation for graduate study, the Graduate Record Examination general and subject tests, and letters of recommendation.

The department offers research training in both pure and applied mathematics. Major areas of research specialization include algebra and algebraic geometry, analysis and partial differential equations, applied mathematics and scientific computing, differential geometry, geometry and physics, mathematical biology, probability and stochastic processes, and topology. Interdisciplinary programs with connections to the department include the Center for Geometric Computing, the Center for Hydrologic Science, the Center for Mathematics and Computation in the Life Sciences and Medicine, the Center for Multi-Scale Modeling and Distributed Computing, and the Center for Nonlinear and Complex Systems.

All Ph.D. students are required to pass a qualifying examination; most students take this examination shortly after completing their first year of graduate study. While students are normally admitted only to the Ph.D. program, the A.M. degree with a major in mathematics is awarded upon completion of 30 units of graded course work and passing the qualifying examination. Candidacy for the Ph.D. is established by passing an oral preliminary examination. The preliminary examination is normally taken during the third year. By this time the student should have chosen a thesis advisor and demonstrated any computer skills or reading skills in a foreign language judged to be necessary for work in the chosen area. The original research which begins after successful completion of the preliminary examination should culminate in the writing and defense of a dissertation. The dissertation is the most important requirement for the Ph.D. degree.

Further details concerning the department, the graduate program, admissions, facilities, the faculty and their research, and financial support may be obtained from our web site http://www.math.duke.edu/. For inquiries, send e-mail to the director of graduate studies at dgs-math@math.duke.edu.

For Seniors and Graduates

200. Introduction to Algebraic Structures I. Groups: symmetry, normal subgroups, quotient groups, group actions. Rings: homomorphisms, ideals, principal ideal domains, the Euclidean algorithm, unique factorization. Not open to students who have had Mathematics 121. Prerequisite: Mathematics 104 or equivalent. Instructor: Staff. 3 units.

201. Introduction to Algebraic Structures II. Fields and field extensions, modules over rings, further topics in groups, rings, fields, and their applications. Prerequisite: Mathematics 200, or 121 and consent of instructor. Instructor: Staff. 3 units.

203. Basic Analysis I. Topology of \( \mathbb{R}^n \), continuous functions, uniform convergence, compactness, infinite series, theory of differentiation, and integration. Not open to students who have had Mathematics 139. Prerequisite: Mathematics 104. Instructor: Staff. 3 units.

204. Basic Analysis II. Differential and integral calculus in \( \mathbb{R}^n \). Inverse and implicit function theorems. Further topics in multivariable analysis. Prerequisite: Mathematics 104; Mathematics 203, or 139 and consent of instructor. Instructor: Staff. 3 units.


192 Courses and Academic Programs
Instructor: Staff. 3 units.

206. Differential Geometry. Geometry of curves and surfaces, the Serret-Frenet frame of a space curve, the Gauss curvature, Cadazzi-Mainardi equations, the Gauss-Bonnet formula. Prerequisite: Mathematics 104. Instructor: Staff. 3 units.

215. Mathematical Finance. An introduction to the basic concepts of mathematical finance. Topics include modeling security price behavior, brownian and geometric brownian motion, mean variance analysis and the efficient frontier, expected utility maximization, Ito's formula and stochastic differential equations, the Black-Scholes equation and option pricing formula. Prerequisites: Mathematics 103, 104, 135 or equivalent, or consent of instructor. Instructor: Staff. 3 units.

216. Applied Stochastic Processes. An introduction to stochastic processes without measure theory. Topics selected from: Markov chains in discrete and continuous time, queuing theory, branching processes, martingales, Brownian motion, stochastic calculus. Not open to students who have taken Mathematics 240. Prerequisite: Mathematics 135 or equivalent. Instructor: Staff. 3 units. C-L: Statistics and Decision Sciences 253

217. Linear Models. 3 units. C-L: see Statistics and Decision Sciences 244

218. Introduction to Multivariate Statistics. 3 units. C-L: see Statistics and Decision Sciences 245

221. Numerical Analysis. 3 units. C-L: see Computer Science 250; also C-L: Statistics and Decision Sciences 250

222. Numerical Linear Algebra. 3 units. C-L: see Computer Science 254


228. Mathematical Fluid Dynamics. Properties and solutions of the Euler and Navier-Stokes equations, including particle trajectories, vorticity, conserved quantities, shear, deformation and rotation in two and three dimensions, the Biot-Savart law, and singular integrals. Additional topics determined by the instructor. Prerequisite: Mathematics 133 or 211 or an equivalent course. Instructor: Staff. 3 units.

229. Mathematical Modeling. Formulation and analysis of mathematical models in science and engineering. Emphasis on case studies; may include individual or team research projects. Instructor: Staff. 3 units.

231. Ordinary Differential Equations. Existence and uniqueness theorems for nonlinear systems, well-posedness, two-point boundary value problems, phase plane diagrams, stability, dynamical systems, and strange attractors. Not open to students who have taken the former Mathematics 296. Prerequisite: Mathematics 104, 111 or 131, and 203 or 139. Instructor: Staff. 3 units.

232. Partial Differential Equations I. Fundamental solutions of linear partial differential equations, hyperbolic equations, characteristics, Cauchy-Kowalevski theorem, propagation of singularities. Not open to students who have taken the former Mathematics 297. Prerequisite: Mathematics 204 or equivalent. Instructor: Staff. 3 units.


236. General Relativity. 3 units. C-L: see Physics 292

241. Real Analysis I. Measures; Lebesgue integral; $L^p$ spaces; Daniell integral, differentiation theory, product measures. Not open to students who have taken the former Mathematics 281. Prerequisite: Mathematics 204 or equivalent. Instructor: Staff. 3 units.

242. Real Analysis II. Metric spaces, fixed point theorems, Baire category theorem, Banach spaces, fundamental theorems of functional analysis, Fourier transform. Not open to students who have taken the former Mathematics 282. Prerequisite: Mathematics 241 or equivalent. Instructor: Staff. 3 units.

245. Complex Analysis. Complex calculus, conformal mapping, Riemann mapping theorem, Riemann surfaces. Not open to students who have taken Mathematics 285. Prerequisite: Mathematics 204 or equivalent. Instructor: Staff. 3 units.

248. Topics in Analysis. Harmonic analysis, dynamical systems, geometric measure theory, or calculus of variations. Prerequisite: Mathematics 241 and 245 or equivalents. Instructor: Staff. 3 units.

250. Computation in Algebra and Geometry. Application of computing to problems in areas of algebra and geometry, such as linear algebra, algebraic geometry, differential geometry, representation theory, and number theory, use of general purpose symbolic computation packages such as Maple or Mathematica; use of special purpose packages such as Macaulay, PARI-GP, and LiE; programming in C/ C++. Previous experience with programming or the various mathematical topics not required. Corequisite: Mathematics 251 or consent of instructor. Instructor: Staff. 3 units.

251. Groups, Rings, and Fields. Groups including nilpotent and solvable groups, p-groups and Sylow theorems; rings and modules including classification of modules over a PID and applications to linear algebra; fields including extensions and Galois theory. Not open to students who have taken Mathematics 260. Prerequisite: Mathematics 201 or equivalent. Instructor: Staff. 3 units.

252. Commutative Algebra. Extension and contraction of ideals, modules of fractions, primary decomposition, integral dependence, chain conditions, affine algebraic varieties, Dedekind domains, completions. Not open to students who have taken the former Mathematics 261. Prerequisite: Mathematics 251 or equivalent. Instructor: Staff.
253. Representation Theory. Representation theory of finite groups, Lie algebras and Lie groups, roots, weights, Dynkin diagrams, classification of semisimple Lie algebras and their representations, exceptional groups, examples and applications to geometry and mathematical physics. Prerequisite: Mathematics 200 or equivalent. Instructor: Staff. 3 units. C-L: Physics 293

254. Topics in Algebra. Algebraic number theory, algebraic $K$-theory, homological algebra, or other topics. Prerequisite: Mathematics 251. Instructor: Staff. 3 units.

261. Algebraic Topology I. Fundamental group and covering spaces, singular and cellular homology, Eilenberg-Steenrod axioms of homology, Euler characteristic, classification of surfaces, singular and cellular cohomology. Not open to students who have taken Mathematics 271. Prerequisite: Mathematics 200 and 205 or consent of instructor. Instructor: Staff. 3 units.

262. Algebraic Topology II. Universal coefficient theorems, Künneth theorem, cup and cap products, Poincaré duality, plus topics selected from: higher homotopy groups, obstruction theory, Hurewicz and Whitehead theorems, and characteristic classes. Prerequisite: Mathematics 261 or consent of instructor. Instructor: Staff. 3 units.

263. Topics in Topology. Algebraic, geometric, or differential topology. Consent of instructor required. Instructor: Staff. 3 units.

264. Topics in Topology. Algebraic, geometric, or differential topology. Consent of instructor required. Instructor: Staff. 3 units.

267. Differential Geometry. Differentiable manifolds, fiber bundles, connections, curvature, characteristic classes, Riemannian geometry including submanifolds and variations of length integral, complex manifolds, homogeneous spaces. Not open to students who have taken Mathematics 275. Prerequisite: Mathematics 267 or consent of instructor. Instructor: Staff. 3 units.

268. Topics in Differential Geometry. Lie groups and related topics, Hodge theory, index theory, minimal surfaces, Yang-Mills fields, exterior differential systems, harmonic maps, symplectic geometry. Prerequisite: Mathematics 267 or consent of instructor. Instructor: Staff. 3 units.

272. Riemann Surfaces. Compact Riemann Surfaces, maps to projective space, Riemann-Roch Theorem, Serre duality, Hurwitz formula, Hodge theory in dimension one, Jacobians, the Abel-Jacobi map, sheaves, Cech cohomology. Prerequisites: Mathematics 245 and Mathematics 261 or consent of instructor. Instructor: Staff. 3 units.

273. Algebraic Geometry. Affine varieties, projective varieties, Riemann surfaces, algebraic curves, algebraic groups, sheaf cohomology, singularities, Hodge theory, or computational algebraic geometry. Prerequisite: Mathematics 251 or equivalent and consent of instructor. Instructor: Staff. 3 units.

274. Number Theory. Binary quadratic forms; Orders, Integral closure; Dedekind domains; Fractional ideals; Spectra of rings; Minkowski theory; Fundamental finiteness theorems; Valuations; Ramification; Zeta functions; Density of primes in arithmetic progressions. Prerequisites: Mathematics 201 or 251 or consent of instructor. Instructor: Staff. 3 units.

277. Topics in Algebraic Geometry. Schemes, intersection theory, deformation theory, moduli, classification of varieties, variation of Hodge structure, Calabi-Yau manifolds, or arithmetic algebraic geometry. Prerequisite: Mathematics 273 or consent of instructor. Instructor: Staff. 3 units.

278. Topics in Complex Analysis. Geometric function theory, function algebras, several complex variables, uniformization, or analytic number theory. Prerequisite: Mathematics 245 or equivalent. Instructor: Staff. 3 units.

279. Topics in Mathematical Physics. Topics selected from: critical phenomena and statistical mechanics, mathematical aspects of quantum field theory, string and
superstring theories, or other areas of mathematical physics. Instructor: Staff. 3 units.

281. Partial Differential Equations II. Linear wave motion, dispersion, stationary phase, foundations of continuum mechanics, characteristics, linear hyperbolic systems, and nonlinear conservation laws. Not open to students who have taken the former Mathematics 298. Prerequisite: Mathematics 232 or equivalent. Instructor: Staff. 3 units.


283. Topics in Partial Differential Equations. Hyperbolic conservation laws, pseudodifferential operators, variational inequalities, theoretical continuum mechanics. Prerequisite: Mathematics 281 or equivalent. Instructor: Staff. 3 units.

284. Topics in Partial Differential Equations. Continuation of Mathematics 283. Prerequisite: Mathematics 281 or equivalent. Instructor: Staff. 3 units.

287. Probability. Random variables, independence, expectations, laws of large numbers, central limit theorem, martingales, Brownian motion. Not open to students who have taken Mathematics 290. Prerequisite: Mathematics 241 or equivalent. Instructor: Staff. 3 units. C-L: Statistics and Decision Sciences 207

295. Special Topics. Instructor: Staff. 3 units.

296. Special Topics. Instructor: Staff. 3 units.

297. Special Readings. Instructor: Staff. 3 units.

298. Special Readings. Instructor: Staff. 3 units.

For Graduates

348. Current Research in Analysis. Not open to students who have taken Mathematics 388, 389. Instructor: Staff. 3 units.

358. Current Research in Algebra. Not open to students who have taken Mathematics 368-369. Instructor: Staff. 3 units.

368. Current Research in Topology. Not open to students who have taken Mathematics 378-379. Instructor: Staff. 3 units.


378. Current Research in Algebraic Geometry. Instructor: Staff. 3 units.

379. Current Research in Mathematical Physics. Not open to students who have taken Mathematics 387. Instructor: Staff. 3 units.

386. Current Research in Differential Equations. Instructor: Staff. 3 units.


COURSES CURRENTLY UNSCHEDULED

207. Topics in Mathematical Physics
211. Mathematical Methods in Physics and Engineering I
212. Mathematical Methods in Physics and Engineering II
222. Numerical Methods for Partial Differential Equations
238. Topics in Applied Mathematics
239. Applied Mathematics
249. Topics in Functional Analysis
257. Mathematical Logic
288. Topics in Probability Theory

Medical Historian Training Program
Peter English, M.D., Director

The Medical Historian Training Program is conducted under the auspices of the School of Medicine and the Graduate School. The M.D.-Ph.D. program requires a minimum of six years of graduate and medical study, and the M.D.-A.M. four or five years, depending on the use of summer terms. The M.D.-Ph.D. program is intended for those students who know that their major career effort will be in teaching and other scholarly activities in the history of medicine (not necessarily to the total exclusion of clinical medicine). The M.D.-A.M., on the other hand, is appropriate for those who are undecided, but who wish to acquire a firm foundation for future study. In both programs the first two years and the last year will be spent in the Medical School. All requirements for the Ph.D. and the A.M. must be completed before the final year of the M.D. program.

Application and Admission Procedures. Applicants must meet the requirements for admission to the School of Medicine and the Graduate School in the Department of History including the MCAT and GRE exams. Those candidates holding the M.D. degree will be considered for the Ph.D. and the A.M. degrees. Candidates who have completed two years of medical school will also be considered for either degree.

Applicants should complete and submit an application to the Graduate School for admission to the Department of History. Additional information may be obtained by writing to Dr. Peter English, Box 3675 Duke University Medical Center, Durham, North Carolina 27710.

Medical Scientist Training Program
Salvatore V. Pizzo, M.D., Ph.D., Director

The Medical Scientist Training Program, conducted under the auspices of the Graduate School and the School of Medicine, is designed for students with a strong background in science who are motivated toward a career in the medical sciences and academic medicine. It provides an opportunity to integrate graduate education in one of the sciences basic to medicine with the clinical curriculum of the School of Medicine. The program usually requires six to seven years of study and leads to both the M.D. and Ph.D. degrees. Although the special emphasis of this program is on basic medical science, the trainees, because of their education in clinical medicine, have a remarkable range of career opportunities open to them. Graduates of this program generally follow one of two broad paths. Some directly pursue careers in teaching and research in one of the basic medical sciences, while maintaining strong ties with clinical science as a result of their combined training; others enter residency programs before pursuing investigative and teaching careers in clinical medicine, carrying with them strong academic backgrounds in the basic sciences.

Eligibility. Applicants must meet the admission requirements of both the Graduate School as a candidate for the Ph.D. degree and the School of Medicine as a candidate for the M.D. degree. Most candidates apply for admission to the first year of the program, but applications are sometimes accepted from students who are enrolled in appropriate stages of their curriculum in the Graduate School or School of Medicine of Duke University. In addition to the minimum requirements for acceptance in the Graduate School and the School of Medicine, advanced course work in science and mathematics as well as prior research experience count heavily in the selection of candidates.

Financial Support. Students admitted to the first year of the program can receive a traineeship award, consisting of a stipend and full tuition allowance, provided by a grant from the National Institutes of Health. The present annual stipend is $16,300. Current policy of the National Institutes of Health limits the duration of the traineeship to six years, but the years need not be consecutive; this permits curricula
which take more than six years. For those students requiring more than six years, the
department and/or preceptor of the student provides support for additional years in
training.

This traineeship, created by the National Research Service Award Act of 1974 (PL 93-348) provides (as do all research training awards under this act) for certain alternate service or payback requirements in the event that a research career is not pursued. Support by the NIH under the National Research Service Award Act requires the recipient to be a citizen or resident of the United States.

The Training Program. This program has been designed to offer trainees latitude in the selection of course material. Basic requirements are two academic years composed of the first basic science year and the second clinical science year of the curriculum for medical students at Duke University. Following completion of the second year, the trainee enters the graduate program to complete the requirements for the Ph.D. degree. A final academic year of elective clinical study is necessary to complete the requirements for the M.D. degree. Both degrees are awarded at the completion of this sequence.

Additional information may be obtained by writing Professor Salvatore V. Pizzo, Medical Scientist Training Program, Department of Pathology, Box 3712 Duke University Medical Center, Durham, North Carolina 27710.

Program in Medieval and Renaissance Studies (MEDREN)
Professor DeNeef (English), Acting Chair; Professor Shannon (English), Director of Graduate Studies; Professors Aers (English), Beckwith (English, Theater Studies), Bland (Religion), Borchardt (Germanic Languages and Literature), Bruzelius (Art and Art History), Clark (Religion), Clay (Classical Studies), Garci-Gómez (Romance Studies), Greer (Romance Studies), Herrup (History), Hillerbrand (Religion), Mahoney (Philosophy), Mignolo (Romance Studies), Porter (English), Quilligan (English), Rigsby (Classical Studies), Shatzmiller (History), Silbiger (Music), Steinmetz (Religion), Wharton (Art and Art History), Witt (History); Associate Professors Bartlet (Music), Brothers (Music), Finucci (Romance Studies), Keefe (Religion), Neuschel (History), Longino (Romance Studies), Rasmussen (Germanic Languages and Literature), Rice (Art and Art History), Robisheaux (History), Silverblatt (Cultural Anthropology), Solterer (Romance Studies), Van Miegroet (Art and Art History); Assistant Professors Higgins (Romance Studies), Schachter (Romance Studies), Shannon (English), Woods (Classical Studies); Professors Emeriti Caserta (Romance Studies), Newton (Classical Studies), Randall (English, Theater Studies), Tetel (Romance Studies), Williams (English); Adjunct Assistant Professor Keul (Germanic Languages and Literature).

The Graduate Program in Medieval and Renaissance Studies is an interdisciplinary program administered by the Duke University Center for Medieval and Renaissance Studies. Some fifty faculty in ten different degree-granting departments participate in the Medieval-Renaissance program, offering courses in art history, history, music, philosophy, religion, and language and literature (classical studies, English, German, and Romance languages). The Program in Medieval and Renaissance Studies seeks to promote cross-departmental and cross-institutional engagement that gives students a network of colleagues beyond their home departments.

Students may earn a formal Graduate Certificate in interdisciplinary Medieval and Renaissance Studies by meeting the following requirements: (1) complete three Medieval and Renaissance courses outside of the major department (MEDREN 300 or MEDREN 301 may count as one of these three distributional courses, and students are highly encouraged to take these cross-disciplinary seminars); (2) attend the Medieval-Renaissance Graduate Colloquium for two consecutive years; (3) present a research paper at one of several local Medieval and Renaissance workshops, colloquia, or...
conferences; and (4) complete a dissertation on a topic in Medieval and Renaissance studies. While students may be affiliated with the Center without having to obtain the Graduate Certificate, the certificate is a valuable complement to degrees in traditional Duke departments. Students planning to obtain the certificate should file an application with the Center for Medieval and Renaissance Studies as early in their careers as possible, but no later than the fall of their graduation year. For an application and more detailed information on the program and its requirements, contact our director of graduate studies and visit our web site at http://www.duke.edu/~jmems/cmrs.

For descriptions of cross-listed courses below, see the listings under the specified departments.

200. Advanced Topics in Medieval and Renaissance Studies. Topics may focus on fine arts, history, language and literature, or philosophy and religion. Open to seniors and graduate students; other students may need consent of instructor. Instructor: Staff. 3 units.

200S. Advanced Seminar in Medieval and Renaissance Studies. Topics may focus on fine arts, history, language and literature, or philosophy and religion. These seminar courses frequently engage interdisciplinary perspectives, historiography, and interpretation of medieval and Renaissance cultures. Open to seniors and graduate students; other students may need consent of instructor. Instructor: Staff. 3 units.

201S. Introduction to Medieval German: The Language of the German Middle Ages and Its Literature. 3 units. C-L: see German 201S

202A. Christian Thought in the Middle Ages. A survey of the history of Christian theology from St. Augustine to the young Martin Luther. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. 3 units.

202B. Early and Medieval Christianity. A survey of the history of Christianity from its beginnings through the fifteenth century. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Keefe and Steinmetz. 3 units.

202C. Modern European Christianity. A survey of the history of Christianity from the Reformation to the present, with emphasis on the early modern era. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Heitzenrater and Steinmetz. 3 units.

203S. Sex, Gender, and Love in Medieval German Literature. 3 units. C-L: see German 203S

204. Origen. 3 units. C-L: see Religion 204

205. The English Reformation. The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. 3 units.

206. The Christian Mystical Tradition in the Medieval Centuries. Reading and discussion of the writings of medieval Christian mystics (in translation). Each year offers a special focus, such as: Women at Prayer; Fourteenth-Century Mystics; Spanish Mystics. Less well-known writers (Hadewijch, Birgitta of Sweden, Catherine of Genoa) as well as giants (Eckhart, Ruusbroec, Tauler, Suso, Teresa of Avila, Julian of Norwich, Catherine of Siena, and Bernard of Clairvaux) are included. Also offered as Church History 206 and Religion 206. Open to juniors and seniors only. Instructor: Keefe. 3 units.

207. Readings in Historical Theology. Also offered as a Divinity School course. Open to juniors and seniors only. Prerequisites: Medieval and Renaissance Studies 202B and 202C. Instructor: Staff. 3 units.

209S. Middle English Literature: 1100 to 1500. 3 units. C-L: see English 212S
210AS. History of the Spanish Language. 3 units. C-L: see Spanish 210S; also C-L: Linguistics 210S
211. Notation. 3 units. C-L: see Music 212
213S. Chaucer and His Contexts. 3 units. C-L: see English 213S
216. Augustine. 3 units. C-L: see Religion 219
218S. Medieval Philosophy. 3 units. C-L: see Philosophy 218S
219S. Late Medieval and Renaissance Philosophy. 3 units. C-L: see Philosophy 219S
220. Shakespeare: Selected Topics. 3 units. C-L: see English 220
220BS. Religion and Society in the Age of the Reformation. 3 units. C-L: see History 220BS
221B. Renaissance Prose and Poetry: 1500 to 1660. 3 units. C-L: see English 221
221C. Medieval Latin. 3 units. C-L: see Latin 221
223A. Music in the Middle Ages. 3 units. C-L: see Music 222
223B. Music in the Renaissance. 3 units. C-L: see Music 223
224. Music in the Baroque Era. 3 units. C-L: see Music 224
234A. Early Christian Asceticism. 3 units. C-L: see Religion 234
234B. Heresy: Theological and Social Dimensions of Early Christian Dissent. 3 units. C-L: see Religion 235
236A. Luther and the Reformation in Germany. The theology of Martin Luther in the context of competing visions of reform. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. 3 units.
236B. Special Topics in Early Medieval History. 3 units. C-L: see History 236B
237S. Topics in Romanesque and Gothic Art and Architecture. 3 units. C-L: see Art History 237S
238S. Europe in the High Middle Ages. 3 units. C-L: see History 238S
240. Medieval Narrative. 3 units. C-L: see French 240
241. History of Netherlandish Art and Visual Culture in a European Context. 3 units. C-L: see Art History 241
242. History of Netherlandish Art and Visual Culture in a European Context. 3 units. C-L: see Art History 242
243S. Topics in Netherlandish and German Art. 3 units. C-L: see Art History 243S
245. Problems in Reformation Theology. Consent of instructor required. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. 3 units.
246. Problems in Historical Theology. Consent of instructor required. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Staff. 3 units.
247. Readings in Latin Ecclesiastical Literature. Readings in Latin of pastoral, theological, and church-disciplinary literature from the late patristic and medieval period. Also offered as a graduate Religion and Divinity School course. Open to juniors and seniors only. Prerequisite: knowledge of Latin. Instructor: Keefe. 3 units.
248S. Topics in Italian Renaissance Art. 3 units. C-L: see Art History 248S
249. Early Modern Studies. Pursuits of knowledge and the shaping of the individual. Literature of travel, science, sexuality, meditation, worldliness, theater, politics by well known and lesser known authors of seventeenth-century France. Genres may include fables, letters, memoirs, sermons, treatises, novels, plays. Instructor: Longino. 3 units.
249S. Topics in Italian Renaissance Art. 3 units. C-L: see Art History 249S
250. Women in the Medieval Church. The history of the Medieval Church told from its women figures. Attention to the life and writings of saints, heretics, abbesses, queens, mystics, recluses, virgins, bishops' wives, and reformers. Topic varies. Also offered as
The University Program in Molecular Biophysics

The program in structural biology and biophysics at Duke centers on those research endeavors that use physical measurements to study biological macromolecules and their interactions, where the details of molecular structure are critical to understanding the biological problem in question. The focus is on understanding molecular structure/
function at atomic resolution; the breadth extends to detecting molecular events and describing structural relationships in a chemically meaningful way, and relating atomic-level with higher-order structures. There is a commonality in the intellectual approaches and experimental techniques. Research problems addressed within the University Program in Structural Biology and Biophysics include: 3-D structure determination by crystallography and NMR; molecular assemblies studied by various diffraction, spectroscopy, and microscopy techniques; protein folding; molecular modeling and design studies and their direct experimental testing; and functional studies in biochemistry, genetic mechanisms, drug interactions, membrane systems, and so on, for which the details of molecular geometry are central to interpreting the experiments.

Participating students may receive a certificate from the Structural Biology and Biophysics Program in addition to the doctoral degree from their home department. Requirements for the certificate ordinarily will include the core courses (Proteins and Enzymes, Physical Biochemistry I, Physical Biochemistry II, Structure of Biological Macromolecules, Membrane Biophysics and Molecular Biophysics Seminar), lab rotations with molecular biophysics faculty, presenting and attending seminars, and an appropriate thesis topic and committee. However, the curriculum can be tailored for students with special interests and backgrounds. For further information about the University Program in Structural Biology and Biophysics, contact the program office at mbp@biochem.duke.edu or at Duke University, Box 3567 DUMC, Durham, North Carolina 27710.

222. Structure of Biological Macromolecules. 3 units. C-L: see Biochemistry 222
258. Structural Biochemistry I. 2 units. C-L: see Biochemistry 258; also C-L: Cell and Molecular Biology 258, Cell Biology 258, University Program in Genetics 258, Immunology 258
259. Structural Biochemistry II. 2 units. C-L: see Biochemistry 259; also C-L: Cell Biology 259, Immunology 259, University Program in Genetics 259
291. Physical Biochemistry. 3 units. C-L: Biochemistry 291
292. Advanced Physical Biochemistry. Topics include X-ray crystallography, nuclear magnetic resonance, and molecular simulations; techniques (for example, Laue techniques for following enzyme reaction intermediates, NMR methods for measuring protein dynamics); applications (for example, NMR and protein folding, analysis of structure/function relationships in a particular protein or group of proteins). Prerequisite: Biochemistry 291 or Molecular Biophysics 291. Instructor: Oas. 3 units.
345. Molecular Biophysics Seminar. Required of all MBP students. Instructor: Oas. 1 unit.
346. Molecular Biophysics Seminar. Required of all MBP students. Instructor: Oas. 1 unit.

COURSES CURRENTLY UNSCHEDULED
293. Membrane Biophysics

The University Program in Molecular Cancer Biology (MOLCAN)
Professor Patrick Casey, Director (pharmacology and cancer biology) C133 LSRC; Associate Professor Ann Marie Pendergast, Director of Graduate Studies (pharmacology and cancer biology) C233 LSRC; Professors Bennett (cell biology), Blackshear (medicine), Caron (cell biology), Casey (pharmacology and cancer biology), Colvin (Medicine), Dewhirst (radiation oncology), Keene (microbiology), Lefkowitz (medicine), McDonnell (pharmacology and cancer biology), Means (pharmacology and cancer biology), Modrich (biochemistry), Nevin (genetics), Shenolikar (pharmacology and cancer biology), Slotkin (pharmacology and cancer biology); Associate Professors-Daaka (surgery) Garcia-Blanco (genetics), Heitman (genetics), Kornbluth (pharmacology and cancer biology), Lew (pharmacology and cancer biology), Pendergast
The molecular cancer biologists at Duke University seek to understand the complex regulatory mechanisms that govern mammalian cell growth and differentiation, discern how these mechanisms are perturbed in malignant cells, and how our knowledge of these regulatory mechanisms might lead to improved anti-cancer therapy. This research covers the boundaries of disciplines such as pharmacology, biochemistry, molecular biology, genetics and cell biology, and has increased our knowledge of the basic mechanisms underlying growth regulation. To understand how and why these mechanisms fail, and how their failure results in the initiation of cancer requires an understanding of the molecules involved in chemically and cellularly precise terms, so as to decipher their ultimate impact on the growth and development of the organism.

The Program in Molecular Cancer Biology includes faculty from nine participating departments. Program scientists are actively engaged in dissecting the regulatory networks that control the processes of growth and development at the cellular and molecular levels, and the defects that lead to oncogenic transformation.

The approaches used by the investigators range from classical genetics to cell and molecular biology and protein biochemistry. An ultimate goal is identifying novel candidates for therapeutic intervention of oncogenesis. Graduate training in this program is greatly enhanced by the interaction between investigators.

200. Cancer Biology. A comprehensive course in basic and clinical aspects of cancer biology. Topics include a historical review of cancer research, properties of cultured mammalian cells, cell transformation and tumorigenesis, oncogenes and tumor-suppressor genes, cell-cycle regulation, signal transduction, molecular carcinogenesis, cancer epidemiology, and basic science aspects of clinical oncology. This course is designed primarily for medical students and fellows. Instructor: Staff. 4 units.

208. Stem Cell Biology Mini-course. 2 units. C-L: Cell Biology 208

210. Independent Study in Molecular Cancer Biology. Consent of instructor required. Instructor: Staff. 1 unit.

300. Special Topics in Cancer Biology. Instructor: Staff. 2 units.

301. Molecular Cancer Biology Seminar. Instructor: Staff. 1 unit.

350. Advances in Cancer Research. A presentation and discussion course in which program faculty and graduate students review the recent progress in areas of cancer research being investigated at Duke University. Provides an important avenue for evaluation and feedback for graduate student research and is required each year for all students pursuing their Ph.D. degree in molecular cancer biology. Instructor: Staff. 2 units.

417. Cellular Signaling. Mechanism of action of hormones at the cellular level including hormone-receptor interactions, secondary messenger systems for hormones, mechanisms of regulation of hormone responsiveness, regulation of growth, differentiation and proliferation, mechanisms of transport and ion channels, stimulus sensing and transduction. Some lectures stress the clinical correlation of the basic course concepts. Instructor: Caron, Casey, Means, and invited lecturers. 3 units. C-L: Biochemistry 417, Cell Biology 417, Pharmacology and Cancer Biology 417

418. Molecular Mechanisms of Oncogenesis. Lectures, oral presentations, and discussions on advanced topics and recent advances in the molecular biology of cancer. Particular emphasis on strategies to exploit this information in the design of intervention strategies to selectively block the growth of cancer cells. Prerequisite: Cell Biology 417. Instructor: Wang and staff. 2 units. C-L: Pharmacology and Cancer Biology
Molecular Genetics and Microbiology (MGM)

Professor Nevins, Chair (366 CARL); Associate Professor Wharton, Director of Graduate Studies (323 CARL); Professors Cullen, Garcia-Blanco, Goldschmidt-Clermont, Heitman, Keene, Linney, Pericak-Vance, Schwartz, and Willard; Associate Professors Lew, Marchuk, McCusker, Mitchell, Pickup, and Zhuang; Assistant Professors Aballay, Amalfitano, Amrein, Dietrich, Gromeier, Matsunami, and Valdivia

The Department of Molecular Genetics & Microbiology offers a range of opportunities for training in the use of molecular and genetic tools to solve biological problems. Current research interests are focused in microbial pathogenesis, RNA biology, virology, and experimental genetics and genomics. Members of the Department use a wide variety of experimental approaches (e.g., classical genetics, generation of transgenic animals, tissue culture models) and study a diversity of organisms (budding yeast, Cryptococcus, fruit flies, mice, zebrafish, and humans). The Department is extremely interactive. In addition to course work, students participate in a number of activities that enhance their training and facilitate interaction with each other, as well as with post-doctoral fellows and faculty. Refer to http://mgm.duke.edu for more information.

203. Independent Study. Independent research in Molecular Genetics and Microbiology. Instructor: Staff. 3 units.

222. Critical Readings in Genetics and Genomics. Classical and molecular genetic approaches to understanding eukaryotic cell function using unicellular organisms such as yeasts. Experimental approaches as well as illustrative studies of secretion, cell cycle, signal transduction, and cytoskeleton. Discussion of current literature and student presentations. Consent of instructors required. Instructors: Heitman, Lew, McCusker. 3 units.

232. Human Genetics. Topics include segregation, genetic linkage, population genetics, multifactorial inheritance, biochemical genetics, cytogenetics, somatic cell genetics, neurogenetics, cancer genetics, clinical genetics, positional cloning, complex disease. Lectures plus weekly discussion of assigned papers from the research literature. Prerequisites: University Program in Genetics 278 or equivalent, and graduate status or consent of instructor. Instructors: Marchuk, Pericak-Vance, and Speer. 2 units. C-L: University Program in Genetics 232

252. Virology. Molecular biology of mammalian viruses, with emphasis on mechanisms of replication, virus-host interactions, viral pathogenicity, and the relationship of virus infection to neoplasia. Consent of instructor required. Instructor: Cullen and staff. 3 units.

278. Genetic Approaches to the Solution of Biological Problems. 4 units. C-L: see University Program in Genetics 278; also C-L: Cell and Molecular Biology 278

300. Gene Regulation. Principles of prokaryotic and eukaryotic gene regulation at transcriptional and post-transcriptional levels. Topics include promoter structure and transcription factor function; processing, transport, and degradation of mRNA translation. Gene regulatory pathways. Instructor: Nevins and staff. 3 units.

301. Topics in Molecular Genetics and Microbiology. Discussion of current literature related to seminars in the Thursday series. Instructor: Dietrich and staff. 1 unit.

Music (MUSIC)

Professor Todd, Chair (105 Mary Duke Biddle Music Building); Associate Professor Lindroth, Director of Graduate Studies (067 Mary Duke Biddle Music Building); Professors Jaffe and Gilliam; Associate Professors Brothers; Assistant Professors Kelley, Meintjes, Moreno and Paley; Professor of the Practice Parkins
The Department of Music offers graduate programs leading to the A.M. and Ph.D. degrees in composition and musicology, and the A.M. in performance practice. Applicants for admission to all degree programs will normally have a broad liberal arts background as well as demonstrable musical competence. Those applying to the composition program should submit samples of their compositions with their applications; for the musicology program, applicants should include samples of their writing on musical topics. Upon acceptance to the university, by nomination of the graduate faculty in music, musicology students may also be admitted to the Program in Medieval and Renaissance Studies (see section on Medieval and Renaissance Studies in this bulletin). For the performance practice program, the department encourages applications from advanced musicians who have demonstrated an ability to conduct research about the performance of music in historical contexts. Applicants in performance practice should submit a recording of their work in the field as well as a sample of their writing.

For the Ph.D. degree in composition seventeen courses (51 units) are required; no more than four courses (12 units) may be accepted for transfer from another institution. Two courses should be taken in other departments. Students are expected to pass a qualifying examination (usually in the second year) and a preliminary examination (after completing course work, usually in the third year); before taking the preliminary examination they are asked to submit a portfolio of compositions. Students in composition must also demonstrate knowledge of a foreign language. The dissertation requirements consist of a large-scale composition and an article of publishable quality.

For the Ph.D. in musicology seventeen courses (51 units) are required; no more than four courses (12 units) may be accepted for transfer from another institution. Three courses should be taken in other departments. Students are expected to pass a qualifying examination (usually in the second year) and a preliminary examination (after completing course work, usually in the third year); in addition they must demonstrate knowledge of two foreign languages. Within the framework of the musicology degree students may also pursue projects in ethnomusicology, music theory, or performance practice.

For the A.M. in performance practice eleven courses (33 units) are required. Students are expected to pass a qualifying examination (usually in the second year) and to give a master’s recital (usually toward the end of the first year). They also must demonstrate knowledge of a foreign language.

A more detailed description of each degree program is available upon request from the director of graduate studies.

201. Introduction to Musicology. Methods of research on music and its history, including studies of musical and literary sources, iconography, performance practice, ethnomusicology, and historical analysis, with special attention to the interrelationships of these approaches. Instructor: Druesedow. 3 units.

203. Proseminar in Performance Practice. Critical methods in the study of historical performance practice, including the evaluation of evidence provided by musical and theoretical sources, archival and iconographic materials, instruments, and sound recordings. Current issues regarding the performance practice for music from the Middle Ages to the twentieth century. Instructor: Staff. 3 units.

213. Theories and Notation of Contemporary Music. The diverse languages of contemporary music and their roots in the early twentieth century, with emphasis on the problems and continuity of musical language. Recent composers and their stylistic progenitors: for example, Ligeti, Bartók, and Berg; Carter, Schoenberg, Ives, and Copland; Crumb, Messiaen, and Webern; Cage, Varèse, Cowell, and Stockhausen. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

215. Music Analysis. Historical, philosophical, and ideological issues raised by music analysis. Intensive study of harmony and voice leading in the works of major tonal
composers, with emphasis on the analytic approach of Heinrich Schenker. Instructor: Paley or Moreno. 3 units.

217. Selected Topics in Analysis. An exploration of analytical approaches appropriate to a diversity of music, which may include settings of literary texts, pre-tonal music, and music in oral and vernacular traditions. Prerequisite: Music 215 or consent of instructor. Instructor: Paley or Moreno. 3 units.

222. Music in the Middle Ages. Selected topics. Instructor: Brothers. 3 units. C-L: Medieval and Renaissance Studies 223A

223. Music in the Renaissance. Selected topics. Instructor: Brothers. 3 units. C-L: Medieval and Renaissance Studies 223B

224. Music in the Baroque Era. Selected topics. Instructor: Staff. 3 units. C-L: Medieval and Renaissance Studies 224

225. Music in the Classic Era. Selected topics. Instructor: Todd. 3 units.

226. Music in the Nineteenth Century. Selected topics. Instructor: Gilliam or Todd. 3 units.

227. Music in the Twentieth Century. Selected topics. Instructor: Gilliam or Todd. 3 units.

228. Collegium Musicum. First part of a two-course sequence providing an opportunity to study and perform vocal and instrumental music from the Middle Ages to the early romantic period. Weekly rehearsals and one or two concerts each semester. A written project required of all participants. Consent of instructor required for all except graduate students in music. Credit contingent upon successful completion of Music 229. Instructor: Staff. 1.5 units.

228A. Collegium Musicum. Same as 228, but no project required and no credit awarded. Instructor: Staff. 0 units.

229. Collegium Musicum. Continuation of, and required for credit for, Music 228. Consent of instructor required for all except graduate students in music. Instructor: Staff. 1.5 units.

229A. Collegium Musicum. Same as 229, but no project required and no credit awarded. Instructor: Staff. 0 units.

295S. Composition Seminar. Selected topics in composition. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

297. Composition. Weekly independent study sessions at an advanced level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

298. Composition. Continuation of Music 297. Weekly independent study sessions at an advanced level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

299. Composition. Continuation of Music 298. Weekly independent study sessions at an advanced level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

317S. Seminar in the History of Music. Selected topics. Instructor: Staff. 3 units.

318S. Seminar in Performance Practice. A practical seminar in which participants will be expected to perform, to introduce the work to be played or sung, and to outline its interpretative problems. A list of the music concerned will be posted in advance, and all students will participate in the study (if not necessarily in the performance) of the works announced. It is expected that the seminar will cover most periods, from Gregorian chant to twentieth-century repertories. Consent of instructor required. Instructor: Staff. 3 units.

320. Independent Study in Performance Practice and Interpretation. The exploration of significant interpretive and performance-practice issues as they affect a specific
Neurobiology (NEUROBIO) 207


390. Independent Study. With the consent of a graduate faculty member and the approval of the director of graduate studies, the student will undertake a specialized research project of his/her own choosing. Instructor: Staff. 3 units.

397. Composition. Weekly independent studies at the doctoral level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

398. Composition. Weekly independent studies at the doctoral level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

399. Composition. Weekly independent studies at the doctoral level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. 3 units.

COURSES CURRENTLY UNSCHEDULED

218. Advanced Counterpoint

236. Nineteenth-Century Piano Music

Neurobiology (NEUROBIO)

Professor McNamara, Chair (101I Bryan Research Building); Professor Chikaraishi, Director of Graduate Studies (427G Bryan Research Building); Professors Abou-Donia, Augustine, Bennet, Fitzpatrick, Flanagan, W. C. Hall, W. G. Hall, Katz, McCarthy, McClay, Nadler, Nicolelis, Purves, Schwartz-Bloom, Simon, Slotkin, Staddon, Strittmatter, Turner, Tyrey, and Warner; Associate Professors Boustany, Cant, Corless, Haglund, Lewis, Lo, Mooney, Nowicki, Reinhart, Schmechel, Skane, Vandongen, and Wong; Assistant Professors Ehlers, Feng, George, Huettel, Jarvis, Laskowitz, Matsunami, Platt, and White; Associate Research Professors Madison, Vitek, and Woldorff; Assistant Research Professors Peng, Rickman, and Voyvodic

At a time when many questions in biology have been eloquently answered, both scientists and the public correctly perceive that the brain remains, in fundamental ways, a profound mystery. During the last century tremendous advances have been made in understanding the structure, function, chemistry, and development of the brain. Nonetheless, broad and important questions about this complex organ remain to be answered in both biology and medicine. These include how genetic instructions are linked to brain development, the basis of learning and memory, the nature of consciousness, and the etiology and proper treatment of neurological diseases such as epilepsy and a variety of diseases.

The ways that neurobiologists approach these problems, while generally reductionist, are diverse. Preeminent are the techniques of molecular biology and molecular genetics, a host of sophisticated electrophysiological methods for detecting the activity of individual nerve cells or groups of nerve cells, and a wealth of anatomical methods for seeing the structure and connections of nerve cells. Novel and increasingly noninvasive means of imaging the nervous system—by nuclear magnetic resonance, detection of positron emission, or activity related magnetic fields—also hold great promise for better understanding the brain. Despite the power of these methods, progress in neurobiology—much as progress in any science—will depend on a few important insights arising from the imagination of neuroscientists who think deeply about these issues. The purpose of the graduate program in neurobiology is to enable talented students to think about the nervous system at this level.

Neurobiology at Duke is pursued in a variety of departments and settings, all of which are possible sites for students who wish to be trained in this field. Although
much of this research is carried out in the Department of Neurobiology at Duke University Medical Center, several departments on the Arts and Sciences campus also participate in this work. There are now fifty-one faculty members associated with the graduate program in neurobiology at Duke, and a large and diverse body of students and other professionals engaged in neurobiological research.

Students in the graduate program in neurobiology take a core curriculum that covers the major subfields of contemporary neurobiology, but are generally free to pursue with the help of faculty advisors a course of study tailored to their needs, backgrounds, and individual interests. The core courses in the Department of Neurobiology are Readings in Neurobiology (Neurobiology 322), Concepts in Neurobiology (Neurobiology 323), Basic Neurobiology (Neurobiology 202), Student Seminar (Neurobiology 280) and Faculty Research Update Seminar (Neurobiology 325).

For additional information, please visit our web site at http://www.neuro.duke.edu or send an email to nbgrad@neuro.duke.edu.

202. Basic Neurobiology. A systematic introduction to the structure and function of the mammalian nervous system designed specifically for first-year medical students. Lectures, laboratory exercises, clinical presentations, and problem-solving conferences during the month of January. Instructor: Mooney and Williams. 4 units.


212. Research Independent Study. Individual research and reading of the primary literature in a field of special interest, under the supervision of a faculty member, the major product of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor required. Instructor: Staff. 3 units.

280. Student Seminar. Preparation and presentation of seminars to students and faculty on topics of broad interest in neurobiology. Required of all first- and second-year neurobiology students. Instructor: Staff. 1 unit.

322. Readings in Neuroscience. The goal of this course is to introduce beginning graduate students to the neurobiological literature and to the techniques used to analyze it. For each class, students will read some of the classic papers in the field. During the class meeting, faculty will lead the students in detailed discussions and analyses of these papers. Concurrent enrollment in Neurobiology 323 is a requirement for enrollment in Neurobiology 322. Instructor: Augustine and Fitzpatrick. 3 units.

323. Concepts in Neuroscience. The goal of this course is to introduce trainees to the basic principles of neuroscience that all neurobiology graduate students are expected to know before embarking on their specialized research programs. Each week a different topic will be discussed, ranging from cellular aspects of neuronal signaling to cortical mechanisms of perception and motor control. An interactive discussion-based format with focus on original papers will allow students to immerse themselves in the fundamental issues that lie at the heart of contemporary neuroscience. There will be weekly review and discussion sessions in small groups. Note: Concurrent enrollment in Neurobiology 322 is not a prerequisite for this course. Instructor: Augustine and Fitzpatrick. 3 units. C-L: Psychology 361.

325. Frontiers in Neuroscience. This course is designed to give first-year graduate students in Neurobiology an opportunity to discuss neuroscience topics that are the focus of investigations in the laboratories of primary faculty members. Each faculty member gives a departmental seminar that provides a glimpse of his or her latest accomplishments and future directions. Prior to their seminars faculty members meet with the first-year students for two one-hour sessions to review the background and
significance of the research, ongoing in their labs, which will be the focus of the upcoming seminar. Instructor: Staff. 1 unit.

333. Statistics for Basic Biomedical Scientists. 2 units. C-L: see Pharmacology and Cancer Biology 333

351. Molecular Neurobiology. This is a reading/tutorial course for graduate students covering primary literature in selected areas of molecular neurobiology. Topics include aspects of gene expression in the nervous system with particular emphasis on the induction of gene expression by neuronal signals and the mechanisms by which neuronal identity is acquired. Topics will be modified to suit the interests of students. Half-semester. Instructor: Chikaraishi. 2 units.

353. Neurobiology of Olfaction. Based on critical readings from the original literature, this advanced seminar course will explore cellular, molecular, and systems levels approaches to olfactory signal transduction, the encoding and representation of olfactory information, and the role of olfaction in animal behavior. Examples will be drawn from invertebrate and vertebrate systems, and additional readings will include comparisons with other chemosensory systems, such as pheromonesensing. Instructor: Katz. 3 units.

355. Neuroethology. This course will focus on the neurobiology of natural behaviors, those that animals naturally evolved to perform. The organisms discussed will include insects, songbirds and primates. Several sessions will include field observations and experiments. The course is geared towards graduate students and serves as a special topics elective. Instructor: Jarvis, Mooney, Platt. 3 units.

357. Vision: Why We See What We Do. This course will cover the major aspects of visual perception (brightness, color, form, motion, and depth) and present understanding of the underlying neurobiological machinery. Particular attention will be paid to links between perception and its generation by visual system circuitry. The course will be about equally divided between lecture and discussion; grades will be based on class participation and weekly papers critiquing/commenting on the relevant literature. Instructor: Purves. 2 units.

359. Why We Hear What We Do: An Inquiry into the Basis of Auditory Perception, Music, and Language. The purpose of this course is to consider broadly audition in relation to the end of the auditory system, namely the sounds we hear for a variety of purposes ranging from navigation in the auditory environment to communication and music. The course will consider these functions primarily in humans, but will also deal with their analogues, homologues, and precendents in a range of other animals. An additional theme will be a comparison of the operating principles of the auditory system with what is presently known about vision. Instructor: Purves. 2 units.

360. Neuropharmacology: From Molecules to Behavior. Seminar-lecture course emphasizing neurotransmitter mechanisms and the mechanisms of action of drugs used to modify nervous system function. Material will be drawn from recent literature. Consent of instructor required. Instructor: Staff. 3 units. C-L: Pharmacology and Cancer Biology 360

361. Neurobiology of Disease. Series of weekly two-hour sessions, each centered on a given disease of the nervous system. One or two students working with a designated faculty member are responsible for an introduction (20-25 minutes) followed by a discussion of key primary papers on the subject. Two or three articles provided at least a week in advance provide a framework for discussion. Diseases to be covered currently include: ALS, Alzheimer's, CNS neoplasms, Epilepsy, multiple sclerosis, Parkinson's disease, retinitis pigmentosa, and stroke. The idea is to describe the key features of the disease, current insight into etiology and pathogenetic mechanisms of the disease, models available and the evidence (if any) establishing the validity of the models, therapies available and envisioned. The topic "Neuroengineering: Approach to
364. Neurotoxicology. Adverse effects of drugs and toxicants on the central and peripheral nervous system; targets and pathophysiological aspects of neurotoxicity; factors affecting neurotoxicity, screening and assessment of neurotoxicity in humans; experimental methodology for detection and screening of chemicals for neurotoxicity. Instructor: Abou-Donia and staff. 3 units. C-L: Pharmacology and Cancer Biology 364


381. Functional Magnetic Resonance Imaging. The course covers all aspects of functional magnetic resonance imaging, from its basic principles in physics, engineering, biophysics, and physiology; through computational, analytic, and signal processing issues; to its applications in neurobiology and cognitive neuroscience. The course will consist of weekly lectures and integrated laboratory sessions. Lectures will be given by BIAC faculty, and will incorporate primary readings in the field to encourage discussion. The laboratory sessions will involve analysis of fMRI data sets that illustrate issues discussed in the lectures. Students will gain experience both in the theoretical principles of fMRI and in the practical aspects of experimental design and data analysis. Instructor: Huettel. 3 units. C-L: Psychology 362

COURSES CURRENTLY UNSCHEDULED

324. Structure of the Vertebrate Brain

Center for Nonlinear and Complex Systems (NCS)

Professor Dowell (mechanical engineering and materials science), Director; Associate Professor Gauthier (physics), Associate Director; Professors Beale (mathematics), Behringer (physics), Bertozzi (mathematics), Clark (mechanical engineering and materials science), Greenside (physics), Haff (earth and ocean sciences), Hall (mechanical engineering and materials science), Kepler (bioinformatics and biostatistics), Katul (aquatic and atmospheric sciences), Lewis (neurology), Nijhout (biology), Palmer (physics), Rosenberg (philosophy), Schaeffer (mathematics), Trangenstein (mathematics), Venakides (mathematics), and Virgin (mechanical engineering and materials science); Associate Professors Henriquez (biomedical engineering) Howle (mechanical engineering and materials science), Krassowska (biomedical engineering) Howle (mechanical engineering and materials science), Krassowska (biomedical engineering), Krystal (psychology and behavioral science), Layton (mathematics), Socolar (physics), Teitsworth (physics), Wilson (biology), and Wolf (biomedical engineering); Assistant Professors Lin (physics), Liu (chemistry), McShea (biology), Murray (earth and ocean sciences), Sterrett (philosophy), and Witelski (mathematics)

The Center for Nonlinear and Complex Systems (CNCS) at Duke University is a well-established interdisciplinary program that links researchers in diverse scientific, mathematical, engineering and medical fields who have a common interest in all aspects of nonlinear dynamical phenomena, especially in complex systems. The activities of the CNCS include graduate and undergraduate training, and the fostering of interdisciplinary research. The center offers a certificate program for graduate students, provides a range of relevant courses, supports a regular seminar series and organizes scientific meetings, such as Dynamic Days as well as focused workshops. It helps foster links among researchers and students at Duke as well as on national and world scales.

The CNCS graduate certificate program was created to respond to the need for a broad, interdisciplinary, and transferable set of skills. Certain basic concepts and techniques relevant to dynamical systems are now widely used in many different disciplines. This program is intended to guide students toward this broad view by requiring the completion of a survey course, participation in seminars, and course
work.

The CNCS was officially established in the early '90s for the purpose of bringing together faculty at Duke whose research relies on the rapidly developing fields of nonlinear dynamics and complex systems. Anyone in the Duke community with interests in nonlinear dynamics and/ or complex systems may choose to be affiliated with the CNCS. At present, members of the center include faculty, post-docs, and students from the departments of Biology, Biomedical Engineering, Cell Biology, Civil and Environmental Engineering, Computer Science, Electrical and Computer Engineering, Earth and Ocean Sciences, Mathematics, Mechanical Engineering and Materials Science, Physics, Neurobiology, Psychiatry.

Requirements for a Certificate in the Program in Nonlinear and Complex Systems

To obtain a certificate, a student must

• Complete the overview course Topics in Nonlinear and Complex Systems—this includes a requirement that students attend the CNCS seminars. More broadly, students are expected to attend the CNCS seminars regularly during the period of their thesis work.

• Complete at least four courses from an approved list—the current choices follow.

• Complete a thesis on a topic within the domain covered by the CNCS, with at least two faculty from the center on the student’s thesis committee.

201. Survey of Nonlinear and Complex Systems. Survey lectures by Duke experts active in CNCS research; regular attendance in the CNCS seminar series; and a weekly meeting to discuss the lectures and seminars. May be repeated once. Prerequisite: Physics 213. Instructor: Behringer, Greenside, or Gauthier. 2 units. C-L: Physics 201

Approved Courses for the Graduate Certificate Program in Nonlinear and Complex Systems:

Biology
268. Ecological Theory and Data
291. Mathematical Biology
292. Population Ecology
293. Simulating Ecological and Evolutionary Systems
303. Principles of Ecological Modeling
304. Plant Growth Modeling

Biomedical Engineering
201. Electrophysiology
204. Measurement and Control of Cardiac Electrical Events
207. Transport Phenomena in Biological Systems
212. Theoretical Electrophysiology
213. Nonlinear Dynamics in Electrophysiology
216. Transport Phenomena in Cells and Organs
229. Tissue Mechanics
231. Intermediate Biomechanics
239. Cell Transport Mechanisms
244. Mathematical Models of Physiological Systems
246. Computational Methods in Biomedical Engineering
250. Cardiovascular Mechanics
331. Viscoelasticity

Civil and Environmental Engineering
201. Advanced Mechanics of Solids
303. Plasticity
207. Transport Phenomena in Biological Systems
210. Intermediate Dynamics
225. Dynamic Engineering Hydrology
237. Advanced Soil Mechanics
245. Pollutant Transport Systems
252. Buckling of Engineering Structures
255. Nonlinear Finite Element Analysis
263. Multivariable Control
283. Structural Dynamics

Computer Science
240. Computational Complexity
250. Numerical Analysis
252. Numerical Methods for Partial Differential Equations
264. Nonlinear Dynamics
270. Artificial Intelligence
271. Numerical Artificial Intelligence
350. Topics in Numerical Mathematics
364. Advanced Topics in Nonlinear and Complex Systems

Earth and Ocean Sciences
203. Physical Oceanography
207. Analysis of Coastal Engineering Models
221. Hydrogeology
222. New Perspectives and Methods in the Earth Sciences
223. Computational Methods in Hydrologic Sciences
230. Advanced Structural Geology
250. Applied Mathematics for the Environmental and Earth Sciences
252. Geophysics and Crustal Dynamics

Electrical and Computer Engineering
241. Linear Systems: Theory and Control
243. Pattern Classification and Recognition
255. Mathematical Modeling for Systems Analysis I
258. Artificial Neural Networks
263. Multivariable Control
281. Random Signals and Noise
282. Digital Signal Processing
285. Signal Detection and Extraction Theory
288. Image and Array Signal Processing
289. Adaptive Filters
299. Nonlinear Control Systems (Advanced Topics)

Mathematics
216. Applied Stochastic Processes
221, 222. Numerical Analysis
224. Scientific Computing I
225. Scientific Computing II
226. Topics in Numerical Analysis
228. Mathematical Fluid Dynamics
231. Ordinary Differential Equations
232. Partial Differential Equations I
233. Asymptotic and Perturbation Methods
239. Mathematical Modeling
281, 282. Partial Differential Equations II, III

Mechanical Engineering and Materials Science
202. Engineering Thermodynamics
207. Transport Phenomena in Biological Systems
209. Soft Wet Materials and Interfaces
210. Intermediate Dynamics
216. Mechanical Metallurgy
217. Fracture of Engineering Materials
221. Compressible Fluid Flow
225. Mechanics of Viscous Fluids
226. Intermediate Fluid Mechanics
227. Advanced Fluid Mechanics
229. Computational Fluid Dynamics and Heat Transfer
230. Modern Control and Dynamical Systems
231. Adaptive Structures
232. Optimal Control
235. Advanced Mechanical Vibrations
237. Aerodynamics
238. Advanced Aerodynamics
239. Unsteady Aerodynamics

212 Courses and Academic Programs
The Ph.D. program in the Department of Pathology is designed to train students for research and teaching careers in molecular medicine and experimental pathology. Coursework aims to provide a clear understanding of disease processes, while focusing on modern molecular approaches to understanding and treating human disease. Research in the department covers the broad areas of inflammation, tumor biology, and vascular biology in a multidisciplinary fashion, involving both basic scientists and clinician researchers. Further information can be obtained from the director of graduate studies or from the departmental web site at http://pathology.mc.duke.edu.

225. Introduction to Systemic Histology. Organ system approach to microscopic identification of a variety of cell types and tissues in histologic sections. Emphasis on the histology of normal organs. Microscope required; rental microscopes available. First half of spring semester. Consent of instructor required. Instructors: Hale and staff. 2 units.

250. General Pathology. This is the medical school core course in pathology. Lectures deal with broad concepts of disease and underlying molecular mechanisms. Consent of instructor required. Instructor: Staff. 4 units.

251. Laboratory Course in General Pathology. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Laboratories are broken into small groups of students and are held under the guidance of staff pathologists. Consent of instructor required. Instructor: Staff. 2 units.

258. Cellular and Subcellular Pathology. The course consists of lectures and seminars on the alterations of cellular structure and associated functions that accompany cell injury. Instructors: Shelburne and staff. 2 units.

275. Fundamentals of Electron Microscopy and Biological Microanalysis. Emphasis will be placed on preparative procedures including freezing techniques and on the application of electron microscopy to ultrastructural pathology. Scanning electron microscopy, X-ray microanalysis, and scanning ion microscopy will be discussed in addition to conventional transmission electron microscopy. Limited laboratory
experience included. Consent of instructor required. Instructors: Ingram, Lefurgey, Roggli, and Shelburne. 3 units.

325. Cardiovascular Pathology. Study of cardiovascular disease processes, reviewing anatomic, embryologic, and physiologic features, and utilizing case material and gross specimens. Consideration of principles of electrocardiography. Consent of instructor required. Instructors: Reimer and staff. 3 units.

353. Advanced Neuropathology. Current problems and research methods related to diseases which affect the nervous system. Consent of instructor required. Instructor: Staff. 3 units.

355. Graduate Seminar in Pathology. Discussions outlining the scope of modern pathology. This will include reports of original research by members of staff and visitors. Instructor: Abraham. 1 unit.

357. Research in Pathology. Independent research projects in various fields of pathology. Hours and credit to be arranged. Instructor: Graduate faculty. Variable credit.

361. Autopsy Pathology. A detailed consideration of the morphologic, physiologic, and biochemical manifestations of disease. Includes gross dissection, histologic examinations, processing, analyzing of all autopsy findings under tutorial supervision. 3 to 6 units. Instructors: Lewis and staff. Variable credit.

362. Autopsy Pathology. A detailed consideration of the morphologic, physiologic, and biochemical manifestations of disease. Includes gross dissection, histologic examinations, processing, analyzing of all autopsy findings under tutorial supervision. 3 to 6 units. Instructors: Lewis and staff. Variable credit.

364. Systemic Pathology. This is the medical school and graduate course in the detailed pathology of major organ systems. The course consists of lectures and seminars presenting the latest scientific concepts of disease. Instructors: Bradford and staff. 3 units.

367. Special Topics in Pathology. Special problems in pathology will be studied with a member of the senior staff; the subject matter will be individually arranged. Consent of instructor required. Hours and credit to be arranged. 1 to 4 units. Instructors: Pizzo and staff. Variable credit.

369. Ophthalmic Pathology. Lectures, seminars, and laboratory sessions. Review of the normal anatomy and embryology of the eye as a basis for the study of the various ocular disease processes. The more common diseases of the eye will be considered in detail. Problems in ophthalmic pathology discussed together with methods of solving them. Instructor: Klintworth. 3 units.

370. Developmental Pathology and Teratology. A systematic study of disease processes involving the prenatal, natal, and postnatal period. Emphasis on developmental anatomy and teratogenesis. The format includes seminars and clinicopathologic correlations derived from gross and microscopic material. Prerequisites: Pathology 250 and anatomy and histology. Instructor: Bradford. 3 units.

374. Pulmonary Pathology and Postmortem Pathophysiology. Emphasis will be on pulmonary pathology and pathophysiology of infectious, metabolic, environmental, and neoplastic diseases, and certain diseases of unknown etiology (for example, sarcoid, alveolar proteinosis). Ventilatory experiments will be done on excised human lungs. Instructor: Roggli and staff. 3 units.

377. Pathology of the Kidney. A comprehensive study of pathological, immunological, and clinical features of the glomerulonephritis, and pyelonephritis, as well as of metabolic, congenital, and neoplastic renal disorders. Lectures will be supplemented with gross and microscopic specimens, demonstrations, and special library studies. Instructor: Howell. 3 units.

382. General Pathology for Toxicologists. General principles of pathology using examples from human and experimental toxicological disease. Prerequisites: courses in biochemistry, physiology, and histology (histology may be taken concurrently). Instructor: Staff. 3 units.

385. Molecular Aspects of Disease. Background, investigative methods, and recent advances in understanding the molecular basis of selected diseases. In-depth focus on selected diseases whose defects are known at genetic or molecular levels. Prerequisites: introductory cell biology and biochemistry courses. Instructors: Hale and staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

360. Cytochemistry
381. Cancer Biology

Pharmacology (PHARM)
Professor Means, Chair (C238 LSRC); Professor McDonnell, Director of Graduate Studies (C259 LSRC); Professors Abou-Donia, Casey, Colvin, Ellinwood, Kuhn, McNamara, Mills, Nadler, Newgard, Schanberg, Schwartz-Bloom, Shenolikar, Slotkin, and Stiles; Associate Professors Haystead, Heltinga, Helman, Kwatra, Kornbluth, Levin, Lew, Pendergast, Schwinn, VanDongen, Wang and Whorton; Assistant Professors Blob, Collins, Counter, Ehlers, Reya, Wechsler-Reya, Yao and York; Assistant Research Professor Koch; Professors Emeriti Kirshner, Lack, Ottolenghi and Wilder; Medical Research Professor Wilson.

Pharmacology offers a graduate program that leads to the Ph.D. degree. Training is available in the following specific areas of pharmacology: neuropharmacology; toxicology; developmental, cardiovascular, behavioral, and endocrine pharmacology; regulation of cell growth and differentiation (cancer pharmacology); cellular signaling and receptor structure and function. Because pharmacology is an interdisciplinary science, the department considers applicants with strong undergraduate backgrounds in biological, chemical, and neural sciences. There is no foreign language requirement, and students normally complete all required coursework, including laboratory rotations, in the first year so they can move quickly into sustained independent research.

For Seniors and Graduates
200. Medical Pharmacology. This basic course in pharmacology for medical and graduate students describes the action of drugs in relation to biochemical and physiological processes and their clinical use. Additional topics include pharmacokinetics, drugs of abuse, and commonly encountered toxins. Nine lectures and one small-group, case-based discussion per week for eight weeks, April-June. Instructor: Nadler and staff. 4 units.

233. Essentials of Pharmacology and Toxicology. Drug absorption, distribution, excretion, and metabolism. Structure and activity relationships; drug and hormone receptors and target cell responses. Consent of instructor required. Prerequisite: introductory biology; Chemistry 151L; Mathematics 31 and 32. Instructor: Slotkin and staff. 4 units.

234. Interdisciplinary Approach to Pharmacology. Several model systems (cardiovascular, reproductive, neural, and cell cycle) will be used to explore the molecular, biochemical, and physiologic basis of drug action. Instructor: Whorton and staff. 4 units.
254. Mammalian Toxicology. Principles of toxicology as related to humans. Emphasis on the molecular basis for toxicity of chemical and physical agents. Subjects include metabolism and toxicokinetics, toxicologic evaluation, toxic agents, target organs, toxic effects, environmental toxicity, management of poisoning, epidemiology, risk assessment, and regulatory toxicology. Prerequisite: introductory biology, and Chemistry 151L, or consent of instructor. Instructor: Abou-Donia and staff. 4 units.

280. Student Seminar in Pharmacology. Preparation and presentation of seminars to students and faculty on topics of broad interest to pharmacology. Required of all pharmacology graduate students. Instructor: Means. 2 units.

297. Research Independent Study. Independent Study. 3 units.

298. Research Independent Study. Independent Study. 3 units.

For Graduates

314. Integrated Case Studies in Toxicology. 1 unit. C-L: see Environment 314

315. Focused Topics in Toxicology. 1 unit. C-L: see Environment 315

333. Statistics for Basic Biomedical Scientists. The use and importance of statistical methods in laboratory science, with an emphasis on the nuts and bolts of experimental design, hypothesis testing, and statistical inference. Central tendency and dispersion, Gaussian and non-Gaussian distributions, parametric and nonparametric tests, univariate and multivariate designs, ANOVA and regression procedures. Ethical issues in data handling and presentation. Student presentations in addition to formal lectures. Intended for third-year graduate students. Instructor: Slotkin. 2 units. C-L: Neurology 333

347. Seminar in Toxicology. A weekly research seminar throughout the year is required of participants in the Toxicology Program. Students, faculty, and invited speakers present their findings. Instructor: Levin. 1 unit.

348. Seminar in Toxicology. A weekly research seminar throughout the year is required of participants in the Toxicology Program. Students, faculty, and invited speakers present their findings. Instructor: Levin. 1 unit.

360. Neuropharmacology: From Molecules to Behavior. Seminar-lecture course emphasizing neurotransmitter mechanisms and the mechanisms of action of drugs used to modify nervous system function. Material will be drawn from recent literature. Consent of instructor required. Instructor: Staff. 3 units. C-L: Neurobiology 360

364. Neurotoxicology. Adverse effects of drugs and toxicants on the central and peripheral nervous system; target sites and pathophysiological aspects of neurotoxicity; factors affecting neurotoxicity, screening and assessment of neurotoxicity in humans; experimental methodology for detection and screening of chemicals for neurotoxicity. Instructor: Abou-Donia and staff. 3 units. C-L: Neurobiology 364

417. Cellular Signaling. Mechanism of action of hormones at the cellular level including hormone-receptor interactions, secondary messenger systems for hormones, mechanisms of regulation of hormone responsiveness, regulation of growth, differentiation and proliferation, mechanisms of transport and ion channels, stimulus sensing and transduction. Some lectures stress the clinical correlation of the basic course concepts. Instructor: Caron, Casey, Means, and invited lecturers. 3 units. C-L: Biochemistry 417, Cell Biology 417, Molecular Cancer Biology 417

418. Molecular Mechanisms of Oncogenesis. Lectures, oral presentations, and discussions on advanced topics and recent advances in the molecular biology of cancer. Particular emphasis on strategies to exploit this information in the design of intervention strategies to selectively block the growth of cancer cells. Prerequisite: Cell Biology 417. Instructor: Wang and staff. 2 units. C-L: Molecular Cancer Biology 418

423. Neurobiological Basis of Behavior. Survey of neuroanatomical, neurophysiolog-
ical, neurochemical, and neuropharmacological evidence of central nervous system function as it relates to normal and abnormal behavior. Clinical description, measurement of function, as well as the biological substrates of affective disorders and psychoses will be emphasized. Scientific bases of current therapeutic procedures, especially psychopharmacological, will be examined. Prerequisite: familiarity with basic neuroanatomy, neurophysiology, and neuropharmacology is assumed. Instructor: Ellinwood and staff. 4 units.

**Philosophy (PHIL)**

Professor Brandon, Chair (201 West Duke); Professor Schmaltz, Director of Graduate Studies; Professors Buchanan, Flanagan, Gillespie (political science), Golding, Mahoney, Rosenberg, Sanford, Smith, and Wong; Associate Professors Ferejohn and Sugarman (medicine); Assistant Professors Güzeldere, Janiak, and Sterling; Professors Emeriti Peach and Welsh; Associate Professor of the Practice Kiss (political science); Adjunct Associate Professor Ward; Senior Research Scholar Dretske

The Department of Philosophy offers graduate work leading to the A.M. and Ph.D. degrees. Tutorial work complements formal instruction. Students may, after taking a balanced program, specialize in any of the following fields: the history of philosophy, logic, philosophy of science, epistemology, metaphysics, philosophy of mind, philosophical analysis, ethics, aesthetics, political philosophy, philosophy of law, philosophy of medicine, and philosophy of religion.

Individual programs of study are developed for each student. Prior to being admitted to candidacy for the Ph.D. degree, the student must successfully complete seventeen courses distributed among five subject areas and pass qualifying exams in the history of philosophy and a preliminary examination in the special area of dissertation research. In satisfying these requirements, students are expected to demonstrate both factual knowledge and critical understanding. Work in a minor or related field, not necessarily confined to any one department, is encouraged but not required. A minor normally includes 6 units for the A.M. or the Ph.D. degree and may include more as a student’s program requires or permits.

If a student’s dissertation is devoted to any considerable extent to an author, that student must be able to read the author’s works in his or her own original language. By the end of the sixth semester, every student must either demonstrate a reading knowledge of French, German, Greek, Latin, or some other appropriate language approved by the Director of Graduate Studies, or petition for an exemption from the requirement that includes an acceptable plan to complete substantial academic work outside of Philosophy that is essential for the student’s area of research.

The Philosophy Department considers for financial aid only students seeking the Ph.D. degree. Almost all philosophy graduate students at Duke are either in the Ph.D. program or in a joint-degree program, such as the J.D./M.A. program. In exceptional cases, the department may admit someone to a master’s program. A terminal degree of Master of Arts may also be earned by a Ph.D. student who decides not to continue with doctoral studies and who meets the requirements of the Graduate School for the A.M. Such a student must pass an oral master’s examination, which may be the defense of a master’s thesis or an alternative academic exercise approved by the department. A J.D/ M.A. degree is offered by the department in cooperation with the Duke Law School. J.D./M.A. students must apply for admission to the Law School, and they must combine relevant course work in philosophy with full-time work toward a law degree.

For further information about the Ph.D. or master’s program in philosophy, please write to: Graduate Program, Department of Philosophy, Box 90743, 201 West Duke Building, Duke University, Durham, North Carolina 27708, or contact our website at http://www.duke.edu/philosophy/. To inquire about the J.D./M.A. program, applicants should contact the Law School directly, at the following address: Associate
Dean of Student Affairs, Duke Law School, Box 90376, Duke University, Durham, North Carolina 27708.

For Seniors and Graduates

203S. Contemporary Ethical Theories (C-N). The nature and justification of basic ethical concepts in the light of the chief ethical theories of twentieth-century British and American philosophers. Consent of instructor required. Instructor: Flanagan, Golding, or Wong. 3 units. C-L: Political Science 289S

206S. Responsibility. The relationship between responsibility in the law and moral blameworthiness; excuses and defenses; the roles of such concepts as act, intention, motive, ignorance, and causation. Instructor: Golding. 3 units.

208S. Political Values. Analysis of the systematic justification of political principles and the political values in the administration of law. Instructor: Golding. 3 units.

211S. Plato. Selected dialogues. Instructor: Ferejohn. 3 units. C-L: Classical Studies 211S

217S. Aristotle. Selected topics. Instructor: Ferejohn. 3 units. C-L: Classical Studies 217S

218S. Medieval Philosophy. Study of Augustine against background of late ancient Roman philosophy, and Thomas Aquinas and others against background of medieval Muslim philosophy, in particular Avicenna and Averroes, and Neoplatonism. Instructor: Mahoney. 3 units. C-L: Medieval and Renaissance Studies 218S

219S. Late Medieval and Renaissance Philosophy. Readings in Scotus, Ockham, and others. Discussions regarding the critical turn in fourteenth-century philosophy, rival theories of knowledge, the 'Great Chain of Being.' Instructor: Mahoney. 3 units. C-L: Medieval and Renaissance Studies 219S

220. The Presocratic Philosophers. 3 units. C-L: see Greek 220

225S. British Empiricism. A critical study of the writings of Locke, Berkeley, or Hume with special emphasis on problems in the theory of knowledge. Instructor: Schmaltz. 3 units.

227S. Continental Rationalism. A critical study of the writings of Descartes, Spinoza, or Leibniz with special emphasis on problems in the theory of knowledge and metaphysics. Instructor: Schmaltz. 3 units.

228S. Recent and Contemporary Philosophy. A critical study of some contemporary movements, with special emphasis on analytic philosophers. Instructor: Sterrett. 3 units. C-L: Linguistics 228S

229S. Topics in the History of Philosophy. Topics in one or more periods in the history of philosophy (for example, ancient, medieval, or modern) such as skepticism, mind-body relations, the nature of persons and personal identity, the relation between physics and metaphysics, causation and explanation. Instructor: Flanagan, Ferejohn, Janiak, Mahoney, Rosenberg, Schmaltz, or Sterrett. 3 units.

231S. Kant's Critique of Pure Reason. Instructor: Janiak. 3 units.

232S. Recent Continental Philosophy. Selected topics. Instructor: Staff. 3 units.

233S. Methodology of the Empirical Sciences. Recent philosophical discussion of the concept of a scientific explanation, the nature of laws, theory and observation, probability and induction, and other topics. Consent of instructor required. Instructor: Brandon or Rosenberg. 3 units.

234S. Problems in the Philosophy of Biology. Selected topics, with emphasis on evolutionary biology: the structure of evolutionary theory, adaptation, teleological or telonomic explanations in biology, reductionism and organicism, the units of selection, and sociobiology. Consent of instructor required. Instructor: Brandon or Rosenberg. 3 units. C-L: Biology 234S

236S. Hegel's Political Philosophy (C-N). Within context of Hegel's total philosophy, an examination of his understanding of phenomenology and the phenomenological basis of political institutions and his understanding of Greek and Christian political life.
Selections from *Phenomenology, Philosophy of History, and Philosophy of Right*. Research paper required. Instructor: Gillespie. 3 units. C-L: Political Science 236S

237S. Nietzsche's Political Philosophy (C-N). 3 units. C-L: Political Science 226S, German 276S

240S. Philosophical Psychology. A study of recent work on the nature of the self and the nature and function of consciousness. Work from philosophy, psychology, cognitive neuroscience, and evolutionary biology will be discussed. Instructor: Flanagan or Güzeldere. 3 units.

251S. Epistemology. Selected topics in the theory of knowledge; for example, conditions of knowledge, skepticism and certainty, perception, memory, knowledge of other minds, and knowledge of necessary truths. Instructor: Dretske or Sanford. 3 units.

252S. Metaphysics. Selected topics: substance, qualities and universals, identity, space, time, causation, and determinism. Instructor: Sanford. 3 units.

253S. Philosophy of Mind. Analysis of concepts such as thought and belief; issues such as mind-body relations, thought and action, the nature of persons and personal identity. Instructor: Flanagan, Güzeldere, or Sanford. 3 units.

255S. Topics in Philosophy of Mind. One or more topics such as mental causation, animal minds, artificial intelligence, and foundations of cognitive science. Includes relevant literature from fields outside philosophy (for example, psychology, neuroscience, ethology, computer science, cognitive science). Instructor: Dretske or Güzeldere. 3 units.

256. Philosophy of Computing. 3 units. C-L: see Computer Science 248

273S. Heidegger (C-N). 3 units. C-L: see Political Science 273S

291S. Special Fields of Philosophy. Instructor: Staff. 3 units.

292. Special Fields of Philosophy. Instructor: Staff. 3 units.

For Graduates

300. Problems in the Theory of Value and Judgment. 3 units. C-L: see Literature 300; also C-L: English 386

311. Philosophy and Medicine. The scope of medicine as a philosophical problem, the concept of health, and investigation of ethical issues arising in medical contexts. Consent of instructor required. Instructor: Golding. 3 units.

COURSES CURRENTLY UNSCHEDULED

202S. Aesthetics: The Philosophy of Art

204S. Philosophy of Law

205S. Philosophy of History

210. Logic for Computer Science

250S. Topics in Formal Philosophy

254S. Topics in Philosophy of Religion

289S. Environmental Ethics

331. Seminar in Special Fields of Philosophy

332. Seminar in Special Fields of Philosophy

Physics (PHYSICS)

Professor Baranger Chair (108 Physics); Professor Weller, Director of Graduate Studies; Professors Behringer, Bertozzi, Edwards, Goshaw, Greenside, Han, Howell, Johnson, Meyer, Morrison, Mueller, Oh, Palmer, Thomas, Tornow, and Weller (DGS); Associate Professors Gauthier, Litvinenko, Matveev, Plessor, Socolar, Springer, and Teitsworth; Assistant Professors Aspinwall, Bass, Chandrasekharan, DeBraeckeleer, Finkelstein, Kotwal, Kruse, Lin, and Wu; Professors Emeriti Bilpuch, Evans, Fairbank, Meyer, Roberson, Robinson, Walker, and Walter; Associate Research Professor Phillips;
Adjunct Professors Ciftan, Everitt, Guenther, Rogosa, Skatrud, and West; Visiting Professor Brown

The Department of Physics offers graduate work for students wishing to earn the A.M., M.S., or Ph.D. degree. In addition to a balanced program of basic graduate courses, the department offers specialized courses and seminars in several fields in which research is being done by faculty and staff. With the help of faculty advisors, students select a course program to fit their individual backgrounds and goals, often including work in a related field. Students are encouraged to begin research work early in their careers, normally not later than the end of the second year of study, when most students complete their formal coursework. Active areas of research include experimental studies in condensed matter, high energy, nuclear and photon-laser physics, as well as theoretical work in condensed matter and nuclear, particle physics and string theory. In addition, the Physics Department is a major part of the university-wide Center for Nonlinear and Complex Systems.

For Seniors and Graduates
203. Introduction to Statistical Mechanics. Fundamentals of kinetic theory, thermodynamics and statistical mechanics with applications to physics and chemistry. Undergraduate enrollment requires consent of director of undergraduate studies. Prerequisite: Physics 211. Instructor: Socolar. 3 units.
205. Introduction to Nuclear Physics. Phenomenological aspects of nuclear physics, interaction of gamma radiation and charged particles with matter, nuclear detectors, particle accelerators, radioactivity, basic properties of nuclei, nuclear systematics, direct and resonance reactions, photonuclear reactions, description of the strong N-N force, nuclear models, the Standard Model, symmetries. Instructor: Weller. 3 units.
211. Quantum Mechanics I. Experimental foundation, wave-particle duality, the Schroedinger equation and the meaning of the wavefunction, analytical and numerical solution of one-dimensional problems, formulation in terms of states and operators, angular momentum and spin, applications to the harmonic oscillator and hydrogen atom. Prerequisite: Mathematics 104 or 111 and Physics 143L. C-L: Applied Science. Instructor: Mehen. 3 units.
212. Quantum Mechanics II. Further development of quantum mechanics with applications. Topics include: perturbation methods (time-independent and time-dependent), path integrals, scattering theory, local density theory, elements of relativistic quantum mechanics, and miscellaneous examples drawn from atomic, condensed matter, particle, and nuclear physics. Prerequisite: Physics 211. Instructor: Springer. 3 units.
213. Nonlinear Dynamics. Introduction to the study of temporal patterns in nonequilibrium systems. Theoretical, computational, and experimental insights used to explain phase space, bifurcations, stability theory, universality, attractors, fractals, chaos, and time-series analysis. Each student carries out an individual research project on a topic in nonlinear dynamics and gives a formal presentation of the results. Prerequisites: Computer Science 6, Mathematics 111, and Physics 51L, 52L. Instructor: Greenside. 3 units. C-L: Computer Science 264.
217S. Advanced Physics Laboratory and Seminar. Experiments involving the fields of electricity, magnetism, heat, optics, and modern physics. Written and oral presentations of results. Instructor: Oh. 3 units.
220. Electronics. Basic elements of modern electronics including AC circuits, transfer functions, solid-state circuits, transistor circuits, operational amplifier applications,
digital circuits, and computer interfaces. Instructor: Lin. 3 units.

222S. General Relativity. Review of special relativity; ideas of general relativity; mathematics of curved space-time; formation of a geometric theory of gravity; Einstein field equation applied to problems such as the cosmological red-shift and blackholes. Prerequisite: Physics 181 and Mathematics 111 or equivalents. Instructor: Plesser. 3 units.

230. Mathematical Methods in Physics. Includes topics in complex analysis, residue calculus, infinite series, integration, special functions, Fourier series and transforms, delta functions, and ordinary differential equations; and use of MATHEMATICA for graphical, symbolic, and numerical computation. Prerequisite: Mathematics 111. Instructor: Palmer. 3 units.

240. Econophysics. The application of methods of physics to the analysis of financial markets and economic phenomena. In reference to financial markets main topics are: stochastic processes represented by market prices; optimal portfolios (maximizing returns while minimizing risks); option pricing (standard and nonstandard views). Economic systems: positive vs. negative feedbacks affecting economic trends; distribution of wealth in different economies: universality? Undergraduate enrollment requires consent of Director of Undergraduate Studies. Prerequisites: Calculus and essentials of Fourier analysis. Instructor: Picozzi. 3 units.

271. Quantum Optics. The linear and nonlinear interaction of electromagnetic radiation and matter. Topics include simple theory of lasers, second-harmonic generation, photon echoes, bistability, Raman scattering, Brillouin scattering, phase conjugation, two photon lasers, and cooling and trapping of atoms. Prerequisite: Physics 212 and 230. Instructor: Gauthier. 3 units.

273. Fundamentals of Nonlinear Fiber Optics. Conceptual and technical foundations of the subject, including the origin of nonlinearities in optical materials. Numerical techniques for studying propagation of pulses of light along optical fibers including nonlinear effects. Topics include: origin of nonlinear optical effects, optical pulse propagation in fibers, group velocity dispersion, self-phase modulation, optical solitons, polarization effects, cross-phase modulation, stimulated Raman scattering, stimulated Brillouin scattering, parametric processes. Prerequisite: Physics 182. Instructor: Staff. 3 units.


292. General Relativity. This course introduces the concepts and techniques of Einstein's general theory of relativity. The mathematics of Riemannian (Minkowskian) geometry will be presented in a self-contained way. The principle of equivalence and its implications will be discussed. Einstein's equations will be presented, as well as some important solutions including black holes and cosmological solutions. Advanced topics will be pursued subject to time limitations and instructor and student preferences. Prerequisite: A familiarity with the special theory and facility with multivariate calculus. Instructor: Petters. 3 units. C-L: Mathematics 236

293. Representation Theory. 3 units. C-L: see Mathematics 253

For Graduates

304. Advanced Topics in Statistical Mechanics. This course will vary from year to year. Possible topics include Fermi liquids, systems of bosons, many-body theory, nonequilibrium statistical mechanics. Prerequisite: Physics 303 and 316. Instructor: Staff. 3 units.

306. Radiation Detection. Introduction to detection of charged particles, photons and neutrons. Emphasis on active detector techniques: ionization detectors, scintillators and
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307. Introduction to Condensed Matter Physics. Microscopic structure of solids, liquids, liquid crystals, polymers, and spin systems; elastic scattering and long-range order; topological defects; electronic structure of crystals (metals and semiconductors); phonons and inelastic scattering; magnetism; superconductivity. Prerequisite: Physics 203, 211, 212. Instructor: Tettsworth. 3 units.


310. Advanced Solid-State Physics. Advanced energy band theory; Fermi liquid theory; many-body Green functions and diagrammatic techniques; interacting electron gas; superconductivity; applications. Prerequisite: Physics 307 or equivalent. Instructor: Staff. 3 units.

313. Advanced Topics in Nonlinear and Complex Systems. Survey of current research topics that may include: advanced signal analysis (wavelets, Karhunen-Loeve decomposition, multifractals), bifurcation theory (amplitude and phase equations, symmetry breaking), spatio-temporal chaos, granular flows, broken ergodicity, complexity theory of dynamical systems, and adaptive systems (genetic algorithms, neural networks, artificial life). Emphasis on quantitative comparisons between theory, simulations, and experiments. Not open to students who have taken Computer Science 313. Prerequisite: Computer Science 264 or Physics 213; recommended: Physics 230, 212, or equivalent. Instructor: Greenside. 3 units. C-L: Computer Science 364

315. Quantum Mechanics I. Review of fundamental principles, Dirac notation, operators, eigenvalues and eigenfunctions, nonquantum models, multi-electron atoms, perturbation theory, selection rules, time dependent quantum mechanics, two-level atoms and lasers, Heisenberg equations, path integral approach, symmetry, rotation and angular momentum, tensor operators, Wigner-Eckart theorem, angular momentum recoupling, evaluation of matrix elements. Prerequisite: Physics 212 or equivalent. Instructor: Springer. 3 units.

318. Fundamentals of Electromagnetism. Electrostatics, Laplace's equation, multipole expansion, dielectrics, magnetostatics, magnetization, Maxwell equations, gauge transformations, electromagnetic waves, Fresnel equations, and waveguides. Prerequisite: Physics 182 or equivalent and 230. Instructor: Matveev. 3 units.


321. Introduction to Accelerator Physics. Aspects of modern accelerator physics; operation of a variety of accelerators from electron microscopes to large ring machines; phenomena responsible for stability and instability of particle beams. Prerequisite: Physics 281, 318 or equivalents. Instructor: Wu. 3 units.


342. Advanced Quantum Field Theory. Study of a variety of topics in quantum field theory, selected from nonabelian gauge theory, anomalies, instantons, super-
symmetry, topological defects, large-N techniques, spontaneous symmetry breaking, effective potentials, and finite temperature methods. Prerequisite: Physics 341. Instructor: Plesser or Springer. 3 units.

346. Topics in Theoretical Physics. Topics vary; check Physics Department website. Consent of instructor required. Instructor: Staff. 3 units.

351. Physics Research Seminar. Series of weekly presentations on research projects under investigation in the department. Credit/no credit grading only. Instructor: Staff. 1 unit.

352. Seminar Techniques. Discussion of ways of presenting seminars and participating in follow-on question periods. Each student is required to present at least one seminar on an appropriate research topic. Instructor: Staff. 1 unit.

361. Physics of Free-Electron Lasers. Seminar course on the basic physical mechanisms and effects responsible for emission and amplification of radiation by electron beams moving through transverse fields. Prerequisite: Physics 316 and 319. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

235. Computational Methods in Physics
261. Laser Physics
291S. Physics at the Cutting Edge
311. Introductory Quantum Mechanics
314. Introduction to Fluid Mechanics
316. Quantum Mechanics II
322. Advanced Quantum Optics
333. Electronic Properties of Submicron Solid-State Devices
356S. Physics Journal Seminar

Political Science (POLSCI)

Professor Munger, Chair (303A Perkins); James B. Duke Professor R. Keohane, Director of Graduate Studies (504 Perkins); Professors Aldrich, Fish, Gillespie, Grant, Greico, Horowitz, Hough, Jentleson, N. Keohane, Kitschelt, Kornberg, Lange, McClain, Mickiewicz, Niou, Paletz, Price, Remmer, and Spragens; Associate Professors Coles, Eldridge, Feaver, Gelpi, Hamilton, Mayer, McKean, and Shi; Assistant Professors Charney, deMarchi, Goemans, Krishna, Morgenstern, Transue, and Wilkinson; Research Professors Euben and Soskice; Associate Professor of the Practice Kiss; Professors Emeriti Ball, Barber, Braibanti, Cleaveland, Hall, Holsti, Johns, Leach, and Macintyre; Adjunct Associate Professor Kessler

The Department of Political Science offers graduate work leading to the A.M. and Ph.D. degrees. Instruction is designed to prepare the student primarily for teaching and research and for government service. Instruction is currently offered in the following fields: American government and politics, comparative government and politics, political theory, international relations, and political methodology.

The candidate for the degree of Doctor of Philosophy in political science must take at least fifteen courses in all, including eleven in the department, and demonstrate competence in at least two general fields of the discipline as well as in an inter-field theme concentration. The candidate must also fulfill a statistics and/or foreign language requirement, and write a satisfactory dissertation.

The terminal degree of Master of Arts, for those who do not intend to continue with doctoral studies, is awarded following successful completion of: (1) fifteen one-semester courses of 3 units each (2) either an A.M. thesis or two seminar-length research papers done for Duke courses with a grade of G+ or above; and (3) demonstration of competence in one foreign language or in statistics.

Further details on the graduate program in political science, the departmental facilities, the staff, and available financial aid may be obtained from the Director of
Graduate Studies, Department of Political Science.

Related Course Work in the School of Law

It is possible to receive graduate credit for course work completed in the Duke University School of Law, under regulations referred to in this bulletin under the section on academic regulations.

For Seniors and Graduates

201S. Problems in International Security (D). The impact of democratic political structures on state foreign policy behavior. Emphasis on the influence of democratic norms and principles on the use of force. Theoretical debates on the influence of democracy and the use of force, with attention to the methodological and statistical difficulties of both measuring democracy and estimating its impact on international politics. Prerequisite: a course in international relations or American foreign policy. Instructor: Staff. 3 units.

203S. Politics and the Media in the United States (A). The impact of the media of communication and new technologies on American political behavior, government, politics, issues, and controversies. Development of critical interpretive skills and arguments as students write research papers assessing the media's political influence and effects. Instructor: Paletz. 3 units.

204S. Ethics in Political Life (C-N). Ethical issues arising in the conduct of political vocations and activities. Instructor: Spragens. 3 units.

205S. Collective Action, Property Rights, and the Environment (B). The rational choice tradition (public goods, collective action, game theory, property rights, new institutionalism) as applied to environmental problems, resource exploitation, environmental justice, and the design of an environmentally sound society. Instructor: McKean. 3 units.

206S. Political Participation: Comparative Perspectives (B). The study of political participation through development of an understanding of relevant research methods. The effects of political culture on political participation. Popular participation and mobilization systems in liberal democracies and developing countries. Instructor: Shi. 3 units.

207S. American Constitutional Interpretation (A). Critical analysis of U.S. Supreme Court interpretations of selected provisions of the Constitution relating to national powers, federalism, individual liberty and equality. Attention to constitutional theory and judicial reasoning. Research component involves writing "Supreme Court opinions" on hypothetical facts that raise constitutional questions. Prerequisite: Political Science 127 or 177 or 178 and consent of instructor. Instructor: Fish. 3 units.

210S. Politics and Markets in Modern Capitalism (D). Exploration, through a critical interpretation of classic works and contemporary analyses, of the relationship between representative democracy and markets in modern capitalist society, with special attention to the impact of the world political economy on democracy and capitalism. Instructor: R. Keohane. 3 units.

211S. Current Problems and Issues in Japanese Politics (B). Sources of strength and weakness in the Japanese economy, the rise of new issues and strains in postindustrial society, changes in the party system and decision-making process, the possible transfer of power, the challenge of Japan's new world role. Instructor: McKean. 3 units.

212S. Politics and Markets (D). Seminar on classics of political economy, exploring the relationship between economic markets and politics as treated in the works of Adam Smith, Marx, Polanyi, Schumpeter, Lindblom, and Hirsch, as well as contemporary works on globalization and its effects on domestic politics. Open only to seniors and graduate students. Instructor: R. Keohane. 3 units.

213S. Theories of International Political Economy (D). Basic theoretical and empirical skills needed to analyze complex socio-economic phenomena. Various political, social,
and economic problems in various industrial and developing areas of the world. Particular attention placed on Latin America, which has experimented with a variety of approaches to development. Instructor: Grieco. 3 units.

215S. Democratic Institutions (B). How constitution makers choose basic rules of the democratic game, such as the relations between legislatures and executives, the role of parties, electoral system, prerogatives of constitutional courts, and other important elements of democratic institutional design; the impact of such arrangements on various groups within the state, and the overall performance of democracies; durability of arrangements, the structuring of power relations among parties, and whether democratic institutions affect economic and social policy outcomes. Instructor: Kitschelt. 3 units.

217. Comparative and Historical Methods (B). 3 units. C-L: see Sociology 214

218. Political Thought in the United States (C-N). American political thought and practice through the Civil War period. A critical analysis of the writing of our founders and their European antecedents. Focus on the philosophical and political debates and the underlying ethical and political issues found in the debates over the Constitution, slavery, and the Union. Instructor: Gillespie or Grant. 3 units.

219S. Film and Politics (A). Selected film genres and films as they illuminate political behavior. Ethical issues and controversies raised by the making and contents of films. Inducts students into the ways research is conducted in the study of films and the generation and presentation of knowledge in the discipline. Instructor: Paletz. 3 units.

220S. Problems in International Politics (D). The development and critical analysis of various models in political science and economics that focus on the relationship between international economics and international security. Various models of the impact of political-military dynamics on international economic relationships, and the impact of international economics on the likelihood of war and peace among nations. Attention to the interplay between economics and security in a key region of the world—East Asia. Prerequisite: one course in international relations, foreign policy, or diplomatic history. Instructor: Staff. 3 units.

222. Introduction to Statistical Analysis (C-E). Basic applications of statistical theory to political questions: research design, hypothesis tests, computer data analysis. Consent of instructor required for undergraduates. Instructor: De Marchi. 3 units.

223. Ancient Political Philosophy (C-N). Intensive analysis of the political philosophy of Plato, Aristotle, and other ancient theorists. Research paper required. Instructor: Gillespie or Grant. 3 units. C-L: Classical Studies 203

224S. Modern Political Theory (C-N). A historical survey and philosophical analysis of political theory from the beginning of the seventeenth to the middle of the nineteenth century. The rise of liberalism, the age of Enlightenment, the romantic and conservative reaction, idealism, and utilitarianism. Instructor: Grant or Spragens. 3 units.

225. Topics in Comparative Government and Politics: Western Europe (B). The development of mass democracy and the welfare state and its impact on various groups within particular nations; political and electoral participation and mobilization; social movements and political change; center-periphery conflicts; government and bureaucratic institutions and their relationships to society; the modern welfare state and political economy. Instructor: Kitschelt or Lange. 3 units.

226S. Nietzsche's Political Philosophy (C-N). 3 units. C-L: German 276S, Philosophy 237S

227S. Issues in International Communications (B). Research seminar analyzing selected political issues in international communications. Examines the impact of international communication technologies on United States and foreign governments and politics. The resulting ethical implications of globalization and semi-monopoliza-
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226S. Nineteenth- and Twentieth-Century Political Philosophy (C-N). The relationships among freedom, morality, aesthetics, and politics as interpreted by various major figures in modern political philosophy, including Kant, Hegel, Marx, Nietzsche, Fichte, Heidegger, Foucault, and Derrida. Focus on normative arguments and presuppositions, as well as various approaches to interpretation of philosophical texts. Instructor: Coles or Gillespie. 3 units.

227S. Contemporary Theory of Liberal Democracy (C-N). Instructor: Spragens. 3 units.

228S. Nineteenth- and Twentieth-Century Political Philosophy (C-N). The relationships among freedom, morality, aesthetics, and politics as interpreted by various major figures in modern political philosophy, including Kant, Hegel, Marx, Nietzsche, Fichte, Heidegger, Foucault, and Derrida. Focus on normative arguments and presuppositions, as well as various approaches to interpretation of philosophical texts. Instructor: Coles or Gillespie. 3 units.

229S. Contemporary Theory of Liberal Democracy (C-N). Instructor: Spragens. 3 units.

230S. Introduction to Positive Political Theory (C-E). Introduction to formal models in political science and a field of research that is at various times called political economy, positive political theory, formal theory, and public choice. Focus on three basic models that form the foundation of the field: individual choice, game theory, and social choice. Instructor: Aldrich or Niou. 3 units.

231S. Crisis, Choice, and Change in Advanced Democratic States (B). Contributions of Marx, Weber, and Durkheim toward analysis of modern democracies. Examination of selected contemporary studies using these three perspectives to highlight processes of change and crisis. Unsettling effects of markets upon political systems, consequences of bureaucratic regulation, and transformation of sources of solidarity and integration in modern politics. Instructor: Kitschelt. 3 units.


233. Intermediate Statistical Methods (C-E). Applications of regression models of politics emphasizing the effect of assumptions behind Generalized Least Squares regression. Prerequisite: Political Science 222; consent of instructor required for undergraduates. Instructor: Munger. 3 units.

234S. Political Economy of Development: Theories of Change in the Third World (B). Contributions of Marx, Weber, and Durkheim toward analysis of modern democracies. Examination of selected contemporary studies using these three perspectives to highlight processes of change and crisis. Unsettling effects of markets upon political systems, consequences of bureaucratic regulation, and transformation of sources of solidarity and integration in modern politics. Instructor: Kitschelt. 3 units.

235S. Crisis, Choice, and Change in Advanced Democratic States (B). Contributions of Marx, Weber, and Durkheim toward analysis of modern democracies. Examination of selected contemporary studies using these three perspectives to highlight processes of change and crisis. Unsettling effects of markets upon political systems, consequences of bureaucratic regulation, and transformation of sources of solidarity and integration in modern politics. Instructor: Kitschelt. 3 units.


237S. Understanding and Managing Global Capital Markets Crises (D). Theories and models from both economics and political science exploring global capital market crises, their causes, and dynamics. Positive (descriptive/analytical) as well as normative (prescriptive) elements; exploration of alternative hypothesis aiming to explain why these crises occur. Instructor: Grieco or Mendoza. 3 units. C-L: Economics 237S

238S. Courts, Wars, Legacies of Wars (A). The impact of international wars, international policing, and domestic wars relating to national security on the United States courts of the Fourth Circuit (Maryland, Virginia, West Virginia, North and South Carolina), and the role played by these courts in the Mid-Atlantic South from the American Founding into the Cold War Era. The American Constitution, laws, and treaties of the United States, and principles of admiralty and international law which figure in assigned published and unpublished judicial decisions of the region's United States district and old circuit courts and of the post-1891 Fourth Circuit Court of Appeals. Research paper required. Also taught as Law 548S. Instructor: Fish. 3 units. C-L: History 255AS

239S. American Mass Political Behavior (A). Several facets of the political behavior of mass actors in American politics. Likely topics include the factors that cause the type and amount of individual participation, mobilization by elites, ideology and information, partisanship, partisan stability and change, socialization, macro-level
change, negative advertising, economic voting, issue evolution, and the effects of institutional changes (especially election rules) on voter turnout. Instructor: Transue. 3 units.

241S. The European Union and World Peace (B, D). Analysis of the European Union as a model for international reconciliation among former enemies. Investigations of ways in which European former enemies— in particular, France and Germany—ended their rivalries and moved toward a positive peace; whether Western European reconciliation experience can be applied to other high-conflict regions and relationships. Instructor: Grieco. 3 units.

242S. The United States and Western Europe (D). America's political, military, economic, and cultural engagement with Western Europe. History of United States-European relations in the twentieth century; key contemporary issues confronting Europe and America; cultural, political, economic, and social conditions within the two partners that might be serving either to bind or to separate them at present and in the years to come. Instructor: Grieco. 3 units.

243S. Political Applications of Game Theory (C-E). Emphasis on acquiring good working knowledge of standard game theory techniques and models used in political science literature, hence emphasis on examples and problem sets. No knowledge of game theory presupposed, but good basic knowledge of calculus and elementary probability theory. Includes examples from voting, congressional committees, ethnicity, IPE and IR, and CPE. Instructor: De Marchi, Niou or Soskice. 3 units.

247. Politics and Philosophy of Self and Other (C-N). Epistemological, ontological, ethical, and political dimensions of relations between self and other. Theorists may include Husserl, Merleau-Ponty, Levinas, Derrida, Adorno, Gadamer, Sartre, Foucault, and Bahktin. Instructor: Coles. 3 units.

248. International Politics and International Law (D). Relationship between international law and politics, with attention to how politics affects law and how law channels and structures politics. Emphasis on changes in sovereignty as a result of globalization and shifts in norms. Instructors: Byers and Keohane. 3 units.


252S. The Nation-State and the International System (D). The interaction between state structures and the international system, with a focus on the rise and development of European nations. Topics include war and its effects on national political institutions, nationalism, and state formation; war and national revolution; imperialism and decolonization; and economic dependency and national autonomy. Research paper required. Prerequisite: Political Science 93. Instructor: Grieco. 3 units.

253S. Comparative Government and the Study of Latin America (B). Current literature on major themes of Latin American politics. Instructor: Morgenstern. 3 units.

255S. State and Society in China (B). An examination of selected aspects of Chinese politics. Prerequisite: Political Science 117 or equivalent. Instructor: Shi. 3 units.

256S. Theory and Practice of National Security (D). In-depth look at the theoretical and empirical literature explaining how states seek to guarantee their national security. Topics include: grand strategy, nuclear deterrence and warfighting, coercive diplomacy, military intervention, decisions for war, and civil-military relations. Special attention paid to U.S. national security during and after the Cold War. Instructor: Feaver. 3 units.

260S. Social Theory and Social Practice (C-N). Comparison and critique of some of the most important answers given by philosophers and social theorists to the questions: what can we know about society and what is the practical utility of that knowledge? Theorists and topics include Aristotle, early modernity's "new science of politics," Marxist maxims, Weber's "weltfreie" science, Mill's logic of the "moral sciences," Comte's
sociology, Mannheim’s sociology of knowledge, behavioralism and its critics, the vocation of social science. Instructor: Spragens. 3 units.

264. Marine Policy (A). 3 units. C-L: see Environment 276; also C-L: Public Policy Studies 297

266S. Topics in Early Modern Political Thought from Machiavelli to Mills. Topics vary from semester to semester. Instructor: Staff. 3 units.

267S. Policy-Making in International Organizations (D). 3 units. C-L: see Public Policy Studies 267S

268S. The Regulatory Process (A). 3 units. C-L: see Public Policy Studies 269S

271S. International Environmental Regimes (B,D). Law, politics, and institutional design of international regimes created among nations to cope with environmental problems. Includes study of particular conventions and treaties (for example, acid rain, ozone, carbon reduction, biodiversity, Antarctica, regional seas, ocean dumping), and the environmental implications of international trade rules and regimes (for example, GATT). Instructor: McKean. 3 units. C-L: Public Policy Studies 258S

272S. International Relations Theory and Chinese Foreign Policy (B,D). Examines range of theories and conceptual approaches to the study of international relations to see how these may or may not work in explaining Chinese foreign policy and whether or not patterns of Chinese foreign policy require evaluation of theories. Instructor: Shi. 3 units.

273S. Heidegger (C-N). An examination of the philosophy of Martin Heidegger from its phenomenological beginnings to its postmodernist conclusions with particular attention to its meaning for questions of identity, history, nihilism, technology, and politics. Instructor: Gillespie. 3 units. C-L: Philosophy 273S

274S. Seminar in Urban Politics and Urban Public Policy (A). A probing of topical issues in both their theoretical antecedents and their contemporary manifestations. The intellectual debates and scholarly treatments surrounding issues of power in the city, urban redevelopment policy, urban poverty, and race in the city. Instructor: Staff. 3 units. C-L: Public Policy Studies 275S

275. The American Party System (A). The role of political parties and the party system in the origin and perpetuation of democratic politics. Critical evaluation of different theories and models of the origins, structures and activities of American political parties and their contribution to the maintenance of a democratic society. Students will encounter an extensive array of evidence, including statistical estimation and formal modeling, for use in the development of their own original research or in critical evaluation of research findings. Instructor: Staff. 3 units.

276S. Media in Post-Communist Societies (B). 3 units. C-L: see Public Policy Studies 243S

277. Comparative Party Politics (B). The concepts, models, and theories employed in the study of political parties in various competitive democracies. Focus on advanced industrial democracies where there is a rich empirically oriented literature on this topic. The resurgence of democracy in developing areas and the role of party competition and democracies in these regions of the world. Instructor: Lange. 3 units.


279S. Collective Action and Political Regime Change (B). Survey of theories, methods, and empirical studies of political mobilization outside institutional channels; protest behavior and strategies; responses of the state to these challenges; the success of collective mobilization. Emphasis on comparative analyses of revolutions and other
modes of disruptive regime changes. Instructor: Kitschelt. 3 units.

280. Comparative Legislative Politics (B). Analysis of legislative politics in comparative perspective. Designed for seniors and graduate students. Instructor: Morgenstern. 3 units.

282S. Canada (B). 3 units. C-L: see Canadian Studies 282S; also C-L: Cultural Anthropology 282S, History 282S, Sociology 282S

283S. Congressional Policy-Making (A). Lawmaking and oversight of the executive branch by the U.S. Congress. Committee, party, executive, and interest group roles. Instructor: Munger. 3 units. C-L: Public Policy Studies 283S.

284S. Public Policy Process in Developing Countries (B). 3 units. C-L: see Public Policy Studies 284S.

285S. Seminar in North American Studies (B). Topics vary each semester. Instructor: Staff. 3 units.

286. Theory and Practice of International Security (D). Analysis and criticism of the recent theoretical, empirical, statistical, and case study literature on international security. This course highlights and examines potentially promising areas of current and future research. No prerequisite, but Political Science 93 recommended. Instructor: Goemans. 3 units.


289S. Contemporary Ethical Theories (C-N). 3 units. C-L: see Philosophy 203S.


299. Advanced Topics in Government and Politics. Topics vary from semester to semester. A. American Government and Politics B. Comparative Government and Politics C. Political Theory D. International Relations. Instructor: Staff. 3 units.

For Graduates

303. Seminar on Statistics (C-E). Application of advanced statistical methods to political science research problems. Primary focus on multiple regression procedures. Emphasis on assumptions, interpretation of results, and use of the computer. Consent of instructor required. Instructor: Staff. 3 units.

304. Classics in American Politics (A). Introduction to fundamental research and theoretic statements in American politics. Instructor: Aldrich, Brehm, or Paletz. 3 units.

305. Seminar in United States Foreign Policy (D). Decision making in American foreign policy. The sources, substance, and consequences of United States policy will be examined. The emphasis is on the period since 1945. Instructor: Holsti. 3 units.

306. Public Opinion (A). Intensive study of the causes and consequences of public attitudes toward politics, with special attention given to recent research in the field. Instructor: Brehm or Gronke. 3 units.

307. Formal Modeling in Political Science (C-E). Introduction to formal analysis of recent work in political science. Focus on a number of important theorems and their proofs drawn from such areas as bargaining, deterrence, public goods, collective choice, electoral politics, and new institutionalism. Students will in the process be expected to begin work on formal proofs of their own. Prerequisite: one course in game theory. Instructor: Niou. 3 units.

308. Individual Research (A,B,C,D). Students will conduct research designed to evaluate hypotheses of their choice. Reports on the research must be presented in
appropriate professional style. Instructor: Staff. 3 units.
309. Seminar in International Relations (D). Critical survey of theories and research in international relations and foreign policy. Emphasis will be placed on the interrelation between theory and research. Instructor: Holsti. 3 units.
310. Scope and Methods in Political Science (C-E). Designed to explore philosophical assumptions in political science, theory, and matters of evidence and judgment; the course is meant to be an introduction to variations in research design, empirical methods, and the execution of research. Instructor: Staff. 3 units.
313. Seminar in Political Communications (A). A field survey with emphasis on politics and media in the United States. Instructor: Paletz. 3 units.
314. Graduate Seminar on International Institutions (D). The role of international institutions in world politics. Implications for international relations theory, analytical insights from economics and American politics; research topics and issues. Instructor: Keohane. 3 units.
315. Noncooperative Game Theory (C-E). 3 units. C-L: see Economics 315; also C-L: Statistics and Decision Sciences 386
317. The New Institutionalism in Political Science (C-E). Survey of recent developments in information economics, theory of the firm, the property rights paradigm, and contract theory. Emphasis on using these techniques to answer classic questions in political science. Instructor: McKean. 3 units.
320. Political Psychology (A). Examination of the human political situation through the study of actual problems and solutions at the level of: (1) the individual, (2) political discourse among government officials, (3) public discourse in the media. Instructor: Staff. 3 units.
321. Seminar in Political Theory (C-N). Prerequisite: 6 units in political science elected from 223, 224, 229, 231, or their equivalents. Instructor: Staff. 3 units.
324. Seminar in Comparative Politics (B). A field survey with emphasis on the politics of developing areas. Note: it is generally expected that political science graduate students taking comparative politics as a preliminary field will take both this course and Political Science 325. Instructor: Staff. 3 units.
325. Seminar in Comparative Politics (B). A field survey with emphasis on the politics of advanced industrial democracies. Note: it is generally expected that political science graduate students taking comparative politics as a preliminary field will take both this course and Political Science 324. Instructor: Staff. 3 units.
326. Research Seminar in Comparative Government and Politics (B). Seminar in major issues in comparative politics and intensive individual student research projects. Instructor: Staff. 3 units.
327. Comparative Political Behavior (B). This seminar critically examines research on variations in elite and mass behavior as well as the conditions affecting that behavior in a variety of Western countries. Instructor: Kornberg. 3 units.
330. Qualitative Research Design (C-E). Systematic consideration of major problems in
qualitative research; how they can be understood with the same logic of social science that applies to quantitative work; and how political scientists can do systematic social science even when only a few independent observations can be made. Instructor: R. Keohane. 3 units.

332. Seminar on Political Economy: Micro Level (C-E). Survey of recent work in political science and economics on the organization of institutions: political, sociological, and economic. Focus upon the ways in which rational choice theory is applied to areas outside of economics. Instructor: Staff. 3 units.

333. Seminar in Political Economy: Macro Level (C-E). Survey and analysis of recent work in political science, economics and sociology on the relationships between states and markets. Special emphasis on the ways states influence market outcomes and the ways the organization of power in markets influences state behavior, especially in democratic systems. Instructor: Lange. 3 units.


341. Legislative Politics (A). Survey of current research on the legislative branch of government. Topics include: elections, committee systems, oversight, party organizations, and others. Instructor: Staff. 3 units.

345. Comparative Constitutional Law (B). This seminar will deal comparatively with issues that first arose in a significant way in countries such as the former Soviet Union and Eastern Europe after 1989, later with the most recent wave of democratization and redemocratization throughout the world (e.g., South Africa, Indonesia, Fiji, Northern Ireland), and currently Afghanistan and, in an anticipatory way, Iraq. It will consider the various configurations of political institutions in democratizing or redemocratizing countries, especially those divided by ethnic or religious affiliations. It will begin by exploring theories of constitutional and legal change and of the efficacy of constitutions as instruments of conflict management. Specific issues will include electoral systems; federalism and regional devolution; the presidential-parliamentary debate; costs and benefits of judicial review; the special issue of Islam and the state. There will be extensive discussion of the overarching question of adoptability and emphasis on the relations between processes of constitutional change and the content of the institutions adopted. Instructor: Horowitz. 3 units. C-L: Law 717

351. Comparative Law and Politics: Ethnic Group Relations (B). Various approaches to the reduction of conflict in deeply divided societies, primarily in Asia and Africa, with secondary attention to Western countries. The nature of ethnic identity, the sources of group conflict, and the forms and patterns it takes. Methods of analyzing social science materials and utilizing them for the design of polities, laws, and institutions. Consent of instructor required. Instructor: Horowitz. 3 units.

381. Research Seminar in Latin American Government and Politics (B). Prerequisite: Political Science 253 or equivalent. Instructor: Staff. 3 units.

390. Research Seminar in International Relations (D). Prerequisite: Political Science 226, Political Science 309 or equivalent. Instructor: Holsti. 3 units.

397. Selected Topics in Government and Politics (A, B, C, D). Topics vary from semester to semester. Instructor: Staff. 2 units.

398. Selected Topics in Government and Politics (A, B, C, D). Topics vary from semester to semester. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED
244S. The Politics of the European Community (D)
250S. International Security after the Cold War (D)
257S. Making American Defense Policy (D)
265S. The Process of International Negotiation (D)
Graduate training leading to the Ph.D. degree in Psychology is offered at Duke through two departments: the Department of Psychological and Brain Sciences, and the Department of Psychology: Social and Health Sciences.

Department of Psychological and Brain Sciences
Associate Professor Needham, Director of Graduate Studies; Professors Eckerman, C. Erickson, Hall, Lockhead, McCarthy, Meck, Rubin, Staddon, M. Wallach, and C.L. Williams; Associate Professors Needham and Schmajuk; Assistant Professors Brannon, Cabeza, Dobbins, LaBar, and Marsh; Research Professor L. Wallach; Associate Research Professor Woldorff; Assistant Research Professor Cerutti; Professors Emeriti Alexander, Carson, Crovitz, Diamond, R. Erickson, Kimble, Kremen, H. Schiffman, and Wing. Faculty with secondary appointments in Psychological and Brain Sciences, primary appointments in other departments: Professors Bettman, Brodie, Flanagan, Guzeldere, W.C. Hall, Madden, Nicoleis, Nowicki, Palmer, Payne, Purves, Putallaz, and S. Schiffman; Associate Professor Day, Levin, Mazuka, and Welsh-Bohmer; Adjunct Professors Hopfinger and Swartzwelder

Department of Psychology: Social and Health Sciences
Professor Mazuka, Director of Graduate Studies: Professors Asher, Costanzo, Hamilton, Putallaz, Roth, and Strauman (Chair), Thompson, (Dean of Trinity College), Associate Professors: Day, Hill, and Mazuka, Assistant Professors: Feng, and Moore. Medical School Faculty with joint appointment: Blumenthal, Bonner, Curry, (Director of Clinical Training), Keefe, Lynch, Robins, Surwit, Williams, R. Professors Emeriti Alexander, Carson, Coie, and Lakin. Faculty with secondary appointment: Bettman, Brodie, Dodge, Eckerman, Edwards, Fairbank, Fitzgerald, George, Gold, Gustafson, Logue, Linville, Madden, March, Needham, Payne, Quinn, Rabiner, Reese, Serra, Sheppard, Sherwood, Siegler, Spenner, Stocking, Vidmar, Wallach, L., Wallach, M., and Wells: Adjunct Professors Barbarin, Cox, McLooy, Ornstein, Reznick, and Vernon-Feagans; Adjunct Associate Professors Gariépy and Kurtz-Costes

The Department of Psychological and Brain Sciences studies relations between brain, behavior, and cognition in humans and animals from developmental, neuroscience, and computational perspectives. The Department of Psychology: Social and Health Sciences investigates human psychological processes in development, health, personality, psychopathology and social behavior from a social and behavioral science perspective and houses the doctoral training program in clinical psychology. Training in aspects of developmental psychology is available for students in both departments, although the particular emphasis of that training in each department is oriented towards its broader research activities, as described below. It is expected that graduate students in all areas of psychology will take advantage of the training opportunities in a number of departments, irrespective of their particular site of enrollment.

Further distinctions between the research and training of the two departments can be summarized as follows: the Department of Psychological and Brain Sciences focuses upon four interrelated areas: Behavioral and Computational Neuroscience, Cognitive Neuroscience, Cognitive Psychology, and Developmental and Evolutionary Processes. Its programs are highly collaborative with other units of the university, especially with departments such as Biology, Computer Science, Neurobiology, and Philosophy, as well as the Center for Cognitive Neuroscience and the Brain Imaging and Analysis Center. The Department of Psychology: Social and Health Sciences
focuses on research and training in Clinical, Developmental and Social Psychology. It too collaborates widely with other university units, especially with such departments as Psychiatry, Sociology, and Cultural Anthropology, as well as with the Ph.D. program in Business Administration, the Center for Child and Family Policy, and various University programs. Both departments are formal members of the Duke-University of North Carolina Collaborative Graduate Certificate Program in Developmental Psychology.

For Seniors and Graduates

202S. Autobiographical Memory (C). A review and critical analysis of the literature, theory, and empirical study of autobiographical memory within cognitive psychology. Emphasis on the reasoning, research designs, and methods used in examining autobiographical memory. Consent of the instructor required. Instructor: Rubin. 3 units.

205S. Children's Peer Relations (D). Examination of the empirical literature with emphasis on the functions that peers serve for children, the developmental course of these relationships, the clinical ramifications and possible explanations for inadequate peer relations (including an examination of the family's role), and interventions used to improve children's relationships with their peers. Regular opportunities to analyze, critique, and synthesize primary research literature. Consent of instructor required. Instructor: Asher or Putallaz. 3 units.

206S. Pediatric Psychology (D, P). The conceptual and methodological bases for the field. Emphasis on the reasoning, research designs, and methods implemented at the interface of behavioral and biomedical issues concerning health care for children. Case material illustrating how developmental, biological, and psychosocial processes act together in child health and illness. Focus on adjustment and coping with illness and treatments related to cystic fibrosis, sickle cell disease, cancer, diabetes, and seizure disorders. Consent of instructor required. Instructor: Bonner. 3 units.

212S. Human Memory (C). Classical and modern literature, data, and theories relating to mechanisms of information processing, storage, and retrieval. Emphasis on the reasoning, research designs and methods by which human memory is studied. Evaluation of experiments and interpretation of data. Research proposal required. Consent of instructor required. Instructor: Rubin, or Serra. 3 units.

214S. Development of Social Interaction (D, P). Major concepts and methods pertaining to early social development, emphasizing human social behavior and a developmental psychobiological approach. Consent of instructor required. Instructor: Eckerman. 3 units.

218S. Personality, Stress, and Disease (P). The interaction between person and social environment as a contributor to development of physical disease. Both epidemiological and laboratory-based research considered. Prerequisite: Psychology 98 or 109A for undergraduates and consent of instructor. Instructor: R. B. Williams. 3 units.

220S. Psycholinguistics (C). Evaluation of empirical research in various areas of psycholinguistics, in particular whether or not the hypotheses, methodology and analyses are appropriate and whether or not the data gathered warrant the conclusions drawn. Emphasis on cross-linguistic approaches to psycholinguistics. Systematic comparison of languages from different cultures through selected readings. Topics include neurolinguistics, linguistic versus pictorial representation, individual differences, oral versus written expression, language and personality, and the language-thought interaction. Consent of instructor required. Also taught as Linguistics 220S. Instructor: Day or Mazuka. 3 units. C-L: English 204S

221S. Ethnicity, Culture, and Family Processes (D, P). Focus on the impact of culture and ethnicity on family processes; definitions and measurement of culture as a family level variable; family dynamics/interactions, family constellations, and parenting.

226S. Cognitive Neuroscience of Memory. Research on the neural correlates of memory in humans. Neuropsychological studies with brain-damaged patients and functional neuroimaging studies with healthy individuals. Cognitive neuroscience models of memory, including episodic memory, working memory, semantic memory, priming, and procedural memory. Prerequisite: Psychology 91 or Psychology 92. Instructor: Cabeza. 3 units.

227S. Behavioral Physiology: Basic Systems (P). Organ systems review of physiology, emphasizing the role of the central nervous system and behavior in physiological function. Emphasis on the research designs, methods, and reasoning by which the physiology of behavior is understood. Prerequisite: Psychology 91 or 159S for undergraduates and consent of instructor. Instructor: Surwit. 3 units.

232S. Advanced Seminar in Perception (C). Discussions of selected, current topics, including illusions and psychophysics, concerning how context affects what we know about the world and its objects. Consent of instructor required. Instructor: Lockhead. 3 units.

238S. Everyday Cognition (C). Selected cognitive concepts (for example, encoding, retrieval, representation, information load) and their application to everyday situations. Cognition in the classroom, courtroom, hospital, grocery store, and laboratory, as well as on the job, athletic field, construction site, dance floor, and computer. For each situation: successful vs. mediocre performance, cognitive processes involved, task analysis, potential problems, experimental tests, and implications for both cognitive theory and everyday life. Class sessions include presentations by the instructor, students, and individuals from the everyday world. Prerequisites: for undergraduates: Psychology 92 or related course work and consent of instructor. Instructor: Day. 3 units.

249S. Anthropology and Psychology (C, P). 3 units. C-L: see Cultural Anthropology 249S

258S. Social Behavior and Personality (P). A broad examination of current theory and research on the interpersonal, personological, and social cognitive influences on social behavior and social interaction. Emphasis on contemporary thought on issues such as the nature of social influence, the function and construction of the self, relationship formation and maintenance, aggression and altruism, personality-based mediators and moderators of social behavior, and the application of social psychological theory and research to the study of clinical, social legal, and educational issues. Methodological approaches to the study of social phenomena including experimental, quasi-experimental, narrative, observational, and correlational models. Prerequisite: Psychology 99 or 116 and 185A or 185B and Statistics 101, Psychology 117 or equivalent and consent of instructor for undergraduates. Instructor: Staff. 3 units.

262S. Minority Mental Health: Issues in Theory, Treatment, and Research (P). Survey and discussion of theoretical, research, and clinical issues in minority mental health with special emphasis on African-Americans. Prerequisite: Psychology 119A for
undergraduates and consent of instructor. Instructor: Edwards. 3 units. C-L: African and African American Studies 262S

268S. Brain and Language (B, C). Focus on cognitive processes and brain mechanisms involved in language comprehension and production. Psycholinguistic models and how these models may be implemented in the brain. Consent of instructor required. Instructor: Staff. 3 units. C-L: Linguistics 268S

270S. A-R, U-Z. Selected Problems. New courses not yet in the bulletin are designated as 170S or 270S depending on level. Since all faculty offer these courses, their contents vary accordingly. Different courses indicated by the letter. Consent of instructor required. Instructor: Staff. 3 units.

273. Statistics I (G). Foundations of probability and statistical inference. Introduction to the general linear model via multiple regression. Emphasis on application via statistical computing with SAS. Prerequisite: Psychology 117 or Statistics 101 for undergraduates and consent of instructor. Instructor: Compton or staff. 3 units.

274. Statistics II (G). Basic and advanced ANOVA models via the GLM. Broad-based overview of multivariate models, including MANOVA, canonical correlation, discriminant analysis, and factor analytic models. Emphasis on application and use of computer packages. Prerequisite: Psychology 117 or Statistics 101 and Psychology 273 for undergraduates and consent of instructor. Instructor: Compton or staff. 3 units.

For Graduates

305. Adult Psychopathology. Examination of current diagnostic and theoretical approaches to adult psychopathology and personality disorders and the implications of diagnostic and theoretical systems for assessment and treatment. Instructor: Strauman. 3 units.

307. Models of Intervention and Prevention. Review of empirically-supported treatments for adult disorders. Therapeutic relationship issues and communication style; strategies commonly used across disorders in empirically-supported treatment and prevention programs; their application to specific disorders; development of theoretically integrative treatments. Course balances discussion of theory and research findings with practical and ethical issues in treatment delivery, illustrated by case transcripts and videotapes. Instructor: Robins. 3 units.

315. Seminar in Consumer Behavior. 3 units. C-L: Business Administration 562

316. Behavioral Decision Theory. 3 units. C-L: see Business Administration 525; also C-L: Statistics and Decision Sciences 231

318. Research Design. Methodological principles of research design in clinical, developmental, and social psychology. Emphasis on theory and practical applications. Permission of instructor required. Instructor: Strauman. 3 units.

320. Multivariate Statistics. Introduction to advanced statistical analysis. Topics include matrix algebra, GLM model development and evaluation, multiple logistic regression, handling missing data, principal components analysis, MANOVA, discriminant function analysis, various approaches to longitudinal data analysis, and models for multilevel datasets. The course will also introduce the student to issues in applied data analysis such as a priori and post-hoc power analyses, transformation of data, and graphical/written/oral presentation of results. Data will be analyzed using the SAS statistical software package, as well as other specialty programs. Instructor: Weinfurt. 3 units.

321. Social Development. Analysis of children's social development from multiple theoretical perspectives including biological, social cognitive, social learning, and ecological perspectives. Includes socialization in the contexts of families, peers, schools, and neighborhoods and the role of media. Implications for prevention/intervention programs and social policy are discussed. Permission of the instructor required.
Instructor: Staff. 3 units.
322. Advanced Cognitive Development. Advanced level introduction to critical issues in the study of cognitive development from birth to adolescence. Emphasis on both theoretical accounts of cognitive development and recent research that informs these explanations. Permission only. Instructor: Feng or Needham. 3 units.
329S. Evolution, Development, and Behavior. Behavior is affected by and has an effect upon evolution, developmental, and physiological processes. Current concepts and controversies in biopsychology. Instructor: Staff. 3 units.
330S. Learning, Memory, and Cognition. Current concepts and controversies in the way people and other animals perceive, think, and remember. Instructor: Staff. 3 units.
332. Developmental Psychopathology. This course examines major emotional and behavioral disorders of childhood/adolescence from a developmental perspective. Issues addressed include risk and protective factors, long-term outcomes, and prevention/intervention. Instructor: Rabiner. 3 units.
333. Cognition and Teaching. An examination of key phenomena and concepts in cognitive psychology (especially in areas of perception, attention, memory, comprehension, mental representation, and problem solving) and their implications for the teaching-learning process at the college level. Instructor: Day. 3 units.
335. Personality Assessment. A course for clinical graduate students on assessment of persons through a variety of methods, including personological, clinical and semi-structured interviews, analysis of narrative material, and psychological tests. Introduction to self-report, observer-report, and projective methods. Instructor: Curry. 3 units.
339. Ethical Issues in Research and Clinical Practice. Topics including ethical issues in teaching, research, and clinical practice. Instructor: Blumenthal. 3 units.
343. Clinical Practicum. Intensive experience and supervision in clinical intervention processes. Student training in psychotherapy strategies and techniques and in clinical consultation skills is conducted in clinical settings. 0 to 6 units. Instructor: Staff. Variable credit.
344. Clinical Practicum. Intensive experience and supervision in clinical intervention processes. Student training in psychotherapy strategies and techniques and in clinical consultation skills is conducted in clinical settings. 0 to 6 units. Instructor: Staff. Variable credit.
348. Child/Adolescent Psychotherapy. Introduction to psychodynamic and cognitive-behavioral approaches to clinical problems of children and adolescents, with an emphasis on empirically-supported interventions. Instructor: Curry. 3 units.
349. Practicum in Psychological Research. Instructor: Staff. 3 units.
350. Practicum in Psychological Research. Instructor: Staff. 3 units.
352. Child Assessment. Interview methods; intelligence and achievement testing; personality and developmental batteries; peer, teacher, and parental instruments; and observational techniques. Instructor: Fitzgerald and Whidby. 3 units.
355. Research Practicum. Students will be involved in a research apprenticeship to a faculty member for hands-on experience with research efforts. Instructor: Staff. 3 units.
356. Research Practicum. Students will be involved in a research apprenticeship to a faculty member for hands-on experience with research efforts. Instructor: Staff. 3 units.
357S. Cognitive Neuroscience Colloquia. Examines current topics in cognitive neuroscience. Journal article discussions and invited lectures by distinguished faculty in the field. Students lead individual sessions and evaluate research findings. Topics vary each semester. Consent of instructor required. Instructor: LaBar. 1 unit.
359S. Cognitive Neuroscience. Introduction to the cognitive neuroscience of higher-
level mental functions, including language, memory, emotion, and consciousness. Highlights current theories, methodological advances, and controversies. Students evaluate and synthesize findings across a variety of research techniques. Consent of instructor required. Prerequisite: Psychology 358S is required only for graduate students in the cognitive neuroscience track. Instructor: Cabeza, LaBar, or Woldorff. 3 units.

360S. Cognitive Neuroscience Colloquia II. Examines current topics in cognitive neuroscience. Journal article discussions and invited lectures by distinguished faculty in the field. Students lead individual sessions and evaluate research findings. Topics vary each semester. Consent of instructor required. Instructor: LaBar. 1 unit.

362. Functional Magnetic Resonance Imaging. The course covers all aspects of functional magnetic resonance imaging, from its basic principles in physics, engineering, biophysics, and physiology; through computational, analytic, and signal processing issues; to its applications in neurobiology and cognitive neuroscience. The course will consist of weekly lectures and integrated laboratory sessions. Lectures will be given by BIAC faculty, and will incorporate primary readings in the field to encourage discussion. The laboratory sessions will involve analysis of fMRI data sets that illustrate issues discussed in the lectures. Students will gain experience both in the theoretical principles of fMRI and in the practical aspects of experimental design and data analysis. Instructor: Huettel. 3 units. C-L: Neurobiology 381

363S. PBS First Year Seminar I. Analysis and discussion of current models and research in psychological and brain sciences. Focus is on theories and research in brain-behavior relations, particularly those relevant for perception, memory, and attention in humans and animals. Instructor: Staff. 1.5 units.

364S. PBS First Year Seminar II. Analysis and discussion of current models and research in psychological and brain sciences. Focus is on theories and research in brain-behavior relations, particularly those relevant for perception, memory, and attention in humans and animals. Instructor: Staff. 1.5 units.

390. Proseminar in Academic and Professional Psychology. The ethical, teaching, and research components of the profession of psychology are issues covered in this course. These include the study of teaching technology and techniques; the initiation of programmatic research and the attainment of federal and private support; interdisciplinary directions in the behavioral and social sciences; clinical ethics; human subjects protections; emerging approaches to psychological inquiry, and the translation of research into policies and applications. The format will combine seminar discussions with presentation by experts and specialists. The understanding of the full breadth of the discipline of psychology is the goal. Instructor: Staff. 3 units.

396. Graded Research. 1 to 3 units. Instructor: Staff. Variable credit.

399. Special Readings in Psychology. Consent of instructor required. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

209S. The Cognitive Psychology of Oral Traditions (C)
211S. Neural Development and Comparative Cognition (B, C)
224S. Timing and Time Perception (B, C)
225S. Ingestion: Behavior and Neurobiology (B)
233S. Nature and Nurture in Animal and Human Development (B, D, P)
234S. Advanced Personality (P)
261S. Advanced Learning Theory (C)
264S. Gender, Hormones, and Health (P)
284S. Feminist Theory and Methods in the Social Sciences (P)
288S. Advanced Topics in Social Science and Law (P)
301. Group Psychotherapy and Group Influence Processes
Public Policy Studies (PUBPOL)

Public Policy Studies (PUBPOL) is a program that requires two academic years of coursework (51 credit hours), including a master's project (the equivalent of a master's thesis) to be researched and written on a problem of current policy concern for an actual client, and a summer public policy internship. Students may opt for a concentration in Global Public Policy or Social Policy. The summer internship may be with a national, state, or local agency of government, an international organization, a not-for-profit organization, or a business provided the internship is public policy related.

In the first year, the fall semester core courses include: Policy Analysis I (Public Policy 303), Microeconomics and Public Policy-Making (Public Policy 310), Politics of the Policy Process (Public Policy 314), Statistics and Data Analysis for Policymakers (Public Policy 222), and Ethics and Policy-Making (Public Policy 316) or, for students in the global policy concentration, Globalization and Governance (Public Policy 320), plus at least one elective. In the spring, first-year students take Quantitative Evaluation Methods (Public Policy 313), Microeconomics: Policy Applications (Public Policy 311), and Policy Analysis II (Public Policy 304), plus at least one elective. The second-year curriculum includes coursework in public management, electives in substantive policy areas, and the master's project.

Students who are concurrently enrolled in a Ph.D. or professional degree program (M.D., J.D., M.B.A., M.E.M., M.Div., etc.) can apply for a compressed version of the M.P.P. program. The joint or concurrent M.P.P. can be completed in one additional year. Students in the concurrent program complete the full first-year curriculum, the summer internship, and the master's project, but are waived from the public management requirements. Students usually apply for the joint or concurrent M.P.P. simultaneously with their applications to the graduate departments or professional schools, or during their first or second year of advanced study. More information concerning the M.P.P. program can be obtained by writing the Director of Graduate Studies or the Director of Admissions at the Terry Sanford Institute of Public Policy, Box 90243, Duke University, Durham, NC 27708-0243 or e-mail DukeMPP@duke.edu. The Terry Sanford Institute's web page address is http://www.pubpol.duke.edu.

Related Programs

In addition to the M.P.P., the Terry Sanford Institute offers the Program in International Development Policy (PIDP) through its Duke Center for International Development. This program provides from one semester to two years of training in policy analysis and problems related to sustainable development. Professionals with
several years’ experience as practitioners or applied researchers in a development-related field are eligible to apply to the program. Participants in the program—known as PIDP fellows—pursue either a certificate or A.M. in International Development Policy while at Duke. See also the description elsewhere on the activities of the Duke Center for International Development. For further information, go to http://www.pubpol.duke.edu/dcid or contact the Duke Center for International Development, Box 90237, Duke University, Durham, North Carolina 27708-0237, email dcid@pps.duke.edu.

216S. Economics of Education. 3 units. C-L: see Economics 216S

218. Macroeconomic Policy. Survey of macroeconomic theory and analysis of policies designed to reduce unemployment, stimulate economic growth, and stabilize prices. Conventional monetary and fiscal instruments, employment policies, and new policies designed to combat inflation. Instructor: Staff. 3 units. C-L: Economics 218

221S. Media and Democracy. Examines the relationship between mass media and democracy in the United States, other developed democracies, and societies in transition. Seeks to explain how the media cover politics and public policy, examining the nature of media institutions, the economics of news production and consumption, and the strategic interplay of politicians, journalists, editors, and other actors who influence the content of news. Instructor: Mickiewicz. 3 units.

222. Statistics and Data Analysis for Policymakers. 3 units. C-L: see Statistics and Decision Sciences 210A

235S. Setting the National Agenda for the Twenty-First Century. Focus on the proper role of the federal government in the future. Includes individual student research, culminating in a major research paper and oral presentation, on one of the four main roles of the government: taxes, entitlements, defense, and domestic programs. Instructor: Stubbing. 3 units.

238. Public Budgeting and Financial Management. Fund accounting for government; techniques of financial analysis, including break-even analysis, cost accounting, cash-flow analysis, and capital budgeting; and governmental budgeting, including the budgetary process and reforms, and the budget crunch in the public sector. Instructor: Spengler. 3 units.

239. Nonprofit Leadership and Management. The impact of nonprofit organizations on public policy making; management and leadership skills for nonprofit organizations; laws affecting nonprofit organizations. Instructor: Staff. 3 units.

243S. Media in Post-Communist Societies (B). Comparative analysis of role and impact of media in formerly Communist societies of Europe. Discussion of television and electoral process, dilemmas of newspaper sector, issues of privatization, new technology, and editorial autonomy. Develops understanding of relevant Soviet-era history and contemporary context of problems and prospects across a number of different countries, with special attention to Russia. Research paper. Instructor: Mickiewicz. 3 units. C-L: Political Science 276S

251S. Regulation of Vice and Substance Abuse. The traditional vices of drinking, smoking, gambling, and the recreational use of drugs. Evaluation of government policy on these activities. The intellectual framework for evaluation drawn from economics, although readings refer to law, psychology, philosophy, and statistics. Instructor: Cook. 3 units. C-L: Economics 251S

253. The Politics of Health Care (A). The history, status, and future of health care policy. Grounded in political theories such as distributive justice, altruism, and contractarianism. Focus on policy formation. Case discussions of American reform controversies in light of international experience. Instructor: Staff. 3 units. C-L: Political Science 249

Project involves background research, data acquisition, analysis, writing, and presentation of a substantial policy report. Designed for candidates seeking the undergraduate certificate in health policy. Consent of instructor required. Instructor: Conover or Taylor. 3 units.

257. United States Policy in the Middle East. From World War II to the present with a focus on current policy options. Instructor: Kuniholm. 3 units. C-L: History 296

258S. International Environmental Regimes (B, D). 3 units. C-L: see Political Science

259S. State and Local Public Finance. Analysis of state and local revenue sources, intergovernmental fiscal relations, budgets and expenditures, fiscal aspects of economic development, and the municipal bond market. Policy topics include financing schools and transportation systems, tax policy, and current fiscal issues. Prerequisite: Public Policy Studies 217 or equivalent. Instructor: Ladd. 3 units. C-L: Economics 259S

260S. Science and Technology Policy. Review of major political, international, and technical factors which led to the current world leadership of the United States in research and development. Examination of trends in federal and industry funding. Reasons for the federal government funding research, ways federal funds should be allocated, relationships among industry, government, and academia. Several current policy issues selected for in-depth analysis. Instructor: Ahearne. 3 units.

261. Evaluation of Public Expenditures. Basic development of cost benefit analysis from alternative points of view, for example, equity debt, and economy as a whole. Techniques include: construction of cash flows, alternative investment rules, inflation adjustments, optimal timing and duration of projects, private and social pricing. Adjustments for economic distortions, foreign exchange adjustments, risk and income distribution examined in the context of present value rules. Examples and cases from both developed and developing countries. Instructor: Conrad. 3 units. C-L: Economics 261, Environment 272

262S. Seminar in Applied Project Evaluation. Initiate, develop, and perform a project evaluation. Range of topics include measuring the social cost of deforestation, the B1 Bomber, a child nutrition program, the local arts program. Prerequisite: Economics 285 or Public Policy Studies 261. Instructor: Conrad. 3 units. C-L: Economics 262S

263S. Public Health Issues: Prevention and Management. Focus on prevention of diseases and health problems; funding, policy, and management decision making. Overview of public health interventions and outcomes in United States, Europe, and less industrialized nations. Emphasis on understanding the social construction of race and ethnicity and the impact of socioeconomic variables such as race, ethnicity, gender, income and education on health. Public health perspective applied to such topics as: HIV/ AIDS; teen pregnancy; cocaine use during pregnancy; infant mortality and low birth weight; violence; major causes of mortality in less industrialized countries; and role of public health in state and national health reform. Instructor: Whetten. 3 units.

264. Advanced Topics in Public Policy. Selected topics. Instructor: Staff. 3 units.

264S. Advanced Topics in Public Policy. Seminar version of Public Policy Studies 264. Instructor: Staff. 3 units.


267S. Policy-Making in International Organizations (D). The behavior of international organizations in the fields of development, environment, and security, including their relationships with the governments of member countries and non-governmental organizations within these countries. Required research paper focusing on how these
organizations can be established or adapted to face changing challenges in the three substantive fields. Instructor: Staff. 3 units. C-L: Political Science 267S

268. Media Policy and Economics. Use of economics to examine the production and consumption of information in communications markets and impact of media on society. Topics include regulation of television/radio/newspapers, intellectual property and Internet, content diversity, and news markets. Instructor: Hamilton. 3 units.

269S. The Regulatory Process (A). Study of theories in economics, political science, and law to examine the structure, conduct, and performance of U.S. regulatory agencies. Emphasis on why decisions are delegated to agencies, the degree to which regulators behave strategically, and the impact of regulatory actions on society. Focus on political and economic roots of scientific and technological debates in regulatory policy. Required research paper on origins and effectiveness of a particular regulation. Instructor: Hamilton. 3 units. C-L: Political Science 268S

270S. History of Poverty in the United States. 3 units. C-L: see History 211S

271S. Schools and Social Policy. Overview and selected current policy issues related to K-12 education. Includes small-group research projects that require data analysis, literature searches, and interviews with education policy makers. Instructor: Ladd. 3 units.

272. Resource and Environmental Economics. 3 units. C-L: see Environment 270; also C-L: Economics 270

273S. Public Policy and African American Life. Race-based public policies and African American responses to these policies over the course of the twentieth century to the present; education, employment, housing, political participation, and social relations. The significance of race in the politics and policies of the United States; the legacy of twentieth-century racial policies. Instructor: Korstad. 3 units. C-L: African and African American Studies 273S

274. Resource and Environmental Policy. 3 units. C-L: see Environment 274


278S. Race and American Politics (A). 3 units. C-L: see Political Science 278S; also C-L: African and African American Studies 278S

280S. Philanthropy, Voluntarism, and Not-for-Profit Management. An examination of the role and functioning of the not-for-profit sector in relation to both the public sector and the private for-profit sector in dealing with significant social problems. Also taught as Law 585. Instructor: Fleishman. 3 units.

283S. Congressional Policy-Making (A). 3 units. C-L: see Political Science 283S

284S. Public Policy Process in Developing Countries (B). How the distinctive characteristics of developing and transitional countries affect the patterns of public policymaking, especially in the areas of economic, environmental, and cultural policy. Examining cases from Latin America, formerly socialist countries, Africa, and Asia, through readings and student research papers, to illuminate both the commonalities and differences in how the policy process faces problems ranging from conservation to multilingualism. Instructor: Staff. 3 units. C-L: Political Science 284S

285. Land Use Principles and Policy. 3 units. C-L: see Environment 285

286S. Economic Growth and Development Policy. Basic principles and policy issues in the study of economic growth and development. The roles of physical, natural and human capital, technological innovation, productivity improvements and institutions in explaining patterns and causes of variations in growth and development performance of countries. Effects on growth and development of many current policy issues including HIV-AIDS, financial crises, foreign aid and investment, debt burdens
and forgiveness, corruption and governance. Prerequisites: Public Policy 110 or Economics 149. Instructor: Fernholz, Glenday, or Shukla. 3 units. C-L: Economics 290S. Glasgow Seminar in Public Policy. Analysis of the British political system and important public policy problems in Britain including: privatization, Britain and the European community, and economic and social policy. (Taught in Scotland.) Prerequisite: Public Policy Studies 55D, two of the core courses (Public Policy Studies 110, 114, or 116; or Statistics 101), and consent of director of undergraduate studies. Instructor: Staff. 3 units.

For Graduates

303. Policy Analysis I. Introduction to policy analysis and advising. Emphasis on written and oral communication skills, the substance of public policies, and the role of policy analysts. Open to public policy studies M.P.P. students only. Instructor: Staff. 3 units.

304. Policy Analysis II. The role and influence of policy analysis. The examination of specific public policy cases and recommendations for action. Emphasis on written and oral communications skills. Open to public policy studies M.P.P. students only. Instructor: Staff. 3 units.

306S. Special Topics in Public Policy. Selected topics. Prerequisite: graduate level. Instructor: Staff. Variable credit.

307. Master's Project I. Emphasis on individual or group projects. Preparation for Master's Memo. Open to Public Policy Studies M.P.P. students only. Prerequisite: for Public Policy Studies 307 or consent of instructor. Instructor: Staff. 3 units.

308. Master's Project II. Emphasis on individual or group projects. Preparation for Master's Memo. Open to Public Policy Studies M.P.P. students only. Prerequisite: for Public Policy Studies 307 or consent of instructor. Instructor: Staff. 3 units.

310. Microeconomics and Public Policy-Making. Consumption and production theory, welfare economics, theories of collective choice, market structures and regulation, and nonmarket decision making. Not open to students who have taken Public Policy Studies 110. Graduate status only. Instructor: Clotfelter or Ladd. 3 units.

311. Microeconomics: Policy Applications. Cost benefit analysis of public programs. Public utility regulation, pollution regulation, hospital rate setting, regulation of product safety. Quantitative methods and microeconomic theory for analysis of both normative and positive aspects of economic policy. Graduate status only. Prerequisites: Economics 149 or Public Policy Studies 110 or 217 and familiarity with regression analysis or concurrent enrollment in Public Policy Studies 231. Instructor: Conrad, Ladd, or Moore. 3 units. C-L: Economics 306

313. Quantitative Evaluation Methods. Problems in quantifying policy target variables such as unemployment, crime, and poverty. Experimental and nonexperimental methods for evaluating the effect of public programs, including topics in experimental design, regression analysis, and simulation. Graduate status only. Prerequisite: Public Policy Studies 222 or equivalent. Instructor: Cook or Stangl. 3 units.

314. The Politics of the Policy Process. The formulation of public policies, substantive policies in a variety of contexts from local government to international affairs; the role of legislatures, interest groups, chief executives, and the bureaucracy in defining alternatives and in shaping policy from agenda formulation to implementation. Graduate status only. Instructor: Ascher or Mayer. 3 units.


Not open to students who have taken Public Policy Studies 116. Graduate status only.
Instructor: Pickus. 3 units. C-L: Political Science 319

320. Globalization and Governance. Seminar explores economic, political, and social aspects of globalization and their implications for public policy making in the twenty-first century. Focus on issues of governance, particularly international cooperation, the design of international organizations, and the role of international NGOs. Policy areas include international trade and finance, environment, security, human rights, media and communications, and international development. Instructor: Mayer. 3 units.

325S. A-I. Program in International Development Policy Sector Seminar. Topics in policy issues and institutional structures of sectoral policy-making in less developed countries. Open only to Fellows of the Program in International Development Policy, or by consent of instructor. A. Urban and Rural Development in Developing Countries B. Natural Resources and Environmental Policy-making C. Financial Sector Management D. Restructuring the Energy Sector in Developing Countries E. Privatization and the Role of the State in Development F. Designing Human Resource Development Programs G. Institutional Design for Managing the Environment H. Managing the Project Cycle for Sustainable Development I. Communities and Sustainable Development Instructor: Staff. Variable credit.

326S. A-I. Program in International Development Policy Sector Seminar. Topics in policy issues and institutional structures of sectoral policy-making in less developed countries. Open only to Fellows of the Program in International Development Policy, or by consent of instructor. A. Urban and Rural Development in Developing Countries B. Natural Resources and Environmental Policy-making C. Financial Sector Management D. Restructuring the Energy Sector in Developing Countries E. Privatization and the Role of the State in Development F. Designing Human Resource Development Programs G. Institutional Design for Managing the Environment H. Managing the Project Cycle for Sustainable Development I. Communities and Sustainable Development Instructor: Staff. Variable credit.


329. Special Topics in International Development Policy. Selected Topics. Prerequisite: Graduate level. Instructor: Staff. Variable credit.

330. Special Topics in Leadership and Management. Selected topics. Prerequisite: graduate level. Instructor: Staff. 1.5 units.

345. Racial and Ethnic Minorities in American Politics. 3 units. C-L: see Political Science 316; also C-L: Law 597

386. Independent Research Topics in International Development Policy. Selected topics. Consent of instructor required. Instructor: Staff. 3 units.
387. Master's Project in International Development Policy. Emphasis on individual projects. Open to PIDP students only. Consent of instructor required. Instructor: Staff. Variable credit.

399. Special Readings in Public Policy Studies. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED
242S. Chinese Economy in Transition
265S. The Process of International Negotiation (D)

Religion (RELIATION)
Professor Kort, Chair (123A Gray); Professor E. Meyers, Director of Graduate Studies (209A Old Divinity); Professors Bland, Clark, Crenshaw, Hauerwas, Hays, Heitzenrater, Hillerbrand, Jones, Kort, Lawrence, Lischer, Marcus, C. Meyers, E. Sanders, Steinmetz, Surin, Van Rompay, Wacker, and Wainwright; Associate Professors Berger, Davis, Fulkerson, Huetter, Keefe, Nickerson, and Peters; Assistant Professors Battle, Carter, Chapman, Hall, Jaffe, Jennings, Maldonado, Prasad, and Smith; Associate Research Professors Moosa and Tucker; Associate Professor of the Practice Turner

The Graduate Program in Religion offers graduate work in numerous programs leading to the A.M. and Ph.D. degrees. In Program I, students may concentrate their studies in one of the following fields of study: Hebrew Bible/Old Testament, New Testament, Early Christianity, European Christianity (Christianity in Reformation Europe and Modern European Christianity), American Religious History, History of Judaism, Islamic Studies, Christian Theological Studies, and Religion and Modernity.

Students will be expected to take courses which will contribute to an adequate understanding of their chosen fields of specialization and will be required to take two written preliminary examinations within their field of concentration. In addition to course work in their major field, students will take such other courses in cognate fields as will contribute to the enrichment of their major studies and will be required to take one written preliminary examination in a single cognate area within the program. A minor requirement may be fulfilled in the program or by work in a cognate department or program, such as Women's Studies, English, History, Literature, Philosophy, Political Science, or Sociology, and will constitute the outside minor and material for a fourth written preliminary examination. There is, in addition, an oral examination conducted by the student's committee immediately subsequent to the written examinations. A foreign language requirement determined by the faculty in the field of specialization must be met before taking the doctoral preliminary examination.

The program of doctoral studies presumes a foundation in the academic study of religion. Students applying for graduate work in religion directly from an undergraduate program should have had a strong undergraduate major in religion.

For more information, visit the Graduate Program in Religion's web site at http://www.duke.edu/web/gradreligion/ or send email to gtrotter@duke.edu.

For Seniors and Graduates
204. Origen. The systematic and apologetic writings of an important Alexandrian thinker and exegete of the third century. Instructor: Clark. 3 units. C-L: Medieval and Renaissance Studies 204

206. The Christian Mystical Tradition in the Medieval Centuries. Reading and discussion of the writings of medieval Christian mystics (in translation). Each year offers a special focus, such as: Women at Prayer; Fourteenth-Century Mystics; Spanish Mystics. Less well-known writers (Hadewijch, Birgitta of Sweden, Catherine of Genoa) as well as giants (Eckhart, Ruusbroec, Tauler, Suso, Teresa of Avila, Julian of Norwich, Catherine of Siena, and Bernard of Clairvaux) are included. Also offered as Church History 206 and Medieval and Renaissance Studies 206. Instructor: Keefe. 3 units.


212S. Theorizing Religion. Late nineteenth- and twentieth-century theories, interpretations, and approaches to the study of religion. Instructor: Maldonado. 3 units.

215. Biblical Interpretation in Early Christianity. How early Christian writers of the second- mid-fifth centuries made meaning of the Scriptures in their own, postbiblical environments. Focus on the new historical, religious, and theological situations that required new readings of scriptural texts, the role of heresy and the ascetic movement in the development of biblical interpretation and canon development, and special problems that arose around these issues. Instructor: Clark. 3 units.

216. Elementary Syriac. Introduction into the language; reading and analysis of simple texts. Instructor: Van Rompay. 3 units.


220. Rabbinic Hebrew. Interpretive study of late Hebrew, with readings from the Mishnah and Jewish liturgy. Consent of instructor required for undergraduates. Instructor: E. Meyers or staff. 3 units.


224A. Comparative Semitic I. An introduction to the morphology and syntax of classical Ethiopic and the Semitic languages of Mesopotamia, together with a consideration of their relationships to Hebrew. Consent of instructor required for undergraduates. Instructor: Wintermute. 3 units.

224B. Comparative Semitic II. An introduction to the morphology and syntax of classical Arabic and the Semitic languages of Palestine-Syria, together with a consideration of their relationships to Hebrew. Instructor: Staff. 3 units.


227F. Exegesis of the Greek New Testament II: The Synoptic Gospels. Concentration on the "classical" methods of studying the first three gospels: source criticism, form criticism, and redaction criticism. Some attention to textual criticism. Students expected to become proficient in using the Greek synopsis. Prerequisite: two years of Greek or the equivalent. Also taught as New Testament 227F. Consent of instructor required for undergraduates. Instructor: Sanders. 3 units.

232S. Religion and Literary Studies. Theories concerning the relation of religion to literary forms, particularly narrative. Instructor: Kort. 3 units.

233. Modern Fiction and Religious Belief. A study of kinds of religious meaning or significance in representative American, British, and continental fiction of the first half of the twentieth century. Instructor: Kort. 3 units.

234. Early Christian Asceticism. The development of asceticism and monasticism in the first six centuries of Christianity. Instructor: Clark. 3 units. C-L: Medieval and Renaissance Studies 234A


236. Luther and the Reformation in Germany. The theology of Martin Luther in the context of competing visions of reform. Instructor: Steinmetz. 3 units.

244. Archaeology of Palestine in Hellenistic-Roman Times. The study of material and epigraphic remains as they relate to Judaism in Hellenistic-Roman times, with special emphasis on Jewish art. Instructor: E. Meyers. 3 units.

245. Special Topics in Religion. Subject varies from semester to semester. Instructor: Staff. 3 units.

246. Problems in Historical Theology. Consent of instructor required. Instructor: Staff. 3 units.

247. Readings in Latin Ecclesiastical Literature. Readings in Latin of pastoral, theological, and church-disciplinary literature from the late patristic and medieval period. Also taught as Church History 247 and Medieval and Renaissance Studies 247. Prerequisite: knowledge of Latin. Instructor: Keefe. 3 units.

248. Theology of Karl Barth. A historical and critical study of Barth's theology. Instructor: Huetter. 3 units.

250. Women in the Medieval Church. The history of the medieval Church told from its women figures: the life and writings of saints, heretics, abbesses, queens, mystics, recluses, virgins, bishops' wives, and reformers. Instructor: Keefe. 3 units.

252. Feminist Theology from the Third World. An introduction to feminist theologies as they have emerged from the (so-called) Third World in the last two decades in the context of three particular ecclesial developments of the twentieth century: the emergence of a global Christian women's network through the Ecumenical Movement, feminist theology in the first world, and liberation theologies in the Third World. Instructor: Berger. 3 units.

257. New Testament Ethics. The distinctive patterns of ethical teaching in the various New Testament writings and consideration of the various ways in which the New Testament might inform contemporary ethical reflection. Representative uses of the New Testament in theological ethics (for example, Niebuhr, Barth, Yoder, Hauerwas, Schussler, Fiorenza, Gutierrez) and selected topics (for example, violence, divorce, anti-Judaism, abortion, wealth, and poverty). Instructor: Hays. 3 units.

262. Special Topics in Gender and Religion. Study of gender and sexualities; emphasis on cultural and social constructions of womanhood, masculinity, and sexual identities in the American context. Instructor: Staff. 3 units.

270. Evangelical Traditions in America. A study of some of the major themes in the development of transdenominational evangelicalism and fundamentalism in America from the eighteenth century to the present. A reading seminar involving analyses and discussions of literature (mostly secondary works) important for understanding American evangelicalism as a distinct movement. Instructor: Wacker. 3 units.


274A. Philosophies, Sciences, and Theologies of the European Enlightenment: Descartes to Kant. Western theological thought since the Scientific Revolution, with emphasis on developments and movements that occurred in the seventeenth and eighteenth centuries. Descartes, Locke, Leibniz, Spinoza, Hume, Vico, Lessing, Herder, and Kant. Instructor: Surin or staff. 3 units.

276. The Sacraments in the Patristic and Early Medieval Period. A study of the celebration and interpretation of baptism or eucharist in the church orders and texts of the early church writers. Instructor: Keefe. 3 units.

283. Islam and Modernism. Cultural, religious, and ideological forces which shape Muslim responses to modernism. Instructor: Lawrence. 3 units.

284. The Religion and History of Islam. Investigation of the historical study of Islam: historiography as a discipline, the historical study of Islam in the Western world, Muslim views of Islamic history. Required critical essays and major research paper. Instructor: Lawrence. 3 units.

285. Freedom and Law. Lecture course will explore the centrality of freedom and law to doctrine of God as well as to the understanding of the human being and unfold their complex interrelationship in the traditions of theology and philosophy. Also taught as Christian Theology 285. Instructor: Huetter. 3 units.


287. Popular Religion/Culture. An interdisciplinary, theory- and method-oriented approach to popular religion and the roles it plays in contemporary and past societies. Instructor: Nickerson. 3 units. C-L: History 287A


For Graduates

302. Theology of John Wesley. Critical examination of selected texts of John Wesley with attention to their social and cultural contexts. Instructor: Heltzenrater. 3 units.

303. The Old Testament in the New: New Testament Writers as Interpreters of Scriptures. This doctoral seminar examines the ways in which New Testament authors read and interpreted Scripture. Working knowledge of Greek and Hebrew required. Instructor: Hays. 3 units.

304. Aramaic. Study tests representing "Standard Literary Aramaic": Biblical, Qumran, and Targumic (Targum Onkelos). Other Aramaic language forms may be included. Prerequisite: Should preferably have elementary knowledge of Hebrew. Instructor: E. Meyers or Van Rompay. 3 units.


306. Advanced Syriac. Reading and study of Early Syriac Christian texts (2nd-7th) with a general introduction into scholarship on Syriac Christianity. Combination of class work and individual reading. Spring only. Instructor: Van Rompay. 3 units.
308. Philosophy and Theology After Wittgenstein. Follow-up to Theology of Wittgenstein course to see various ways his work has influenced philosophers and theologians, including Anscombe, Edwards, Diamond, Preller, Burrell, Ernst, McCahe, Kerr, R. Williams, and McClendon. Instructor: Hauerwas. 3 units.

309. Hermeneutics. Consideration of the nature of understanding and of several interpretive methods—such as phenomenological, existential, historical, literary, structural—along with their application to New Testament texts, primarily the parables of Jesus. Instructor: Hays. 3 units.

310. Readings in Judaica. Selected studies in Jewish material culture and problems in Jewish religious and intellectual history. Instructor: Bland, E. Meyers, and staff. 3 units.


313. Greek-Speaking Judaism. An exploration of selected texts and other evidence from western diaspora, including Joseph and Aseneth, the wisdom of Solomon. parts of Philo, and a few papyri. Secondary literature will include the major studies by E.R. Goodenough and H. A. Wolfson. Instructor: Sanders. 3 units.

315A. Problems in the Study of Paul. Righteousness and the law in light of the chronology of the letters. Prerequisites: doctoral status or two years of Greek and good knowledge of German. Instructor: Sanders. 3 units.


324. Readings in the History of Religion. An examination of the theories, methods, and purposes of the study of non-Western religions within the Western tradition. Instructor: Staff. 3 units.

336. Faith and Reason. Seminar will take up the impulse given by the encyclical Fides et Ratio and explore the relationship of faith and reason, of theology and philosophy, on the threshold of a new century. Consent of instructor required. Instructor: Huetter. 3 units. C-L: Christian Theology 336

337A. Theology of St. Thomas Aquinas. Seminar on themes and problems in the thought of Thomas Aquinas. Consent of instructor required. Also taught as Historical Theology 337. Instructor: Steinmetz. 3 units.

337B. Theology of St. Thomas Aquinas. Seminar on themes and problems in the thought of Thomas Aquinas. Consent of instructor required. Also taught as Christian Theology 337. Instructor: Huetter. 3 units.


339. The Radical Reformation. Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Müntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpeck, Socinus, and Menno Simons. Instructor: Steinmetz. 3 units.

340. Seminar in the New Testament. Research and discussion on a selected problem in the biblical field. Fall only. Instructor: Staff. 3 units.


345. Catholic Moral Theology: Its History and Contemporary Issues. The development of Catholic social and moral theory from a historical and analytical perspective. Study of the Catholic social encyclicals as well as the casuistical tradition.
Reading of works by Rahner, Haering, Fuchs, Schuller, McCormick, and Curran. Instructor: Hauerwas. 3 units.


349. Interpretations of American Religion. An opportunity for advanced students in North American religious studies to deepen their understanding of some of the major questions in the field. Examination of how religious history is actually written—with special attention to the imaginative and moral motivations that enter into that process. Instructor: Wacker. 3 units.

350. Old Testament Seminar. Research and discussion on selected problems in the Old Testament and related fields. Fall only. Instructor: Staff. 3 units.

351. Old Testament Seminar. Research and discussion on selected problems in the Old Testament and related fields. Spring only. Instructor: Staff. 3 units.

352. Seminar in Christian Theology. Research and discussion of a selected problem in the systematic field. Instructor: Staff. 3 units.

354. Contemporary American Religion. A seminar dealing with trends in American religion in the twentieth century; critical assessment of primary paradigms for interpreting American religious change, and examination of major characteristics and issues facing American religion. Instructor: Staff. 3 units.

360. Special Problems in Religion and Culture. Intensive investigation of the relations of religion and modernity, using seminal contemporary texts. Topics announced each semester. Consent of instructor required. Instructor: Staff. 3 units.

362. Readings in Old Testament and Semitic Studies. Selected studies in the Hebrew Bible and the languages and literatures of the ancient Near East. Instructor: Staff. 3 units.


364. Readings in History of Christianity. Selected issues in the social, material, and intellectual history of Christianity. Instructor: Staff. 3 units.

365. Readings in Christian Theology and Ethics. An examination of selected topics of historical and contemporary interest in these fields. Instructor: Staff. 3 units.

366. Readings in History of Religions. Selected studies in cross-cultural and intercreedal material, together with assessment of the problems they pose for the study of religion. Instructor: Staff. 3 units.

367. Readings in Religion and Culture. Analysis and discussion of theories and of individual research projects. Instructor: Staff. 3 units.

381. Destinations. 3 units. C-L: see Art History 381

391. Special Readings in Religion. Readings vary from semester to semester. Consent of instructor required. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

201. Studies in Intertestamental Literature
203. Studies in American Methodism
211. Authority in Theology
213. Christian Ethics in America
214. Feminist Theology
217. Islam and Islamic Art in India
218. Religions of East Asia
222. John among the Gospels
230. Sainthood in Comparative Perspective
231S. Seminar in Religion and Contemporary Thought
237. History of the Ancient Near East
239. Introduction to Middle Egyptian I
240. Introduction to Middle Egyptian II
241. Classical Islamic Theology and Ethics
242. Life after Death in Semitic Thought
249. The Lord's Prayer
251. Goodness and Personhood
253. Feminist Theory and the Study of Christianity
254. Justice, Law, and Commerce in Islam
255. Christians in Religious Dialogue
256. John Wesley in Controversial and Ecumenical Theology
258. Coptic
259. Icon Theology
261. Islam in the African American Experience
263. Third World Theology
264. The Sociology of the Black Church
266. Ethics and Health Care
268. Revelation and Authority in the Church
271. Christologies of the Early Church
274B. Philosophies, Sciences, and Theologies after the European Enlightenment: Schleiermacher to Troeltsch
275S. Topics in Early Christian and Byzantine Art
277. Judaism in the Greco-Roman World
280. The History of the History of Religions
288. Buddhist Thought and Practice
289. Theology and Contemporary Secular Understanding of Human Nature
291. Historical Forms of Protestant Ethics
292. Happiness, Virtue, and Friendship
294. Christianity and American Society
295. Religion in the American South
296. Community, Faith, and Violence
297. Philosophical and Theological Discourses on Modernity
298. Christian Encounters with Other Religions
299. The Christian Understanding of Human Nature and Destiny
300. Systematic Theology
301. Seminar in Contemporary Christian Ethics
304A. Targumic Aramaic
312. Pauline Theology
319. The Gospel According to Saint Matthew in Recent Research
320. Origins of Orthodoxy 380-750 C.E
321. The Theology of Paul: Coherence and Development
322. Nineteenth-Century European Theology
325. Philosophical Theology I
326. Philosophical Theology II
327. Philosophical Method in Religious Studies
328. Twentieth-Century European Theology
329. Readings in Theology and Language
333. The Doctrine of the Trinity
344. Zwingli and the Origins of Reformed Theology
346. Practical Reason and Personal Identity: Explorations in Narrative
355. Islam and Its World
356. History and Culture of Islamic Cairo
Romance Studies

Professor Greer, Chair, (205 Languages); Professors Bell, Garci-Gómez, Jameson, Kaplan, Longino, Mignolo, Moi, Moreiras, Orr, Stewart, and Thomas; Associate Professors Finucci, Hardt, Nouzeilles, Solterer, and Vilarós; Assistant Professors Adrian, Dainotto, Fischer, Gabara, Jonassaint, Paredes, Schachter, and Viego; Research Associate Professor Keineg; Professor of the Practice and Director of the French Language Program Tufts; Associate Professor of the Practice Damasceno; Research Professor Dorfman

The Department of Romance Studies offers graduate work leading to the Ph.D. in French/Francophone Studies and Spanish/Latin American Studies; it also offers a new Ph.D. track in Romance Studies, including Italian and Luso-Brazilian. Related work is required in any one or two of a number of other subject areas. A reading knowledge of one foreign language that is outside the major language is required. (For those following the Romance Studies track, proficiency in two or more languages is required.) In order to undertake graduate study in any of the Romance programs, the entering student should have credit for at least 18 semester hours (or equivalent) above the intermediate level in the major language.

FRENCH (FRENCH)

For Seniors and Graduates

200S. Seminar in French Literature. Cross-cultural analysis of literary and cultural topics focusing on specific objects of inquiry. May be repeated. Instructor: Staff. 3 units.

212. Structure of French. Modern French phonology, morphology and syntax. Pragmatic interpretation of the current modes of use, including language levels, situationism, and interrelations. Readings in current linguistic theory. Instructor: Thomas. 3 units. C-L: Linguistics 221

223. Semiotics for Literature. Theoretical writings in general semiotics by Frege, Peirce, Saussure, Mukarovsky, and Morris and their applications for textual analysis of French literary works by representative contemporary critics such as Eco, Riffaterre, Corti, and Greimas. Taught in English. Instructor: Thomas. 3 units. C-L: Literature 280

240. Medieval Narrative. The literatures and cultures of premodern France. Introduction to vernacular languages. Topics include literacy, orality, the experience of allegory, fictionality, the uses of the past. Major writers include Chrétien de Troyes, troubadours and trouvères, Guillaume de Machaut, Christine de Pizan, Alain Chartier. Instructor: Solterer. 3 units. C-L: Medieval and Renaissance Studies 240

247. Early Modern Studies. Pursuits of knowledge and the shaping of the individual. Literature of travel, science, sexuality, meditation, worldliness, theater, politics by well known and lesser known authors of seventeenth-century France. Genres may include fables, letters, memoirs, sermons, treatises, novels, plays. Instructor: Longino. 3 units. C-L: Medieval and Renaissance Studies 249

251. Topics in French Literature of the Eighteenth Century. Close study of a particular author, genre, or interpretive category of Enlightenment literature. Instructor: Stewart. 3 units.

256. Modern Literature and History. The interaction of history and literature in a particular period, for example: the occupation of France, the French Revolution.
Problems of interpretation, historical memory, social identity, and narrative. Instructor: Kaplan, Orr, or staff. 3 units. C-L: History 256

257. Problems of Identity in the Nineteenth-Century Novel. Romanticism and romantic realism, studied especially in the works of Chateaubriand, Stendhal, Constant, de Staël, and Sand. Instructor: Bell, Jameson, or Orr. 3 units.

For Graduates

300. Graduate Reading Course. An intensive course in French to develop rapidly the ability to read French in several fields. Graduate students only. Instructor: Staff. 0 units.

315. Medieval Theater and Modernist Theatricality. A comparative study of the theatrical culture of premodern France and *mises en scène* from 1910-1945. Medieval works will range from mystery, miracle, and carnival plays to legal trials and ordeals. Modernist works will include d’Annunzio, Artaud, Cocteau, Giraudoux, and Claudel. Instructor: Solterer. 3 units.

325. Topics in Renaissance Prose. Rabelais, Marguerite de Navarre, Montaigne, and others. Instructor: Schachter. 3 units.

326. Topics in Renaissance Poetry. Instructor: Schachter. 3 units.

347. Topics in Seventeenth-Century French Literature. Includes genres, authors, movements, and works. Instructor: Longino. 3 units.

348. The Enduring Classic. Studies of the influence of the French classics over time and their function in the formation of French collective identity. Instructor: Longino. 3 units.

349. The Epistolary Genre. Fundamental questions of referentiality, materiality, and communication in writing. The first half is theoretical; the second explores issues raised through a selection of readings across time. Attention to gender and genre considerations. Instructor: Longino. 3 units.

351. Literature of the Eighteenth Century. Problems of literary history, critical reading, and interpretation, focused on varying topics. Instructor: Stewart. 3 units.

352. Literature of the Eighteenth Century. Problems of literary history, critical reading, and interpretation, focused on varying topics. Instructor: Stewart. 3 units.

355. Romantic Literature and French Culture and Politics. A study of French literature in the context of postrevolutionary society and culture. Readings might include nineteenth-century poetry (Hugo, Desbordes-Valmore), theater (Musset), political or philosophical prose, and historical discourse as well as contemporary critical and historical analyses of the period. Instructor: Orr. 3 units.

356. Topics in Nineteenth-Century French Literature. Includes genres, authors, movements, and works. Instructor: Bell, Jameson, Orr, or Thomas. 3 units.

366. Topics in Twentieth-Century French Literature. Includes genres, authors, movements, and works. Instructor: Kaplan, Moi, or Thomas. 3 units.


368. Structuralism. An introduction to contemporary French philosophy with a focus on the notions of identity and difference, the human origin of truth and the question of enunciation. The work of Claude Lévi-Strauss or Michel Foucault will be considered as a paradigm. Additional readings might include chapters from Georges Canguilhem, Vincent Descombes, Jean Hyppolite, Alexandre Kojève, Maurice Merleau-Ponty, and Elliott Valenstein. Instructor: Mudimbe. 3 units.

369. Culture and History in Twentieth-Century France. An interdisciplinary study of one relatively short historical period (the 1950s, the 1960s, the *entre-deux guerres*, etc.). The intellectual and cultural life of a period in its broader social, political, and historical context. Instructor: Moi. 3 units.
370. Topics in French and Francophone Literature. Concentration on twentieth-century literature. Historical and theoretical approach. Varying topics such as Regionalism, Nationalism and Postcolonialism; the status of fiction in a totalitarian space; Transtextuality and Francophone Literature. Readings include literary and nonliterary texts by writers such as Aquin, Chamoiseau, Confiant, Chauvet, Faye, De Certeau, Depestre, Miron. Instructor: Jonassaint or Keineg. 3 units.

371. Topics in Migration, Literature, Transnational Writers, and Postnational Literature. A study of contemporary productions of immigrant writers in Canada and France, exploring theoretical and sociological issues on citizenship, migration, transnational writers, and postnational literature. Readings might include literary and nonliterary texts by, among others: Ben Jelloun, Bouraoui, Charles, Huston, Kristeva, Robin, Sebbar, and Zumthor. Instructor: Jonassaint. 3 units.

381. Special Topics Tutorial. Directed reading and research in areas unrepresented by regular course offerings. Instructor: Staff. 3 units.

391. French Seminar. Topics to be announced. Instructor: Graduate faculty. 3 units.

392. French Seminar. Topics to be announced. Instructor: Graduate faculty. 3 units.

COURSES CURRENTLY UNSCHEDULED

211. History of the French Language
258. The Narrative of Social Crisis
261. French Symbolism
264. Contemporary French Poetry
265. French Literature of the Early Twentieth Century
266. French Literature of the Mid-Twentieth Century
267. Writers, Artists, and Intellectuals in Twentieth-Century France
281. Paradigms of Modern Thought
290S. Studies in a Contemporary Figure

ITALIAN (ITALIAN)

For Seniors and Graduates

211S. Methodologies in Italian Studies. Critical methods and theoretical issues concerning the study of Italian literature and culture. Instructor: Dainotto, Finucci, or Hardt. 3 units.

240. Seminar in Medieval and Renaissance Studies. The study and interpretation of medieval and Renaissance culture. Instructor: Finucci. 3 units.

248. Topics in Italian Civilization. Specific aspects of Italian history, civilization, culture, and institutions. Topics may vary. Instructor: Dainotto, Finucci, or Hardt. 3 units.

283. Topics in Italian Literature. Close study of a particular author, genre, movement, or century. Instructor: Dainotto, Finucci, or Hardt. 3 units.

For Graduates

381. Special Topics Tutorial. Directed reading and research in areas unrepresented by regular course offerings. Instructor: Staff. 3 units.

PORTUGUESE (PORTUGUE)

For Seniors and Graduates

200S. Seminar in Luso-Brazilian Literature and Culture. A literary, cross-cultural critique focusing on specific topics to be announced. Prerequisite: 100-level Portuguese course or consent of instructor. Instructor: Damasceno. 3 units.

202S. Topics in Lusophone Literature and Culture. Exploration of topics of cultural formation in the Portuguese-speaking world that emphasize autochthonous cultural
theory. Examples include: Brazilian popular culture, Literatures of Resistance, Lusophone Africa and Independence, Portugal Post-Salazar. A graduate-level course open to juniors and seniors. Level of Portuguese required varies with semester topic; students should consult instructor. Prerequisite: 100-level Portuguese course or consent of instructor. Instructors: Damasceno and staff. 3 units.

244S. Brazilian Cultural Theory and Literature. Designed to present cultural debates in a way that fosters comparison with cultural and literary issues concurrent in Spanish America and Europe. Offers graduate students in Latin America and Comparative fields a strong introduction to Brazil. Readings include theories of cultural identity, manifestos of cultural movements, literary selections, films, and theatre. Taught in Portuguese with readings in Portuguese (Spanish and/or English translations available); students may participate in Portuguese, Spanish, or English. Recommended for graduate students or upper-level undergraduates with a background in cultural theory. Prerequisite: 100-level Portuguese course or consent of instructor. Instructor: Damasceno. 3 units.

248S. Transatlantic Cultures: Narratives of Discovery, Empire, Decolonization, and Europeanization. Explores, through literature, film, and theoretical readings, basic themes of Portuguese culture. Focuses on narratives of discovery, empire, decolonization, the admixture of cultures, and concerns of contemporary Portugal within the European Union. Questions of Portuguese identity during the epoch of discovery and expansion; the Portuguese presence in Asia, Africa, and Brazil; the role of postcolonial Portugal and Lusophone culture within the European context. Taught in Portuguese, translations of readings available. Prerequisite: 100-level Portuguese course or consent of instructor. Instructors: Damasceno and staff. 3 units.

ROMANCE STUDIES (ROMST)
200S. Seminar in Romance Studies. Topics to be announced. Instructor: Staff. 3 units.

210S. Topics in Linguistics. Instructor: Staff. 3 units.

250S. Issues in Second Language Acquisition. Advanced applied linguistics course examining different areas of interests in the field of second language acquisition (SLA). Overview of main research areas in the field. Topics include: Language Testing, Action Research in SLA, Communicative Language Teaching, the role of classroom instruction in SLA, or the relationship between SLA research and foreign language learning. Students expected to become conversant with the research literature in the area and the different methodologies used in SLA research, carry out a classroom-based quantitative and/or qualitative research project, and produce a research paper that might be submitted to relevant conferences. Topics vary each year. Consent of instructor required. Instructor: Staff. 3 units.

306. Theories and Techniques of Teaching Foreign Languages. A survey of approaches to foreign language teaching, an introduction to the theoretical notions underlying current trends, and a language-specific practicum. Instructor: Tufts. 3 units.

310. Critical Frameworks. An introduction to critical theory through a series of interconnected readings organized around a major theoretical approach or issue. Topics may vary. Instructor: Staff. 3 units.

320. Topics in Romance Studies. A cycle of seminars that explores a theoretical problem cross-culturally through two or more Romance traditions: French and Francophone, Italian, Portuguese and Luso-Brazilian, Spanish and Latin American. Instructor: Staff. 3 units.

SPANISH (SPANISH)

For Seniors and Graduates

200S. Seminar in Spanish Literature. Topics to be announced. Instructor: Staff. 3 units.

212S. Topics in Spanish Linguistics. In-depth analysis of one area of Spanish linguistics. Topics may include Spanish phonology, Spanish syntax, discourse analysis, applied linguistics, or Spanish pragmatics. Small research projects with a hands-on approach required. Instructor: Staff. 3 units. C-L: Linguistics 212S

244. Topics in Twentieth-Century Latin-American Fiction. Study of various critical problems in the narrative of the area. Focus on one or more major issues, such as the representation of violence, magical realism, indigenismo, novela de la tierra. Prerequisite: Spanish 106. Instructor: Gabara or Moreiras. 3 units.

248. Studies in Spanish-American Literature. Concentration on single authors, genres, movements, or themes. Instructor: Staff. 3 units.

251S. Spanish Film. Cultural critique of Spanish film history. Topics range from the study of the production of a Spanish national identity within a changing global context to the study of a particular movement (for example, Nuevo cine de mujeres), period (for example, Civil War), or author (for example, Luis Buñuel or Pedro Almodóvar), to a critical survey of Spanish film from the 1920s to the present. Instructor: Vilarós. 3 units.

255. Topics in Early Modern Spanish Literature and Culture. Focus on one or more areas, including the Other Cervantes (including study of the Persiles); mysticism and orthodoxy (e.g., the role and suppression of Judaic and Islamic traditions in the emergence of mysticism in Spain and the rigorous imposition of orthodoxy; the sociopolitical role of visionaries); the picaresque (a critical study of the influence of economic, religious and social change in shaping the emergence and evolution of a literary genre); witchcraft (study of concepts of gender and of cultural difference in the definition of witchcraft; the effects of social change in its production); the disciplinary role of the Inquisition. Instructor: Greer. 3 units.

260. Paradigms of Modern Thoughts. Exploration of modern thought in Latin America. Theories in the social sciences relevant for the humanities (for example, dependency theory, internal colonialism, subaltern studies) will be compared with cultural theories mainly expressed in essays and literature in general and with philosophical thinking grounded in Latin American colonial and postcolonial histories. Instructor: Mignolo or staff. 3 units.

280. The Cultures of Immigration in Spain. A study of the cultural processes generated by two significant migratory movements in Spain: one in Catalonia in the 1960s and early 1970s, composed mostly of impoverished peasants coming from southern Spain; and the more recent global wave composed of Latin American, African, and Filipino immigrants to the affluent industrial areas. The study will use literary and cinematic texts, and testimonial narratives. Instructor: Vilarós. 3 units.

For Graduates

306S. Teaching Spanish as a Foreign Language. Study of language learning and teaching from theoretical and practical points of view, examines principles and practices of teaching a second or foreign language with concentration on recent interactive and communicative models of foreign language instruction. Goals include introducing principles of second language acquisition and learning; critically reading relevant literature in the area(s); and contributing to foreign language teacher education through reflective and critical thinking. Readings and discussions supplemented by classroom observation and evaluation. Small action-research project expected. Graduate students only. Instructor: Staff. 3 units.

341. Indigenous Chronicles of the Colonial Period. Exploration of the relationships between languages, writing, memories, and political practices by focusing on
indigenous writers such as Guaman Poma de Ayala, Alvarado Tezozomoc, Pachacuti Yamni, Alva Ixtlixochitl. Spanish and Portuguese writers will also be included as well as anonymous texts (for example, Huarochiri Manuscripts, Popol Vuh, and Mesoamerican Codices). Instructor: Mignolo. 3 units.

344. Philosophy, Cultural History, and Literature in Latin America. Special topics. Instructor: Mignolo. 3 units.

345. Contested Spaces: Writing in Nineteenth-Century Latin America. Questioning teleological constructions of "Literature," "national literature," and the like, this course studies literacy, nonfictional, and pictorial representational practices in nineteenth-century Spanish America and Brazil in their institutional and political setting. Instructor: Fischer. 3 units.

346. Modern Spanish-American Fiction. Study of interaction between literature and visual culture during the twentieth century. Specific topics may focus on movements such as the avant-garde and concretismo, or concepts such as the neo-baroque and interdisciplinary fictions. Instructor: Gabara. 3 units.

351. Narrative Forms of Early Modern Spain. Specific topics may focus on one or more forms, including novels of chivalry; sentimental, Moorish, or pastoral novels; hagiography and the mystics; the novela form, picaresque fictions, and the Heliodoran romance. Attention given to such questions as the interaction of literary traditions and social institutions, the philosophical defense of fiction and kinds of censorship, women writers and the representation of women. Instructor: Greer. 3 units.

353. Cervantes. The life and works of Cervantes, with emphasis on the Quijote, Las Novelas ejemplares and Persiles y Segismunda. Instructor: Greer. 3 units.

354. Drama of Renaissance and Early Modern Spain. Study of the nature, development, and cultural function of drama in sixteenth- and seventeenth-century Spain through representative plays--canonical and noncanonical--of the period. Specific topics may include: early drama and its cultural locations; forms and theories of tragedy and comedy; women and subjectivity in Golden Age drama; critical perspectives on the comedia; historical and religious drama and protonational self-definition; or performance and the place of the stage as a cultural institution. Instructor: Greer. 3 units.

358. Spanish Lyric Poetry before 1700. Study of selected poetry of the Middle Ages, Renaissance, and baroque, with attention to such questions as the interaction of elite and popular culture in the evolution of poetic forms, the languages of love and faith, and the political uses of poetry. Instructor: Greer. 3 units.

360. Cross-cultural (Mis)Understanding: Europe and the New World, 1480-1800. Survey form or in-depth analysis of specific topics: the interrelations between Europe and the New World from the Renaissance to the Enlightenment, and from the last decades of the Inca and Aztec Empires to the wars of independence. The "clash of civilizations" and its implications for the cultural history of the early modern period and for the colonial expansion of the west. Instructor: Mignolo. 3 units.

365. Thinking Independence: From Tupac Amaru to 1898. Study of the cultural problems surrounding the Latin American wars of independence, and the pre- and post-independence periods. May focus on foundational fictions, political writings, the so-called Romantic period. Instructor: Moreiras. 3 units.

366. Nineteenth-Century Prose Fiction. Readings by novelists such as Valera, Galdós, Alas, and Pardo Bazán in the light of current critical theory. Instructor: Sieburth. 3 units.

367. The City, Modernity, Gender, and Literature: Nineteenth-Century Madrid. The course will examine the intersections among four terms: the city, modernity, gender, and literature. We will focus on 19th-century Madrid. We will explore the following topics: the concept of the public sphere and its contradictions; the gendering of public

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and private spheres and of the experience of modernity; the problem of representation in, and of, the city; mass culture and the city; the realist novel and women in the streets. Instructor: Staff. 3 units.

370. Spanish Texts of the Post-Dictatorship: 1975 to Present. An analysis of some artistic and popular productions that came to light in Spain after Franco's death in 1975. Focus on literary and cinematic texts and other cultural productions such as music and comics. Instructor: Vilarós. 3 units.

371. Cultural History and Theory. Seminar covering various topics in Latin American cultural history and theoretical production such as: (a) colonial legacies and postcolonial theories; (b) the construction of identities and the critique of cultural colonialism; (c) contemporary critical production in Latin America, from dependency theory to transnationalism and postmodernity. May be repeated for credit. Instructor: Mignolo or Moreiras. 3 units.

372. Latin American Vanguards. A seminar on the major avant-garde movements between 1915 and 1940, based in an interdisciplinary study of literature and visual culture. Examines contemporary criticism as well as theoretical texts from the period. Topics include: critical nationalism, indigenism vs. primitivism, formalism and political art, the "gender of modernity." Instructor: Gabara. 3 units.

375. Hispanic Literature, Mass Culture, and Theory. A study of Hispanic texts thematizing the effects of mass cultural fictions (serial novels, radio songs, movies) on those who consume them. Fictional works will be juxtaposed with theories on the effects of mass culture and its relationship to canonical literature. Authors of fictional texts include Cervantes, Galdós, Martí, Borges, Marsé, Puig, and Martín-Gaite. Instructor: Sieburth. 3 units.

381. Special Topics Tutorial. Directed reading and research in areas unrepresented by regular course offerings. Instructor: Staff. 3 units.

391. Hispanic Seminar. Each semester one of the following topics will be selected for intensive treatment: the Spanish language in America, studies in medieval literature, studies in the literature of the Golden Age, studies in Latin American literature, studies in the Spanish Renaissance and baroque, studies in Spanish poetry, studies in nineteenth-century Spanish literature, and studies in twentieth-century literature. Instructor: Staff. 3 units.

392. Hispanic Seminar. Each semester one of the following topics will be selected for intensive treatment: the Spanish language in America, studies in medieval literature, studies in the literature of the Golden Age, studies in Latin American literature, studies in the Spanish Renaissance and baroque, studies in Spanish poetry, studies in nineteenth-century Spanish literature, and studies in twentieth-century literature. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED
245. Latin-American Poetry
246. Textual Politics in Nineteenth-Century Spanish-American Literature
250. Latin-American Film
262. The Romantic Movement
276. Modern Spanish Drama
277. Modern Spanish Novel

Slavic, Eurasian, and East European Studies

Edna Andrews, Ph.D., Director

Since its establishment in 1991, the Center for Slavic, Eurasian, and East European Studies has brought together faculty and students from different departments and schools within Duke University who share a common interest in this region. The Center sponsors a variety of visiting speakers, workshops, conferences, and other programs to
promote research and the dissemination of knowledge about the former Soviet Union and Central and Eastern Europe.

The Center offers a certificate in Slavic, Eurasian, and East European studies to students enrolled in the Duke Graduate School, the Nicholas School of the Environment and Earth Sciences, the Law School, the Fuqua School of Business, or the Medical School. The certificate program requires that participating Duke graduate students pursue coursework related to this region in language, literature, economics, history, political science, public policy, law, or business. A student receiving the certificate will have completed significant cross-disciplinary coursework in this area and demonstrated a mastery of at least one related Slavic language.

The Center also offers a certificate in Slavic, Eurasian, and East European studies with a concentration in Russian and East European legal studies. This certificate, inaugurated in 1996, is the first of its kind offered by an American university.

Students seeking either certificate must complete five courses drawn from three different disciplines. Two of the five courses must be from a single discipline, excluding the student’s major department. A sixth course of a topical nature will be offered as an interdisciplinary seminar on a yearly basis and will require a major research paper of all certificate candidates. In order to receive either certificate, students will be expected to demonstrate language proficiency in a Slavic or Eastern European language at the intermediate level. Oral and written testing will be required to demonstrate the required level of proficiency.

The Center also awards a limited number of Foreign Language and Area Studies fellowships for graduate students.

For further information about the Center and its programs, please contact the Center director, Professor Edna Andrews, Box 90260, Duke University, Durham, NC 27708-0260; or visit the web site at http://www.duke.edu/web/CSEEES.

Slavic Languages and Literatures
Professor Andrews, Chair; Associate Professor Gheith, Director of Graduate Studies; Associate Professor of the Practice Flath; Assistant Professors of the Practice Maksimova and Van Tuyl; Research Scholar Mickiewicz.

The Department of Slavic Languages and Literatures offers graduate work leading to the A.M. and Ph.D. degrees in Russian literature and Slavic linguistics. Beyond the strong commitment to increasing the language proficiency of its students and giving them solid training in research, the faculty of the department are also preparing students in a variety of adjacent fields, such as area and cultural studies, gender studies, history, media and film, and aspects of comparative literature, theory, and translation. Entering students should have had sufficient undergraduate courses in the Russian language to enable them to proceed to more advanced work. Requirements for the A.M. degree may be met by completion of course work and by passing a comprehensive exam. All students must demonstrate advanced knowledge of the Russian language. Reading knowledge of French or German is also required. The A.M. program is expected to take one to two years for completion. Candidates for the Ph.D. degree in Russian literature must demonstrate extensive knowledge of the subject, competence in another Slavic literature (or in Russian medieval literature, or, in special circumstances, in a non-Slavic literature), in literary theory, and reading competence in at least one other Slavic language. Required courses are at least four courses in Russian and Soviet literature, one course in Slavic linguistics, at least two courses in literary theory, of which one is to be taken outside of the department, one course in another Slavic literature, or one course in medieval Russian literature, and two courses (one year of study) of a second Slavic language or demonstration of equivalent.

Duke University has suspended admissions to the Ph.D. program in Slavic Languages and Literature until further notice. Admission to the A.M. programs are open.
Students in Slavic linguistics must demonstrate competence in Russian and Slavic diachronic linguistics, and in general linguistic theory. Linguistic students must demonstrate knowledge of one Slavic language from the West and one from the South Slavic area, in addition to Russian. Required courses are at least four courses in Slavic linguistics (including Old Church Slavonic), one course in the history of the West/Slavic languages, one course in the history of the South Slavic languages, at least two courses in general linguistics and semiotics, and one course in Russian literature.

Tutorial work complements formal instruction. Knowledge of both areas will be determined through the preliminary exams, comprised of four written examinations and one comprehensive oral examination. Following successful completion of preliminary exams, students will be expected to write and defend a dissertation based on original research. All Ph.D. candidates are required to teach at least one full academic year as teaching experience is essential in completing one's professional training.

Further information about the graduate programs, including specific requirements, can be obtained from the director of graduate studies.

RUSSIAN (RUSSIAN)

For Seniors and Graduates


206. Russian Modernism. Russian culture between the 1890s and the 1920s, including visual, musical, literary arts, and developments ranging from Neo-Christian mysticism, cosinnism, synthesis of the arts, and revolutionary activism. Focus on literary-philosophical thought of that period. Taught in English. Instructor: Mickiewicz. 3 units.

207S. Semantics. Survey of modern semantic theory, including a range of theoretical approaches: communication theory, structuralism, markedness, formal, cognitive and generative semantics. Emphasis on lexical meaning in two or more languages with a strong comparative semantic component. Examples from the world’s languages. Final research project required. Taught in English. Instructor: Andrews. 3 units. C-L: Linguistics 207S

208. Stylistic and Compositional Elements of Scholarly Russian. Intensive study of Russian scholarly and scientific texts from a variety of disciplines, including biology, business, anthropology, economics, law, history, mathematics, physics, political sciences, sociology, psychology, linguistics, and literary criticism. Mastery of stylistic and discourse strategies. Analysis of cultural patterning in textual construction in the humanities, social and natural sciences. Taught in Russian. Prerequisite: Russian 64 or consent of instructor. Instructor: Maksimova. 3 units.

211. Legal and Business Russian. Analysis of Russian language and culture in the area of legal studies and conducting business in or with Russia and other Commonwealth of Independent States countries. Primary materials include legal codes, law journals, contracts, advertising, financial documents, redactions of the Soviet and Russian
constitutions (1905-present). Specific attention given to the analysis of evolution of property and ownership legislation, the workings of the legislative, executive and judicial branches of the Russian Federation government and contrastive analysis of Soviet, Russian (and where relevant Western) systems of jurisprudence. Taught in Russian. Prerequisite: Russian 102S or equivalent. Instructor: Andrews or Maksimova. 3 units.

215. Theory and Methods of Comparative Linguistics. Diachronic and synchronic approaches to the study of comparative linguistics in phonology, morphology, morphophonemics, syntax, and lexical categories in the context of the world’s languages. Both Indo-European and non-Indo-European languages. Topics include theories of reconstruction, languages in contact, abductive processes, questions of linguistic typology and cultural-based approaches to the analytical study of human languages. Research project required. Instructor: Andrews. 3 units.

245. Theory and Practice of Translation. Detailed study of the American, European, and Slavic scholarly literature on translation combined with close analysis of existing literary and journalistic translations and a program of practical translation exercises and projects from English to Russian and Russian to English. Prerequisite: three years of Russian language study or consent of instructor. Instructor: Flath. 3 units.

250. Trends in Russian and East European Literary Criticism and Beyond. The major critical movements in the nineteenth and twentieth centuries in Russia, East-Central Europe, and the West. Authors and theories include the Belinsky school, formalism, Bakhtin, structuralism, semiotics, and psychoanalytic and feminist theory. Taught in English or Russian. Readings in English and Russian. Instructor: Gheith. 3 units.

256. Twentieth-Century Russian Women. Issues of gender and society in Russia in the twentieth century. Readings include autobiographical writings, works of fiction, and selected historical sources. Taught in English. Readings in Russian. Instructor: Staff. 3 units.

258. The Russian Novel. Close reading of Tolstoy's *Anna Karenina*, Dostoevsky's *Possessed*, Andrey Bely's *Petersburg*, Bulgakov's *Master and Margarita*, Nabokov's *The Gift*, and Makine's *Memoirs of My Russian Summers*. Discussions will focus on these representative writers' changing perceptions of, and responses to social and ethical issues and of creativity, itself, as the genre evolved in the modern times between the 1870s and now. Final research paper required and can include in-depth discussion of one of the works or the comparison of one or more aspects of several texts. Taught in English. Readings in Russian. Instructor: Mickiewicz. 3 units.

261. Masterpieces of Nineteenth-Century Russian Literature I. Selected nineteenth-century authors, works, and genres. Authors include Pushkin, Lermontov, Gogol, Turgenev, Herzen, Goncharov, and Dostoevsky. Taught in English. Readings in Russian. Instructor: Staff. 3 units.

262. Masterpieces of Nineteenth-Century Russian Literature II. Selected authors, works, and genres from the second half of the nineteenth century. Authors include Turgenev, Chernyshevsky, Dostoevsky, Tolstoy, Saltykov-Shchedrin, and Chekhov. Taught in English. Readings in Russian. Instructor: Staff. 3 units.

264. Symbolist Movement in Russia. History and theory of the philosophy, poetry, prose, and criticism of the Russian variant of the interdisciplinary and international movement. The momentous movement spawning a variety of other creative schools that constitute twentieth-century Russian modernism. Taught in English. Readings in Russian. Instructor: Mickiewicz. 3 units.

269. Women and Russian Literature. Issues of gender and society in women's writing in Russian from the eighteenth to the twentieth centuries. Both autobiographical writings and prose fiction. Discussions of whether Russian women's writings constitute a tradition and what role these works have played in Russian literature and culture. Taught in English. Readings in Russian. Instructor: Gheith. 3 units.
272S. Pushkin and His Time. Pushkin and the literary revolution around 1830. Prose works (The Tales of Belkin, The Queen of Spades, The Captain’s Daughter) and major lyrical poetry. Taught in English. Readings in Russian. Instructor: Gheith or Van Tuyl. 3 units.

275. Tolstoy. Introduction to life, works, and criticism, including Tolstoy's philosophical and ethical discourse. Readings include War and Peace, Anna Karenina, the shorter fiction, dramatic works and essays. Taught in English. Readings in Russian. Instructor: Van Tuyl. 3 units.


278. The Soviet 1920s: The Road to a New Synthesis. The literary struggle of the 1920s; proletarian literature from the Smithy to RAPP, LEF and the fate of the avant-garde, the aesthetic conception of Pereval, the literature of the absurd, Oberiu and the Serapion Brothers. Authors include Kirillov, Gladkov, Babel, Pilnyak, Olesha, Zamyatin, Platonov, Kharms, and Pasternak. Readings in Russian. Instructor: Lahusen. 3 units. C-L: History 242B

281. Socialist Realism: Soviet Literature of the 1930s and 1940s. The Stalin era of Russian literature, the genesis and development of socialist realism, Soviet literature and the theme of boundaries and war. Authors include Sholokhov, Ostrovsky, Fadeev, Azhaev, Babaevsky, Kochetov, and Simonov. Readings in Russian. Instructor: Lahusen. 3 units.

282. Post-Stalinist and Contemporary Soviet Literature. Literature of the thaw after Stalin: the young prose, little realism, new modernism, and rural prose. Authors include Aksyonov, Trifonov, Baranskaya, Bitov, Solzhenitsyn, Rasputin, Shukshin, and Zalygin. Readings in Russian. Instructor: Lahusen. 3 units.


299S. Special Topics. Non-seminar version of Russian 299S. Instructor: Staff. 3 units.

299T. Special Topics. Seminars in advanced topics, designed for seniors and graduate students. Instructor: Staff. 3 units.

For Graduates

301. Elementary Russian. Introduction to understanding, speaking, reading, and writing. Audiolingual techniques are combined with required recording-listening practice in the language laboratory. Instructor: Staff. 3 units.

302. Elementary Russian. Introduction to understanding, speaking, reading, and writing. Audiolingual techniques are combined with required recording-listening practice in the language laboratory. Instructor: Staff. 3 units.

303. Intermediate Russian. Intensive classroom and laboratory practice in spoken and written patterns. Reading in contemporary literature. Prerequisite: Russian 301, 302 or consent of instructor. Instructor: Staff. 3 units.
304. Intermediate Russian. Intensive classroom and laboratory practice in spoken and written patterns. Reading in contemporary literature. Prerequisite: Russian 301, 302 or consent of instructor. Instructor: Staff. 3 units.

305. Advanced Russian Conversation and Readings. Nineteenth- and twentieth-century literature in the original. Conducted in Russian. Prerequisite: Russian 303, 304 or consent of instructor. Instructor: Staff. 3 units.

306. Advanced Russian Conversations and Readings. Nineteenth- and twentieth-century literature in the original. Conducted in Russian. Prerequisite: Russian 303, 304 or consent of instructor. Instructor: Staff. 3 units.

307. Advanced Russian. Advanced grammar review with an emphasis on the refinement of oral and written language skills. Development of writing style through compositions and essays. Prerequisite: Russian 306 or consent of instructor. Instructor: Andrews. 3 units.


309. Russian Stylistics and Conversation. Refinement of stylistic control and range in spoken and written Russian. Emphasis on fluent discursive skills, as well as development of expository prose style. Prerequisite: Russian 307 and 308, or consent of instructor. Instructor: Maksimova. 3 units.

310. Russian Stylistics and Conversation. Refinement of stylistic control and range in spoken and written Russian. Emphasis on fluent discursive skills, as well as development of expository prose style. Prerequisite: Russian 307 and 308, or consent of instructor. Instructor: Maksimova. 3 units.

311S. Advanced Russian Language and Culture. Advanced grammar review with additional emphasis on phonetics and conversation. Culture component includes literature, films, museums, and theater performances. (Taught in St. Petersburg in Russian.) Prerequisite: Russian 306 or equivalent. Instructor: Staff. 3 units.

312S. Advanced Russian Language and Culture. Advanced grammar review with additional emphasis on phonetics and conversation. Culture component includes literature, films, museums, and theater performances. (Taught in St. Petersburg in Russian.) Prerequisite: Russian 306 or equivalent. Instructor: Staff. 3 units.

335. Contemporary Russian Media. Analytical readings and study of change and development in all the primary forms of former Soviet mass media from 1985 to the present (newspapers, journals, and television). Topics include censorship, TASS, samizdat. Taught in English. Readings in Russian. Prerequisite: Russian 64 or equivalent. Instructor: Andrews. 3 units.


351. Topics in Teaching Methodology. Application of linguistic principles in the classroom. No prior knowledge of linguistics required. Instructor: Staff. 2 units.

399. Special Readings. Advanced readings in nineteenth- and twentieth-century Russian literature in the original. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

203S. Old Church Slavonic
204S. Russian Folklore and Popular Culture
209. Intensive Advanced Stylistics
210. Literature and Criticism of Socialist Realism
212S. Proseminar
213. Silver Age of Russian Literature
BALTO-FINNIC (BALTFIN)

For Graduates
301. Elementary Estonian. Introduction to understanding, speaking, reading, and writing Estonian. No preliminary knowledge of Estonian necessary. Instructor: Staff. 3 units.
302. Elementary Estonian. Introduction to understanding, speaking, reading, and writing Estonian. No preliminary knowledge of Estonian necessary. Instructor: Staff. 3 units.
303. Elementary Finnish. Introduction to understanding, speaking, reading, and writing Finnish. No preliminary knowledge of Finnish necessary. Instructor: Staff. 3 units.
304. Elementary Finnish. Introduction to understanding, speaking, reading, and writing Finnish. No preliminary knowledge of Finnish necessary. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

200. Balto-Finnic Linguistics

POLISH (POLISH)

For Graduates
301. Elementary Polish. Introduction to understanding, speaking, reading, and writing in Polish. No preliminary knowledge of Polish necessary. Instructor: Staff. 3 units.
302. Elementary Polish. Introduction to understanding, speaking, reading, and writing in Polish. No preliminary knowledge of Polish necessary. Instructor: Staff. 3 units.
303. Intermediate Polish. Intensive classroom and laboratory practice in spoken and written patterns. Readings in contemporary literature. Prerequisites: Polish 1 and 2, or consent of instructor. Instructor: Staff. 3 units.
304. Intermediate Polish. Intensive classroom and laboratory practice in spoken and written patterns. Readings in contemporary literature. Prerequisites: Polish 1 and 2, or consent of instructor. Instructor: Staff. 3 units.

COURSES CURRENTLY UNSCHEDULED

274S. Topics in Polish Literature
287. Introduction to Polish Literature
SERBIAN AND CROATIAN (SERBCRO)

For Graduates
301. Elementary Croatian and Serbian. Introduction to understanding, speaking, reading, and writing Croatian and Serbian. No preliminary knowledge of Croatian and Serbian necessary. Instructor: Andrews. 3 units.
302. Elementary Croatian and Serbian. Introduction to understanding, speaking, reading, and writing Croatian and Serbian. No preliminary knowledge of Croatian and Serbian necessary. Instructor: Andrews. 3 units.

UKRAINIAN (UKRAIN)
301. Elementary Ukrainian. Introduction to understanding, speaking, reading, and writing Ukrainian. No preliminary knowledge of Ukrainian necessary. Instructor: Staff. 3 units.
302. Elementary Ukrainian. Introduction to understanding, speaking, reading, and writing Ukrainian. No preliminary knowledge of Ukrainian necessary. Instructor: Staff. 3 units.

Sociology (SOCIOL)
Professor Morgan, Chair (268 Sociology-Psychology); Professor Wilson, Director of Graduate Studies (263 Sociology-Psychology); Professors Carroll (divinity), P. Cook (public policy), DiPrete, Gao, George, Gereffi, Land, Lewin (business), Lin, McPherson, Morgan, O’Barr (cultural anthropology), O’Rand, Payne (history), Simpson, Smith-Lovin, Tiryakian, Twine, Wilson, and Zhou; Associate Professor Gold (psychiatry and Aging Center); Assistant Professors Brady, Buchmann, J. Cook, Hughes, Parrado, and Shanahan; Professors Emeriti Maddox, Press, and Smith; Research Professor Manton (demographic studies); Assistant Professor of the Practice Brown (public policy)

The department offers graduate work leading to the A.M. and Ph.D. degrees in sociology. Entering graduate students should already have completed a minimum of 12 semester hours in sociology and an additional 12 semester hours in related work (e.g., other social sciences, statistics, computer science, philosophy, mathematics). Accepted applicants who have not had such preparation may be required to take work beyond the usual requirements. Applicants for admission are required to take the verbal and quantitative aptitude tests of the Graduate Record Examination.

The Ph.D. program requires the student to take five core courses and courses in two areas of specialization. In addition, the student is to take three year-long professionalization seminars (Sociology 301, 302, 303) for the exposure of frontier research issues and professional activities in sociology. The core courses include: Sociological Theory (206), Social Statistics I and II (Sociology 212, Sociology 213), and two out of three methods courses (Sociology 208, Sociology 214, Sociology 215). Specializations (with the associated proseminars indicated in parentheses) include Population Studies (Sociology 224S), Comparative and Historical Sociology (Sociology 225S); Economic Sociology (Sociology 225S), Medical Sociology (Sociology 227S) and Stratification (Sociology 228S). A student entering with only an undergraduate degree and adequate course preparation would need to take seventeen courses to satisfy degree requirements. Up to three courses may be transferred for graduate work taken elsewhere.

Further details concerning the general departmental program, the specialties and their requirements, departmental facilities, the faculty, ongoing research, and stipends available may be obtained from the director of graduate studies.

For Seniors and Graduates
206. Sociological Theory. Structure, foundations, and historical antecedents of recent formulations of such theoretical approaches as phenomenological sociology, exchange
theory, critical theory, structuralism, neo-Marxist sociology, sociobiology, and action theory. Instructor: Tiryakian or Wilson. 3 units.

208. Survey Research Methods. Theory and application of survey research techniques in the social sciences. Sampling, measurement, questionnaire construction and distribution, pretesting and posttesting, response effects, validity and reliability, scaling of data, data reduction and analysis. Instructor: Brady, Lin, or staff. 3 units.


213. Social Statistics II: Discrete Multivariate Models. Assumptions, estimation, testing, and parameter interpretation for the log-linear, logit, logistic, and probit models. Model comparisons; applications of statistical computing packages and programs. Prerequisite: Sociology 212 or equivalent. Instructor: DiPrete, Land, McPherson, or Zhou. 3 units.

214. Comparative and Historical Methods (B). Introduction to the theory of comparative research and analysis in the social sciences with special emphasis on comparativemethods, quasi-experimental designs, and case studies. Instructor: Gereffi, Lin, or Tiryakian. 3 units. C-L: Political Science 217


216. Advanced Methods of Demographic Analysis. Mathematical methods and computer software for the analysis of population dynamics. Life table and stationary population theory; methods of life table estimation; multiple-decrement and multistate life tables; stationary population theory and its extensions; model life tables and stationary populations; two-sex models and interacting populations; hazard regression models, grade-of-membership analysis, and cohort studies. Instructor: Land or Stallard. 3 units.


223S. A-E. Proseminars in Crime, Law, and Deviance. Selected topics in crime and the institutions of social control. A. Theories of Crime Causation B. Human Development
and Criminal Careers C. Social Control and the Criminal Justice System D. Sociology of Law E. Special Topics in Crime, Law, and Deviance Instructor: Land, Simpson, or Wilson. 3 units.


227S. A-D. Proseminars in Medical Sociology. Selected topics in medical sociology. A. Social Structure and Health B. Social Behavior and Health C. Organization and Financing of Health Care D. Special Topics in Medical Sociology (for example, social epidemiology, stress and coping, health and aging) Instructor: George, Gold, Hughes, or Lin. 3 units.

228S. A-F. Proseminars in Stratification. Core and special topics in social stratification, including explanations for the existence, amount, and various dimensions of stratification in society; institutions that produce stratification; forces that cause the structure of stratification to vary both over time and across societies; and structures that govern social mobility within and across generations. A. Intergenerational Mobility B. Social Structure and the Life Course C. Social Inequality and the Structure of Poverty D. Careers and Labor Markets E. Societal Transformation F. Special Topics in Stratification and Mobility Research Instructor: Buchmann, DiPrete, Lin, Spennier, or O’Rand. 3 units.

234S. Political Economy of Development: Theories of Change in the Third World (B). 3 units. C-L: see Political Science 234S; also C-L: Cultural Anthropology 234S

282S. Canada (B). 3 units. C-L: see Canadian Studies 282S; also C-L: Cultural Anthropology 282S, History 282S, Political Science 282S


298S. Seminar in Selected Topics. Substantive, theoretical, or methodological topics. Restricted to Sociology graduate program majors only. Instructor: Staff. 3 units.

299S. Seminar in Selected Topics. Substantive, theoretical, or methodological topics. Instructor: Staff. 3 units.

For Graduates

301. Current Debates and Professional Concerns in Sociology. A two-semester overview of the sociological research being conducted in the Department, a discussion of current controversies in the discipline, how to prepare for a professional career in sociology, the ethics of doing sociological research, the practice of teaching, how to apply for research grants. Instructor: Staff. 3 units.

302. Workshop on Sociological Research. A two-semester workshop in which each student carries out a research project from beginning to end. Weekly seminars offer the opportunity for students to critique each other’s work. Instructor: Staff. 6 units.

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303. Developing a Dissertation Proposal. A two-semester workshop in which students develop their dissertation proposals. Instructor: Staff. 6 units.

392. Individual Research in Sociology. Students will conduct on an individual basis research designed to evaluate a sociological hypothesis of their choice. The process must be completed by preparation of a report on this research in adequate professional style. Prerequisite: Sociology 208 or consent of instructor. Instructor: Staff. 3 units.

Institute of Statistics and Decision Sciences (STA)

Professor of the Practice Stangl, Director (214 Old Chemistry); Professor Gelfand, Director of Graduate Studies; Professor Berger, Johnson, Lavine, Sacks, West, Winkler, and Wolpert; Professor of the Practice Banks, Associate Professor Clyde; Assistant Professors Chen, Huber, Iverson, Liang, and Schmidler; Assistant Professor of the Practice Rater; Professor Emeritus Burdick; Adjunct Associate Professors Dunson and Higdon; Adjunct Assistant Professor Lee; Visiting Associate Professor Marriott; Visiting Assistant Professors McBride, Pittman, and Valeva

The Institute of Statistics and Decision Sciences offers graduate study leading to the Ph.D. degree in statistics. It also offers the M.S. degree to students pursuing a Ph.D. degree in the institute or in another department at Duke. The institute is a regular teaching and research department of the university that is internationally recognized as a center of research in theoretical and applied statistics. The faculty are active in the areas of Bayesian statistics and decision sciences, statistical computing, interdisciplinary applications of statistics, and bioinformatics. These areas of faculty interest are reflected in the course of study for students in the Ph.D. program offered by the institute.

Distinguishing features of graduate study are the opportunity for thorough preparation in Bayesian as well as classical statistics, and research opportunities at the interface between statistics, decision sciences, and statistical computing. The institute also enjoys close working relationships and research collaborations with other departments at Duke, and with the National Institute of Statistical Sciences (NISS), providing opportunities for graduate students to become involved in applied projects.

Requirements for the Ph.D. degree in statistics include study of statistics, probability, statistical computing, decision sciences and related areas; passing a comprehensive examination (covering those topics) given at the end of the first year, and a preliminary examination (covering areas of possible research interest) at the end of the second year; and completing a dissertation written under the supervision of a faculty advisor. For an up-to-date faculty list and description of the graduate programs in ISDS, visit the department web site at: http://www.stat.duke.edu.

For Seniors and Graduates

203S. Senior Seminar in Statistics. Illustrative list of past topics: empirical applications of classical and Bayesian methods; robustness and model specification; time series analysis; applications of probability theory. Prerequisite: Mathematics 136, Statistics 114, or Statistics 213. Instructor: Staff. 3 units.

205. Probability and Measure Theory. Introduction to probability spaces, the theory of measure and integration, random variables, and limit theorems. Distribution functions, densities, and characteristic functions; convergence of random variables and of their distributions; uniform integrability and the Lebesgue convergence theorems. Weak and strong laws of large numbers, central limit theorem. Prerequisite: elementary real analysis and elementary probability theory. Instructor: Staff. 3 units.

207. Probability. 3 units. C-L: see Mathematics 287

210A. Statistics and Data Analysis for Policymakers. Elements of statistical inference and estimation including exploratory data analysis, regression, and analysis of variance. Emphasis on public policy applications. Not open to students who have had Mathematics 136, a 100-level Statistics course or Statistics 213. Instructor: Staff. 3 units. C-L: Public Policy Studies 222
213. Introduction to Statistical Methods. Emphasis on classical techniques of hypothesis testing and point and interval estimation, using the binomial, normal, \( t \), \( F \), and chi square distributions. Not open to students who have had Statistics 114 or Mathematics 136. Prerequisite: Mathematics 103 (may be taken concurrently) or equivalent, or consent of instructor. Instructor: Staff. 3 units.

214. Probability and Statistical Models. An introduction to applied probability and to the parametric probability models commonly used in statistical analysis. The generation of random variables with specified distributions, and their use in simulation. Mixture models; linear regression models; random walks, Markov chains, and stationary and ARMA process; networks and queuing models. Prerequisite: Statistics 213 and 244 or consent of instructor. Instructor: Staff. 3 units.

215. Statistical Inference. Classical, likelihood, and Bayesian approaches to statistical inference. Foundations of point and interval estimation, and properties of estimators (bias, consistency, efficiency, sufficiency, robustness). Testing: \( \alpha \) and \( \beta \) errors, power, likelihood ratios; Bayes factors, posterior probabilities of hypotheses. The predictivist perspective. Applications include estimation and testing in normal models; model choice and criticism. Prerequisite: Statistics 213 and 244 or consent of instructor. Instructor: Staff. 3 units.

216. Generalized Linear Models. Likelihood-based and Bayesian inference of binomial, ordinal, and Poisson regression models, and the relation of these models to item response theory and other psychometric models. Focus on latent variable interpretations of categorical variables, computational techniques of estimating posterior distributions on model parameters, and Bayesian and likelihood approaches to case analyses and goodness-of-fit criterion. Theory and practice of modern regression modeling within the unifying context of generalized linear models. A brief review of hierarchical linear models. Students expected to use several software packages and to customize functions in these packages to perform applied analyses. Prerequisite: Statistics 213 and 244 or consent of instructor. Instructor: Staff. 3 units.

217. Ordinal Data Modeling. Bayesian and likelihood-based of ordered categorical data and rank data using latent variable constructs. Binary and ordinal regression models, multi-rater ordinal data models, multi-rater rank data models, item-response models, and graded-response models. MCMC estimation. Prerequisites: Statistics 213 or equivalent; working knowledge of a low-level computing language like C, C++, or Fortran. Instructor: Staff. 3 units.

221. Bayesian Inference and Decision. 3 units. C-L: Business Administration 510


231. Behavioral Decision Theory. 3 units. C-L: see Business Administration 525; also C-L: Psychology 316

232. Statistical Analysis of Ecological Data. 3 units. C-L: see Biology 266; also C-L: Environment 241

234. Choice Theory. 3 units. C-L: Business Administration 513

240. Applied Data Analysis for Environmental Sciences. 3 units. C-L: see Environment 210
242. Applied Regression Analysis. 3 units. C-L: see Environment 255
244. Linear Models. Multiple linear regression and model building. Exploratory data
analysis techniques, variable transformations and selection, parameter estimation and
interpretation, prediction, Bayesian hierarchical models, Bayes factors and intrinsic
Bayes factors for linear models, and Bayesian model averaging. The concepts of linear
models from Bayesian and classical viewpoints. Topics in Markov chain Monte Carlo
simulation introduced as required. Prerequisite: Statistics 213 or equivalent. Instructor:
Staff. 3 units. C-L: Mathematics 217
245. Introduction to Multivariate Statistics. Multinormal distributions, multivariate
general linear model, Hotelling's $T^2$ statistic, Roy union-intersection principle,
principal components, canonical analysis, factor analysis. Not open to students who
have taken the former Mathematics 242. Prerequisite: Statistics 244 or equivalent.
Instructor: Staff. 3 units. C-L: Mathematics 218
250. Numerical Analysis. 3 units. C-L: see Computer Science 250; also C-L: Mathematics
221
253. Applied Stochastic Processes. 3 units. C-L: see Mathematics 216
270. Statistical Methods for Computational Biology. 3 units. C-L: see Bioinformatics &
Genome Technology 200
271. Statistical Genetics. 3 units. C-L: see Bioinformatics & Genome Technology 201
273. Genome Informatics and Sequence Analysis. 3 units. C-L: see Bioinformatics &
Genome Technology 203
277. Computational Methods for Macromolecular Structure. 3 units. C-L: see
Bioinformatics & Genome Technology 207
278. Gene Expression Analysis. 3 units. C-L: see Bioinformatics & Genome Technology
208
290. Statistical Laboratory. Introduction to statistical thinking, data management and
collection, sampling and design, exploratory data analysis, graphical and tabular
displays, summarizing data. Introduction to applied work. Computer orientation,
statistical packages and operating systems, especially unix on high-speed workstations,
and the statistical package S-Plus. Graphics and numerical computing. Examples from
various disciplines. Instructor: Staff. 3 units.
291. Independent Study. Directed reading and research. Consent of instructor and
director of graduate studies required. Instructor: Staff. Variable credit.
292. Independent Study. Directed reading and research. Consent of instructor and
director of graduate studies required. Instructor: Staff. Variable credit.
293. Special Topics in Statistics. Prerequisite: Statistics 213 or consent of instructor.
Instructor: Staff. 3 units.
294. Special Topics in Statistics. Prerequisite: Statistics 213 or consent of instructor.
Instructor: Staff. 3 units.
294A. Special Topics. 1.5 units.
295. First-Year Seminar. Weekly seminar covering a variety of statistical subjects.
Coregistration in Statistics 213 and Statistics 244 or consent of instructor. Instructor:
Staff. Variable credit.
For Graduates
356. Time Series and Forecasting. Time series data and models: trend, seasonality, and
regressions. Traditional models: EWMA, EWR, ARMA. Dynamic linear models
(DLMs). Bayesian learning, forecasting, and smoothing. Mathematical structure of
DLMs and related models. Intervention, forecast monitoring, and control. Structural
change in time series. Multiprocess models and mixture analysis. Multivariate models,
constrained and aggregate forecasting, and forecast combination. Applications using

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computer software. Other topics, including spectral analysis, as time permits. Prerequisite: Statistics 215 or equivalent. Instructor: West. 3 units.


358. Advanced Modeling and Scientific Computing. An introduction to advanced statistical modeling and modern numerical methods useful in implementing statistical procedures for data analysis, model exploration, inference, and prediction. Topics include simulation techniques for maximization and integration. Prerequisite: Computer Science 221 or equivalent. Instructor: West. 3 units.

386. Noncooperative Game Theory. 3 units. C-L: see Economics 315; also C-L: Political Science 315

390. Statistical Consulting Workshop. Under faculty supervision, students address and solve consulting problems submitted to ISDS's campus-wide consulting program, and present their solutions to the class. May be taken more than once. Consent of instructor required. Instructor: Staff. 1 unit.


COURSES CURRENTLY UNSCHEDULED
241. Environmental Experimental Design
246. Experimental Design
282. Optimization Methods
297. Topics in Probability Theory
333. Sequential Statistical Analysis
345. Multivariate Statistical Analysis
346. Experimental Design and Optimization

University Program in Structural Biology and Biophysics
See "University Program in Molecular Biophysics" on page 201.

Teaching College Biology
Paula Lemons, Program Director
The Certificate in Teaching College Biology aims to enhance the professional development of graduate students by preparing them to teach biological sciences in academic venues that range from community colleges to Research I Universities. In this program, graduate students work with faculty from nearby partner institutions (e.g., Durham Technical Community College, Elon University, and Meredith College) and from Duke to develop as teachers and to gain awareness about the roles of faculty. These experiences help to prepare graduate students for the academic job market. Program participants take courses on pedagogy, are mentored by faculty at partner institutions, gain practical teaching experience, and receive formal evaluation of their teaching. These requirements are designed to be flexible enough to be pursued alongside full-time disciplinary studies yet ensure that participants are rigorously trained in biological pedagogy.

For more information see http://www.biology.duke.edu/teachcert/ or contact the Program Director, Paula Lemons at plemons@duke.edu.

The Master of Arts in Teaching Program (MAT)
Rosemary Thorne, Director
The Master of Arts in Teaching program (M.A.T.) is designed for talented liberal arts graduates who wish to teach their discipline in secondary schools. The M.A.T. degree
requires 36 units of graduate credit, consisting of 18 units (six courses) within the student’s discipline, six units (two courses) of M.A.T.-specific education courses, and 12 units devoted to a year-long internship/ seminar and a master’s portfolio. The program is open to students with strong undergraduate preparation in English, mathematics, the sciences, or social sciences. A joint-degree program (Master of Environmental Management/ Master of Arts in Teaching General Science) is available.

More information on the program is available from the M.A.T. office, 213 West Duke Building, Box 90093, Duke University, Durham, North Carolina 27708-0093, or on the web at: http://www.duke.edu/web/MAT/ or by email to MAT-Program@duke.edu.

302. Educating Adolescents. Focus on understanding the adolescent as a learner. Study of selected theories of adolescent development and theories and principles of educational psychology emphasizing secondary education. Open only to MAT students. Instructor: Bingham. 3 units.

303. Effective Teaching Strategies. During the first part of the course students learn general teaching strategies for secondary classrooms such as time management, student behavior management, planning for instruction, instructional presentation, designing effective lessons, feedback, promoting critical thinking skills, and cooperative learning. In the second part students work on methodologies in specific subject area groups. Open only to MAT students. Instructor: Teasley. 3 units.

341. Internship and Reflective Practice. During fall semester MAT students are placed in supervised internships in local high schools under the direction of trained and certified mentor teachers. The accompanying seminar provides students with an understanding of the adolescent as learner, and opportunities for directed reflection on themselves as teachers and learners, and their students as learners. Open only to MAT students. Instructor: Staff. 6 units.

342. Internship and Content Methodology. The internship continues through second semester under the supervision and coaching of the mentor. The seminar brings together interns, high school teachers, and content faculty members in specific subject area groups to explore emerging knowledge in the discipline, and the ways that knowledge is best delivered in the high school classroom. Open only to MAT students. Instructor: Staff. 6 units.

The Integrated Toxicology Program
Professor Slotkin, Director of Graduate Studies

The Duke University Integrated Toxicology Program (ITP) provides students with the theoretical and practical bases for research and teaching in toxicology. This interdepartmental program brings together graduate students, postdoctoral fellows, and faculty members from a variety of scientific disciplines to address toxicological problems from their molecular basis to clinical and environmental consequences. The ITP includes participation of faculty members from the Departments of Biochemistry, Cell Biology, Chemistry, Neurobiology, Pathology, Pharmacology, and the Nicholas School of the Environment and Earth Sciences including the Duke Marine Laboratory. Among the principal areas of concentration in the program are molecular toxicology, environmental toxicology, neurotoxicology, developmental toxicology, genetic toxicology, and pulmonary toxicology. Duke faculty members have a variety of collaborative research efforts and student rotations are available with scientists at the nearby laboratories of the National Institute of Environmental Health Sciences (NIEHS), the Chemical Industry Institute of Technology (CIIT), and the Environmental Protection Agency (EPA).

Application to the program can be made in two ways. If your primary interest is Toxicology, then you may apply for admission directly through the Integrated Toxicology Program, indicating “Toxicology” as your primary admitting unit on the standard graduate school application. Students admitted directly into the Integrated Toxicology Program will have the option to specialize in Toxicology as their primary program focus.
Toxicology Program affiliate with a department depending upon their choice of research departmentally based field may also apply to the Integrated Toxicology Program by indicating "Toxicology" as the secondary field on the front page of the graduate school application. The primary field should indicate the specific graduate department in Arts and Sciences, the School of Medicine, or the Nicholas School of the Environment and Earth Sciences. There is no difference in the eventual degree granted through either mechanism; both routes result in a Ph.D granted by a specific department, with certification in Toxicology. It is expected that most students will have a strong undergraduate preparation in mathematics and the physical and biological sciences with demonstrated excellence of performance as judged by grades in coursework and letters of recommendation from former instructors. Each student in the program will take a series of courses in toxicology as well as courses specified by his or her department. A student will be expected to choose a dissertation advisor in his or her department at least by the end of the first two semesters in the program and will normally be expected to begin dissertation research during the third semester in residence. Upon satisfactorily completing all degree requirements in the program and in the department, students will be jointly recommended for the Ph.D. degree.

Students are offered admission to the program with fellowship support based on rank among all applicants. Students may be awarded a Toxicology fellowship or may be accepted into the Toxicology Program with support from departmental funds. For each entering year, approximately four full fellowships (tuition, fees and stipend) are awarded to Toxicology graduate school applicants. Please note that Toxicology fellowships are restricted to U.S. citizens or permanent residents. Non-U.S. citizens who are interested in the Integrated Toxicology Program will need to apply and request funding directly through a participating department. Applicants must have a bachelor’s degree with a strong foundation in mathematics and the biological and physical sciences. Applicants must submit scores on the GRE general test, transcripts, and letters of recommendation. It is expected that course work and research experience will vary among applicants but that the applicant’s academic credentials will be sufficient to ensure successful completion of the degree.

Further information may be obtained from the Program Manager, Duke University, Box 90328, Durham, North Carolina, 27708; telephone (919) 613-8078; email: toxicology@duke.edu

Women's Studies (WOMENST)

Associate Professor Wiegman, Director (210 East Duke Building); Professor Jean O'Barr; Associate Professors Camp, Rudy and Weeks; Associate Research Professor Pierce Baker. Associate Faculty: Professors Koonz (History) and Roth (Psychology: Social and Health Sciences); Associate Professors Edwards (History), Lubiano (African and African American Studies and Literature) and Wald (English); Assistant Professor Khanna (English and Literature); Adjunct Professors Keeling, Krahulik, Lisker and White

Women's Studies is part of an historical educational enterprise inaugurated by social movements and dedicated to the study of identity as a complex social phenomenon. In the field's first decades, feminist scholarship reoriented traditional disciplines toward the study of women and gender and developed new methodologies and critical vocabularies that have made interdisciplinarity a key feature of Women's Studies as an autonomous field. Today, scholars continue to explore the meaning and impact of identity as a primary - though by no means transhistorical or universal - way of organizing social life by pursuing an intersectional analysis of gender, race, sexuality, class, and nationality. In the classroom, as in our research, our goal is to transform the university's organization of knowledge by reaching across the epistemological and methodological divisions of historical, political, economic, representational, technolog-
Women's Studies at Duke is a focal point within the University for the study of women, gender, and feminist theories - a structure which allows graduate students to address complex issues beyond their traditional disciplinary and classroom boundaries and to explore problems in ways that connect theories and approaches of different disciplines. Women's Studies serves students' intellectual interests by offering credit courses, housing a variety of research projects, and implementing programs for diverse audiences. Graduate students can earn a four-course certificate in Women's Studies and are encouraged to teach introductory or special topics courses. Professional students and doctoral candidates may join a scholarly society that deepens their knowledge of the field of Women's Studies and provides a cohesive, supportive community. All affiliated students on the mailing list receive newsletters, lecture notices and invitations to special events.

Requirements for the Graduate Certificate in Feminist Studies:

A. Four Courses:

1. One required course
   Women's Studies 220 Introduction to Feminist Studies (prerequisite: Women's Studies 205 or its equivalent)

2. Two of the following:
   Women's Studies 210S Selected Topics in Women's Studies
   Women's Studies 220 Introduction to Feminist Studies
   Women's Studies 230 Feminist Knowledge and Social Change
   Women's Studies 240 Critical Genealogies
   Women's Studies 260 Interdisciplinary Debates
   Women's Studies 290 Interdisciplinary Research Workshop
   Women's Studies 300 Advanced Topics in Feminist Studies

3. One course offered by Women's Studies from the list below or one course focusing on women, gender, sexuality, race, and/or feminism offered by another academic unit (must be approved by the Program):
   Women's Studies 205 Foundations of Women's Studies
   Women's Studies 271 Selected Topics in Feminist Studies (cross listed with English 271)
   Women's Studies 310 Gender & Sexuality in Latin America (cross listed with History 346)
   Women's Studies 391 or 392 Tutorial in Special Topics

B. Competencies

1. Professional School/MA Students: certificate earners pursuing degrees in the professional schools at Duke or terminal Masters normally complete course work only.

2. Ph.D. Students: certificate earners pursuing the Ph.D. normally:
   a. have women, gender, sexuality, or feminism as a significant aspect of their exams and dissertation projects
   b. include a women's studies core, associate, adjunct, or affiliated faculty member with faculty standing in the Graduate School on their exam and dissertation committees.

205. Foundations of Women's Studies. This course is designed for students with little or no formal background in feminist scholarship. It covers basic histories of feminism as a historical force and introduces students to the general scope of feminist studies as an interdisciplinary intellectual project in the academy. Instructor: Staff. 3 units.
209S. Global Issues in Feminism. An interdisciplinary investigation of feminist, postcolonial, and nationalist theories as they apply to international women's issues, including social, economic, and political situations. Open to advanced undergraduates and graduates. Research paper regarding women's agency in selected locations required. Consent of instructor required. Instructors: Staff. 3 units.

210S. Selected Topics in Women's Studies. A seminar in contemporary issues, methodology, and/or selected theoretical questions pertaining to feminist scholarship. Instructor: Staff. 3 units.

211. Intellectual and Institutional Foundations of Women's Studies: An Overview. An interdisciplinary overview of feminist theorists prior to the twentieth century and of the rise of feminist scholarship in the disciplines. Consideration of the institutional origins and characteristics of Women's Studies and the future contours of feminist scholarship. Instructor: Staff. 3 units.

212. Foundations of Women's Studies: The Beginnings. An interdisciplinary investigation of selected writings by women about the evolution of women's social and cultural positions in primary and secondary sources. Sources include those of antiquity and the Middle Ages although the emphasis is on writings from the Enlightenment through the early twentieth century, including liberal feminist and materialist feminist thought. Instructor: Staff. 3 units.

213. Foundations of Women's Studies: From 1960s to the Present. An interdisciplinary investigation of feminist theories from the mid-twentieth century to the present using primary and secondary sources. Emphasis on the multiplicities of feminist thought and the incorporation of theorists on a global basis. Instructor: Staff. 3 units.

214. Foundations of Women's Studies: Institutional Issues. An interdisciplinary investigation of the history of the education of women and the evolution of women's studies as an academic discipline. Examination of the relationships between gender and the academy with an emphasis on the changing patterns of higher education, including feminist pedagogy and epistemology. Instructor: Staff. 3 units.

220. Introduction to Feminist Studies. Designed as an introductory course to the Graduate Emphasis for students pursuing advanced training in feminist studies, this course will explore the theoretical deployment of the category of gender as it has come to occupy contemporary feminist thought in a variety of national contexts and across various historical periods. The course questions notions of natural differences in order to explore how such notions are implicated in broader cultural practices, histories, epistemologies, and relations of power. Offering an interdisciplinary exploration of how the gender has come to define the human subject, this course prepares students for all subsequent courses in the Women's Studies graduate curriculum. Central topics will include: the body, disciplinary, the nation-state, intersectionality, etc. Prerequisite: Women's Studies 205 or its equivalent. Instructor: Staff. 3 units.

230. Feminist Knowledge and Social Change. This course explores the complex linkages between the theory and practice of feminism as a political project in both national and transnational contexts. It seeks to understand the differences within feminism as it has developed in the west (liberal, Marxist, postmodernist, postcolonial) and to historicize our accounts of identity, difference, social movement, globalization, nationalism, and social change. Instructor: Staff. 3 units.

240. Critical Genealogies. This course serves as an in-depth investigation into the many different theoretical traditions that inform interdisciplinary feminist studies. Specific foci include Marxist-feminism, poststructuralism, feminist film theory, psychoanalysis, French feminism, postcolonial theory, deconstruction, the Frankfurt school, etc. Instructor: Staff. 3 units.

260. Interdisciplinary Debates. Designed for advanced graduate students, this course will highlight current debates in feminist studies through a topical approach that draws on faculty research and expertise. Instructor: Staff. 3 units.
271. Selected Topics in Feminist Studies. May be taken only once for certificate credit. Instructor: Staff. 3 units.

290. Interdisciplinary Research Workshop. This course focuses on research and writing, paying particular attention to the intellectual and methodological demands of interdisciplinary knowledge production. Instructor: Staff. 3 units.

300. Advanced Topics in Feminist Studies. A selected topics seminar on emergent theoretical and empirical questions in feminist scholarship. Prerequisite: must have taken either Women's Studies 211, 212, 213, or 214 or have consent of instructor. Instructor: Staff. 3 units.

310. Gender and Sexuality in Latin America. 3 units. C-L: see History 346

391. Tutorial in Special Topics. Directed research and writing in areas unrepresented by regular course offerings. Consent of instructor required. Instructor: Staff. 3 units.

392. Tutorial in Special Topics. Directed research and writing in areas unrepresented by regular course offerings. Consent of instructor required. Instructor: Staff. 3 units.
Special Study Centers, Programs, and Opportunities
Center for Advanced Computing and Communication

The Center for Advanced Computing and Communication (CACC) is a joint effort of Duke University and North Carolina State University. Its research goal is to create concepts, methods and tools for use in the analysis, design and implementation of advanced computer and communication systems. The Center strives to carry out basic and applied research on fundamental problems with both industrial and academic relevance, to transfer these results to members, and to provide students with a unique and challenging educational opportunity. For information, contact Kishor S. Trivedi, Director, Center for Advanced Computing and Communication, Box 90291, Duke University, Durham, North Carolina, 27708-0291.

Center for the Study of Aging and Human Development

The center is a multidisciplinary program devoted to research, training, and clinical activities in gerontology and geriatrics. Although the center does not offer degrees, the varied programs, research laboratories, and clinical settings provide a context and resource for undergraduate and graduate students and for health professionals with special interests in adult development and aging. The center conducts multidisciplinary, two-year programs for postdoctoral fellows interested in focused training for independent research on many varied aspects of aging and adult development. Resources of this all-university program include data from two longitudinal studies, a wide range of archival data of special interest to social scientists, a human subjects registry, and the center's basic and applied research laboratories. A division of geriatrics coordinates research, training, and services related to the care of older adults. Undergraduate and graduate students of the university are welcome to inquire about participation in all programs at the center. Inquiries should be addressed to Harvey Jay Cohen, M.D., Director, Duke University Center for the Study of Aging and Human Development, Box 3003, Duke University Medical Center, Durham, North Carolina 27710, or visit the web site at www.geri.duke.edu for more information.

Asian/Pacific Studies Institute (APSI)

The institute sponsors conferences, visiting speakers and scholars, and research clusters and also coordinates study abroad programs in China and Japan. APSI administers one-year FLAS fellowships (stipend and tuition). Incoming graduate students and students in good standing in the Graduate School may be considered for these fellowships. The institute also offers a MA program and a certificate program at the graduate level in East Asian Studies. Further information may be obtained from the Asian/Pacific Studies Institute, 2111 Campus Drive, Box 90411, Duke University, Durham, North Carolina 27708-0411. Send email to: mmayer@duke.edu, or contact the web site at: http://www.duke.edu/APSIn.
Center for Child and Family Policy

The mission of the Center for Child and Family Policy is to contribute to solutions to important problems affecting today's children and families, through an integrated system of scientific research, debate and dissemination, public service, and teaching. The Center emphasizes the bridge from basic research to policy and practice.

The Center addresses the needs of the whole child, from the prenatal period through adolescence, and involves the full array of institutions, practices and issues that affect the healthy development of children: medical care and public health, welfare, education, juvenile justice, family court, preschool and childcare provision, community services and family health and vitality. The Center is international in the sense both of seeking foreign models for American policies and in addressing international problems. The Center seeks to understand the stresses, strengths and challenges of the average family, particularly as these relate to gender, education, and economic status. The Center also devotes attention to children suffering from significant problems, such as poverty, abuse and neglect, and mental or physical illness. Finally the Center also addresses the development of children with special talents and giftedness. It is the integration across these diverse areas that provides the most important insights to children’s well-being.

For more information, contact the Center for Child and Family Policy, Box 90264, Durham, North Carolina, 27708-0264; telephone (919) 613-7319; email: childpolicy@duke.edu, or visit the web site at: http://www.childandfamilypolicy.duke.edu.

Center for Cognitive Neuroscience

The newly established Center for Cognitive Neuroscience (CCN) is committed to research, education and training in the psychological, computational and biological mechanisms of higher mental functions, including attention, memory, language, emotion, and consciousness, among others. Cognitive neuroscience is a new discipline and is not only addressing long-standing, unanswered questions about the brain and mind from new perspectives, but is also defining new questions to be asked. The CCN brings together the expertise of talented faculty from several university and medical school departments including but not limited to Psychology, Neurobiology, Computer Science, Biomedical Engineering, Linguistics, Philosophy, Neurology, Psychiatry and Radiology.

Students interested in graduate training in cognitive neuroscience should apply to existing programs such as the graduate programs in Psychology, Neurobiology, Philosophy, Biomedical Engineering, or Computer Science (indicating an interest in cognitive neuroscience). The goal is to train the best and the brightest scientist scholars for leading positions in cognitive neuroscience in the year 2000 and beyond.

For additional information and updated instructions, please contact the Center for Cognitive Neuroscience, B203 Levine Science Research Center, Box 90999, Duke University, Durham, North Carolina 27708 or visit our web site at http://www.mind.duke.edu.

Center for Demographic Studies

The Center for Demographic Studies promotes the pursuit of advanced degrees in sociology or economics with a specialization in population studies. Its facilities include a population library, the Joseph J. Spengler Collection of publications and research materials, and extensive data resources. The center's program provides opportunities for direct student participation in ongoing research projects. A federally supported predoctoral and postdoctoral training program on the social, medical, and economic demography of aging is coordinated by the center. Inquiries for training and research opportunities may be directed to Dr. Kenneth C. Land, Director, Center for Demographic Studies, Duke University, Box 90408, Durham, North Carolina 27708-0408.
Program for the Study of Developed Shorelines

The Program for the Study of Developed Shorelines was established in recognition of a critical need for both academic programs and geologic research on national coastal issues. The goal of the program is promotion of research, education, and publication concerned with oceanic shorelines already under development. Students from the Coastal Environmental Management Program as well as the earth and ocean sciences program are involved in coastal research. This includes studies of beach nourishment, impact of hard stabilization, shoreface processes and critical review of mathematical models of beach behavior. Limited research support is available to both graduate and advanced undergraduate students. To learn about research programs and program accomplishments, visit our web site at http://www.eos.duke.edu/research/psds/psds.htm. For more information contact Professor Orrin Pilkey, Director, Program for the Study of Developed Shorelines, Division of Earth and Ocean Sciences, Nicholas School of the Environment and Earth Sciences, Duke University, Box 90228, Durham, North Carolina 27708-0228.
Center For Documentary Studies
The Center for Documentary Studies, established in 1989, supports interdisciplinary teaching and research along with the practice and dissemination of documentary work. Dedicated to a vision of the documentary process that connects personal experience and creative expression to education and community life, the center supports and encourages the work of photographers, filmmakers, historians, ethnographers, journalists, novelists, and others who work by direct observation and participation in the lives of individuals and communities. The Center’s graduate-level research focuses on a collaborative project titled “Behind the Veil: Documenting African American Life in the Jim Crow South,” directed by Duke professors William Chafe, Raymond Gavins, and Robert Korstad, but other research opportunities also exist. The center emphasizes documentary fieldwork and encourages students to become engaged in projects in communities outside the university. Graduate students may participate in a variety of courses that the center offers under the auspices of several Duke departments and programs, including history, public policy studies, English, education, and cultural anthropology. Center-sponsored projects offer a limited number of assistantships to graduate students in the arts and humanities. For more information, check the CDS website at http://cds.aas.duke.edu/ or contact the Education Director, Center for Documentary Studies, 1317 West Pettigrew Street, Durham, NC 27705. Telephone: 919-660-3663. Fax: 919-681-7600.

Center for Emerging Cardiovascular Technologies
The Center for Emerging Cardiovascular Technologies is a National Science Foundation/Engineering Research Center (NSF/ERC) established at Duke University in 1987. Located in the School of Engineering, the center integrates engineering and biomedical researchers and students from Duke, the University of North Carolina at Chapel Hill, North Carolina State University, Case Western Reserve University, the University of Alabama at Birmingham, the University of Memphis, Tulane, and New Mexico State University with industrial investigators into active, interdisciplinary research programs. Research at the center focuses on discovery and innovation in custom integrated electronics, sensors, systems design, and simulation toward the development of a new generation of cardiovascular interventional and imaging systems. For more information, contact Center for Emerging Cardiovascular Technologies, Duke University, Box 90295, Durham, North Carolina 27708-0295.

Center for European Studies
The Duke Center for European Studies was established as a joint initiative with the University of North Carolina at Chapel Hill in 1989. In 1994 the U.S. Department of Education awarded the consortium with a Title VI grant and designated it as a National Resource Center. This grant was renewed for another three years in 1997. In the summer of 1998, the European Union awarded the consortium a three-year grant, and it became one of the ten official European Union Centers in the United States. The Duke-UNC Center for European Studies brings together a depth and a quality of faculty in European Studies found at few other schools. Duke Europeanist faculty is drawn from highly regarded departments, several of which have been recently ranked among the top five in the nation.

As a European Union Center, and a National Resource Center on Western Europe, the consortium promotes programs, courses and research that directly address questions concerning contemporary Europe and the European Union. The Center’s goal is to ensure that faculty, students and the larger community have access to the finest scholarship and the most current resources on modern Europe. The Center hosts conferences, visiting scholars, and other dignitaries from the European Union, and supports Duke faculty with research grants and travel awards. Additionally, the Center dispenses travel awards and year-long fellowships to Duke graduate students.

For more information, please contact the Center for European Studies, John Hope
John Hope Franklin Center for Interdisciplinary and International Studies

The John Hope Franklin Center for Interdisciplinary and International Studies hosts 15 different Duke programs with the intention to probe the critical issues of our times in scholarly fashion. It will ask the perennial human questions, but search for answers across the globe. Besides investigating the concept of “race” and researching international perspectives, the Center also focuses on issues related to society, art, ethics and new technologies. For more information, visit the Center’s web site at: http://www.duke.edu/web/jhfcenter/.

Center for Geometric and Biological Computing

The Center for Geometric and Biological Computing at Duke is a university-wide center that promotes interdisciplinary research in geometric computing. Participants are affiliated with the Departments of Computer Science, Chemistry, Biomedical Engineering and Mathematics, the Institute for Statistics and Decision Sciences, and the Nicholas School of the Environment and Earth Sciences. The center grew out of a collaborative center with Brown University and Johns Hopkins University.

The center at Duke focuses on the following research topics: bioinformatics, biomolecular computing, classification, external memory algorithms and data structures, geographic information systems, graphics, and robotics. To find out more about the center, visit the web site at: http://www.cs.duke.edu/CGC/ or contact one of the co-directors: Pankaj Agarwal (email: pankaj@cs.duke.edu), John Harer (harer@math.duke.edu) or Jeff Vitter (jsv@cs.duke.edu).

Center for International Development

The Duke Center for International Development (DCID) is located in Duke's Terry Sanford Institute of Public Policy. The center's core faculty are drawn from a variety of academic disciplines including economics, political science, environmental studies, public policy, history, and sociology. The faculty's teaching, research, and consulting experience are international in scope, encompassing a broad range of development policy issues.

The center consists of four distinct components: 1). The Program in International Development Policy, which provides graduate-level training in policy and economic analysis and problems related to sustainable development for mid-career professionals. PIDP Fellows pursue either a certificate or MA degree in International Development Policy; 2). Executive Education programs in issues related to public finance and sustainable development; 3). The Rotary Center for International Studies in Peace and Conflict Resolution, one of seven centers in the world funded by Rotary International and hosted jointly by DCID and the University of North Carolina at Chapel Hill's Center for International Studies; and 4). International advisory services to governments in developing countries in the fields of public finance, project appraisal, and development.

DCID also sponsors short-term professional education programs, conferences, and a monthly "Rethinking Development Policy" speaker series. For additional information, contact the center at dcid@pps.duke.edu, or visit our website at www.pubpol.duke.edu/dcid.

Center for International Studies

This center is one of the major coordinating units in the university which stimulates dialogue and research on global issues. The center sponsors a number of faculty committees on major world regions and on transnational analytical themes. As
Special Study Centers, Programs, and Opportunities

A U.S. Department of Education National Resource Center in International Studies, the center funds a series of courses on global issues of interest to graduate students. These courses provide opportunities for teaching assistantships for graduate students in the humanities and social sciences. In addition, the center sponsors a program of awards for graduate students who wish to undertake research abroad. For more information contact the Center for International Studies, John Hope Franklin Center, 2204 Erwin Road, Box 90404, Durham, North Carolina 27708-0404.

Kenan Institute for Ethics

The Kenan Institute for Ethics at Duke University supports the study and teaching of ethics and promotes moral reflection and commitment in personal, professional, community and civic life. The program encourages moral inquiry across intellectual disciplines and professions and moral reflection about campus practices and policies. The program also supports efforts to address ethical questions of public concern within and across communities. Its work is guided by the conviction that universities have a responsibility to prepare students for lives of personal integrity and reflective citizenship by nurturing their capacities for critical thinking, compassion, courage, and their concern for justice. The Institute sponsors a variety of programs and projects related to its mission, including a Dissertation Fellowship in Ethics, a Graduate Instructorship in Ethics, and an interdisciplinary Graduate Colloquium in Ethics. For information, contact Kenan Institute for Ethics, Box 90432, 102 West Duke Bldg., Durham, NC 27708; (919) 660-3033; or visit the web site at http://kenan.ethics.duke.edu/.

Center for Latin American and Caribbean Studies

The Center for Latin American and Caribbean Studies coordinates graduate education in Latin American and Caribbean studies, and promotes research and dissemination of knowledge about the region. Chaired by Professor John French, the Council on Latin American Studies oversees the activities of the Center. The Council is made up of Latin Americanist faculty and staff members representing Arts and Sciences disciplines as well as professional schools. The center sponsors a speakers series which provides a forum for presentations by visiting Latin Americanists from throughout the U.S. and overseas, as well as Duke and UNC faculty and graduate students. Each year, the center also cosponsors a number of conferences and other special events, including the annual Latin American Labor History Conference. Through the Consortium in Latin American Studies at UNC-Chapel Hill and Duke University, graduate students can take advantage of funding opportunities and participate in research and training working groups in various fields of interest.

For additional information about Latin American and Caribbean Studies at Duke and courses with Latin American and Caribbean content offered by departments, see the section on “Courses of Instruction” in this bulletin. Graduate students interested in obtaining a certificate in Latin American and Caribbean Studies should contact the Academic Coordinator. For other inquiries, please contact the Director or Associate Director, Center for Latin American and Caribbean Studies, 2114 Campus Drive, Box 90255, Duke University, Durham, NC 27708-0255, telephone (919) 681-3980, email: las@duke.edu.

Center for North American Studies and Canadian Studies Program

North American Studies was awarded the first U.S. Department of Education Title VI National Resource Center grant devoted to the study of North America as a region. The center focuses on the political, social and cultural consequences of regionalization, and attempts to place them within the long history of the interaction of Canada and Mexico with the United States. Consistent with this focus are six areas...
Office of Research Support

The Office of Research Support (ORS) assists campus researchers, including graduate students and faculty, in locating external funding information for thesis and dissertation, postdoctoral support, research, travel, summer study, postdoctoral awards, as well as other projects and programs. Students may access the majority of ORS resources via the website at http://www.ors.duke.edu. These resources have extensive information on funding opportunities including three web-based funding databases; links to campus, government and private funding sources; tips on proposal writing; and various specialized funding and deadline listings. Duke Funding Alert, a weekly online funding newsletter produced by ORS, publicizes new and updated funding resources including graduate fellowships.

ORS also maintains a funding resource center, where students may make an appointment for assistance in searching for funding and access various directories of grants, fellowships and loans, and guides to proposal preparation. Graduate student workshops on locating funding and proposal preparation are available regularly throughout the year, publicized via the website and the Duke online calendar.

In addition to funding information, ORS is the office responsible for the review of proposals to external sources that require an institutional signature. The ORS pre-award staff can assist with proposal and budget preparation, both online and hardcopy. Graduate students planning human-subject based research also need to
communicate with ORS concerning the IRB (Institutional Review Board) review process. Students may access the website for Research with Human Subjects: A Manual for Investigators, the Duke Guide to Sponsored Projects, and university policies governing research.

The Office of Research Support website includes detailed information about these and other services. The offices are located at 334 North Building on Research Drive. Office hours are from 8:30 am to 5:00 pm daily. For more information or an appointment, students should contact ORS by telephoning (919) 684-3030.

Center for Teaching, Learning, and Writing

The Center for Teaching, Learning, and Writing promotes excellence in undergraduate teaching, with a focus on active learning and writing as means of critical inquiry.

The work of the Center is directed towards the following goals: to support the work of undergraduate teachers through seminars, consulting, and other programs; to strengthen the role of writing in undergraduate learning; to help prepare graduate students and postdoctoral fellows for their roles as college teachers; and to sponsor projects in the scholarship of teaching. The Center houses an ambitious First-Year Writing Program and supports a wide-ranging Writing-in-the-Disciplines Program. It also sponsors a number of annual Teaching Awards for faculty, as well as a series of workshops and resources for graduate student teachers, including a set of mini-grants supporting the pedagogical work of TAs in their departments. CTLW is the administration home of Duke's Preparing Future Faculty Program. For more information, contact the Center for Teaching, Learning and Writing, Box 90236, Duke University, Durham, North Carolina, 27708-0025; telephone (919) 684-4230; or visit the website at http://www.ctlw.duke.edu/.

Center for Tropical Conservation

The Center for Tropical Conservation was established to focus the activities of Duke faculty and students who share a common concern for tropical biodiversity. The primary goal of the Center is to unite biological scientific inquiry with sound political economic analysis and conservation advocacy. Disciplines represented include botany, zoology, anthropology, forestry, history, political science and economics. The Center serves to gather and disseminate pertinent information; to promote and coordinate research relevant to biodiversity and the sustainable development of natural resources; and to sponsor interdisciplinary workshops and courses. Inquiries should be addressed to Professor John W. Terborgh, Co-Director, Center for Tropical Conservation, 3705-C Erwin Road, Simons Building, P.O. Box 90381, Durham, North Carolina 27708-0381.

Organization for Tropical Studies

Duke University is a member and the administrative home of the Organization for Tropical Studies (OTS), a nonprofit consortium that provides leadership in education, research, and the responsible use of natural resources in the tropics. OTS regularly offers the following English language courses in Costa Rica: Tropical Biology: An Ecological Approach (twice per year - OTS-1 January to March and OTS-3 June to August); Tropical Plant Systematics (OTS-9 June to July even numbered years). OTS regularly offers the following courses in Spanish: Ecología Tropical y Conservación (OTS-2 January to March in Costa Rica); Agroecología (OTS-7 June to July in Costa Rica); Ecología de Ecosistemas Amazónicos (OTS-13 May in Peru); Sistemática de Plantas Tropicales (OTS-18 July in Costa Rica odd numbered years). Additionally, graduate courses covering various specialized topics in tropical ecology (e.g. marine/coastal ecosystems, molecular methods in tropical ecology) are offered from time to time. Students can also apply for courses in East Africa through OTS.
Graduate research fellowships are available from OTS on a competitive basis for research conducted at OTS field stations in Costa Rica (La Selva, Palo Verde, Las Cruces). Outstanding proposals for research at other locations are also considered. Proposals are accepted twice each academic year. Information about OTS courses and fellowships is available from Duke's OTS delegates: Robert Jackson in the Botany Department and William Morris in the Department of Zoology. For more information contact OTS at 410 Swift Avenue, Durham, North Carolina 27708; Phone: 919-684-5774, Email: nao@duke.edu, or visit the web site at: http://www.ots.duke.edu.
Resources for Study
The Libraries

The libraries of the university consist of the William R. Perkins Library and its seven branches on campus: Biology and Environmental Sciences; Chemistry; Lilly; Music; Rare Book, Manuscript and Special Collections; the Peasre Memorial Library at the Duke Marine Laboratory in Beaufort and the Vesic Library for Engineering, Mathematics and Physics; and the independently administered libraries of Divinity, Law, Medicine, and Business (Fuqua). As of June 1996, these libraries contained over 4.5 million volumes. The collection includes 11 million manuscripts, and over 2,000,000 public documents. The library web site is: http://www.lib.duke.edu.

The William R. Perkins Library. The William R. Perkins Library, the main library of the university, houses books, journals, and online resources supporting the humanities and social sciences, as well as a large collection of United States federal and state documents, and public documents of many European and Latin American countries. The library is a depository for U.S., North Carolina, and European documents. An international focus is evident throughout the library collections, reflecting the global strengths of area programs at the university. Included are extensive research collections from and about South Asia, Latin America, Africa, Europe, Russia, and Poland, as well as the country’s largest collection of Canadiana. The East Asian Collection offers resources in Japanese, Chinese, and Korean on a variety of topics, predominantly history, politics, literature, and language. The newspaper collection includes many eighteenth-century titles; strong holdings of nineteenth-century New England papers; and antebellum and Civil War papers of North Carolina, South Carolina, Virginia, and Georgia; as well as many European and Latin American papers.

The holdings of the Rare Book, Manuscripts and Special Collections Library range from ancient papyri to records of modern advertising. They number more than 200,000 printed volumes and more than 9.5 million items in manuscript and archival collections. They support research in a wide variety of disciplines and programs, including African American studies, anthropology, classics, economics, history, literature, political science, religion, sociology, and women’s studies. Areas of particular strength in the collections include the history and culture of the American South, English and American literature, history of economic theory, British and American Methodism, and the history of modern advertising.

The Lilly Library houses the university’s research collections for the fine arts; these include art and art history, architecture, and photography, as well as the decorative arts. In addition, resources which cover the performing arts and allied areas such as dance and dance history, drama (focusing on the practice, including play and film scripts), and costume are found at Lilly. The film and video collection includes over 8,000 film titles; scholarship and reference material about film and film history is also located at Lilly. Besides the arts collections, Lilly also houses the university’s research collection of philosophy titles.

Lilly Library also maintains smaller general collections; a general reference collection is available which supports research and provides reference database accessibility. Sports and recreational arts is another collection kept in Lilly. Journals and magazines which support the research collections as well as other general interest publications may be found in the periodical collections. A rotating collection of current literature titles is located in the lobby.

The Music Library, located in Room 113 of the Mary Duke Biddle Music Building, and the Music Media Center, located in Room 027 of the same building house a music collection which stands at over 90,000 volumes (including books, music scores, and bound journals), plus about 10,000 microform units (including microfilm, microfiche, and a small collection of microcards). Current journal subscriptions alone comprise about 200 current titles, and ongoing serials as a whole (including national monuments, composer editions, and other series and sets) total about 400 titles. The media collection
is presently comprised of about 20,000 sound recordings (including 6,000 CDs), more than 340 music videos, 200 laser disks, and a collection of educational software. The music collection is intended primarily for teaching and research in the areas of musicology, historical performance practice, and composition; it is very strong in keyboard music (monographs as well as scores), music and art, musical instruments, Felix Mendelssohn-Bartholdy (1809-1847), the Strauss Family (Johann Sr. and Jr., Eduard, and Joseph), Viennese printing and publishing in the 19th century, British music in general, Venetian music in the baroque and early classic periods, and music of the Indian subcontinent.

The branch libraries serve the academic disciplines bearing their names.

The libraries at Duke, North Carolina Central University, the University of North Carolina at Chapel Hill, and North Carolina State University are connected by a computer network. Members of the Duke community can easily and quickly determine what books and other library materials are held by UNC, NCCU, and NCSU. Through a reciprocal borrowing agreement, faculty and students at Duke may borrow materials from both of these libraries.

Reference librarians are on duty in Perkins Library for most of the hours the library is open. Their primary responsibility is to assist patrons in making the most effective use of library collections and facilities. In addition to answering specific questions, the reference librarians also help patrons access information by identifying and explaining the use of library sources and by giving formal and informal instruction to groups of students, faculty, or staff. Professional reference service is available to students in all other campus libraries.

Tours of the Perkins Library are given frequently during Orientation Week and upon request throughout the year. Information about other campus libraries may be obtained from the staff in each of the libraries. The library has both facsimile and copying services. The rules with regard to copyright and a schedule of fees for reproduction services are available in the library at the point of service.

THE DIVINITY SCHOOL LIBRARY

The Divinity School Library collects materials and provides services in the fields of religion and theology. Though administered separately, the Divinity School Library works with the Perkins Library system, and serves the entire University community.

Staffed by a librarian and a reference librarian trained in both theology and library administration, by a supporting staff of three persons, and by a number of student assistants, the Divinity School offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support basic course work as well as advanced research in all major fields of religious studies.

THE FUQUA SCHOOL OF BUSINESS LIBRARY

The Fuqua Library houses the principal business collections for the university, and includes books, journals, reports, videotapes, working papers, and data bases in accounting, entrepreneurship, finance, human resources management, industry studies, information science, international business, managerial economics, marketing, organizational behavior, and operations management. The library’s collections are tailored to the needs of the students and faculty of the Fuqua School and recent acquisitions include important business issues in the curriculum, such as diversity, business in the environment, global business management, health services management, reengineering, and total quality management.

THE MEDICAL CENTER LIBRARY

The Medical Center Library, located in the Seeley G. Muudd Communications Center and Library Building, provides services and informational resources necessary to further educational, research, and clinical activities in the medical field. In addition
to the faculties and students in the Schools of Medicine, Allied Health, Nursing, and Medical Center graduate departments, the library serves the professional and technical staffs of Duke Hospital as well as other health professionals throughout North Carolina. More than 300,000 volumes are available; approximately 2,360 journal subscriptions are received currently, in addition to extensive back files of older materials. Professional reference librarians are available for assistance in the use of library resources, and arrangements may be made for individual or group tours, instruction, or specialized seminars.

The History of Medicine Collections, including the Josiah C. Trent Collection, consist of rare books and manuscripts and a supporting group of histories, biographies, bibliographies, pictures, and ephemeral materials. The rare books are available to all, but are restricted to library use. Most modern books may be borrowed. The History of Medicine Collections also include the Duke Authors Collection, which preserves an archival copy of each book published by a member of the Duke medical faculty. The Frank Engel Memorial Collection consists of a small group of books for leisure reading in nonmedical subjects, supplemented by several newspapers and popular magazines. A reserve collection of heavily used books and journals is maintained in the Medical Sciences Branch Library located in the Nanaline Duke Building and covers the fields of biochemistry, genetics, pharmacology, and physiology.

THE SCHOOL OF LAW LIBRARY

The law library collection currently contains over 535,000 volumes. The core of the collection consists of virtually all reported decisions of the federal, state and territorial courts of the United States, the British Commonwealth and representative foreign jurisdictions. It also includes the constitutions, codes, statutes, and subsidiary legislative publications of these jurisdictions, as well as digests, indexes, bibliographies and related research tools.

A large section of the library collection is devoted to treatises on all areas of law, and works in the fields of history, economics, government and other social and behavioral sciences relevant to legal research. Selected government documents and pamphlets are also available. The library maintains subscriptions to all current legal periodicals of general interest printed in the English language, many nonlegal periodicals, and most major legal periodicals published in foreign languages.

UNIVERSITY ARCHIVES

The Duke University Archives, the official archival agency of the university, collects, preserves, and administers the records of the university having continuing administrative or historical value. The institutional archives, which also include published material, photographs, papers of student groups and faculty, and selected memorabilia, are available for research under controlled conditions in 341 Perkins Library.

Science Laboratories

The Office of Information Technology (OIT). OIT is the home of information technology for the university community; it is responsible for computing, telephone, and tele-video services and support. OIT's web site, at http://www.oit.duke.edu, offers information, instructions, software downloads, and more.

Computing. OIT provides students with a range of computer support services including Internet access. All undergraduate residence halls and Central Campus apartments are wired for direct access to DukeNet, the campus-wide computer network. During the first weeks of school, OIT helps students establish their "dormnet" connections: with a computer and an ethernet adapter, students get high-speed access to e-mail, the World-Wide Web, and all the rest the Internet has to offer.

Located throughout the campus, OIT's public computer clusters offer up-to-date
UNIX, Windows, and Macintosh computers for student use. All offer laser printers and DukeNet access. OIT's Help Desk staff is available to assist students with Duke-supported software, hardware, and services. The Help Desk web site is at http://www.oit.duke.edu/helpdesk; you can send electronic mail to helpdesk@duke.edu; or you can call 684-2200 for more information.

Biological Laboratories. Facilities for graduate study in the Department of Biology are located on the West Campus, together with those of supporting departments (physics, chemistry, earth and ocean sciences, and the basic medical sciences). Scientists in plant and animal biology with common interests are clustered in three buildings. The Biological Sciences building houses the Department of Biological Anthropology and Anatomy as well as Biology Department programs in ecology, evolution and organismal biology; the Duke Phytotron contains plant ecology; and the Levine Science Research Center is home for developmental, cellular, and molecular biology, as well as the School of the Environment and Earth Sciences, the Computer Science Department, and two basic medical science departments. The three buildings are within a five-minute walk and maximal interaction occurs between the different groups in biology through seminars, shared instrumentation and collaborative research projects. Special facilities include a shared DNA sequencing facility, animal rooms, greenhouses, refrigerated and controlled environment laboratories, scanning transmission electron microscopes, a confocal microscope, Model Systems Genomics computer support and facilities, a computerized morphometrics laboratory, a stable isotope laboratory, and other modern research facilities. Extensive facilities for experimentation in environmental control of plant growth are available in the Phytotron adjacent to the botany greenhouses. The Phytotron also houses a brand new state-of-the-art facility for stable isotope mass spectrometry.

The herbarium contains approximately 700,000 specimens and includes notable collections of mosses and lichens. Other assets for teaching and research are the Sarah P. Duke Gardens on the West Campus; the eleven-acre experimental plot and field laboratory; the Duke Forest, comprising 7,900 acres of woodland adjacent to the West Campus; the field station for the study of ecology; and the Nicholas School’s Marine Laboratory, an interdepartmental facility located on a small island on the coast at Beaufort, North Carolina, where twenty-two buildings and a small flotilla of ships and boats provide teaching and research facilities for resident graduate students and faculty as well as visiting individuals or groups.

Duke University, through the Department of Biology, is a member institution of the Organization for Tropical Studies, Inc., a consortium of universities with field station facilities in Costa Rica that provide opportunities for course work and research in tropical science.

Highlands Biological Station. Duke University holds a contributing membership in the Highlands Biological Station at Highlands, North Carolina, on the southern edge of the Blue Ridge Mountains at an elevation of 4,118 feet. The station and the region offer an excellent opportunity for field studies and some laboratory work. A limited number of qualified students in biology may make arrangements to carry out research here. Scholarships for advanced study during the summer months are available through the station.

The Phytotron. The Phytotron, a national facility for controlled environment research operated for the National Science Foundation, is adjacent to the Biological Sciences Building. The Phytotron houses 48 plant growth chambers and six greenhouse units, providing more than 4,800 square feet of plant-growing space. Environmental factors controlled in these units include light, temperature, nutrients, carbon dioxide concentration, and humidity. Founded in 1968, the facility has a long and distinguished history of plant-controlled environment research, and is an important tool for global change research, supporting studies ranging from individual
plant to whole ecosystem responses to changes in atmospheric carbon dioxide levels and/or temperatures. The facility boasts an exceptional staff with many years of experience in controlled environment research and includes associated research laboratories and equipment for studying and monitoring the biochemistry and physiology of plants.

The Duke Environmental Stable Isotope Laboratory houses two new Finnigan MAT Delta Plus XL continuous-flow mass spectrometer systems. They are configured for rapid automated high precision isotope ratio analyses of hydrogen, oxygen, carbon, sulfur, and nitrogen in biological and geological samples.

Research space, plant care, and help with experimental design and implementation in the Phytotron are available to graduate students and faculty at Duke and to members of other educational and research organizations. For information about renting research space, contact Dr. James F. Reynolds, Director of the Phytotron, Box 90340, Duke University, Durham, NC, 27708-0340.

Duke Forest. The Duke Forest comprises approximately 7,900 acres of land in five major divisions and several smaller tracts. A ten-minute walk from campus will take one well into many parts of the Durham division, and a network of roads and fire trails make almost all areas of the forest easily accessible.

The forest lies primarily in Durham and Orange counties, near the eastern edge of the piedmont plateau, and supports a cross-section of the woodlands found in the upper coastal plain and lower piedmont of the Southeast. A variety of timber types, plant species, soils, topography, and past land use conditions are represented. Elevations range from 260 to 760 feet. Soils of the region are derived from such diverse parent materials as metamorphic rock of the Carolina slate formation, granite, Triassic sedimentary rock, and basic intrusives.

The forest serves for research in such areas as forestry, zoology, botany, and ecology by faculty and students at Duke and neighboring universities. Background information useful to researchers covers such features as soils, topography, inventory, plantation and cultural records, as well as a bibliography of past and current studies. Current work on problems associated with developmental pressures at the urban-rural interface and integrated approaches to natural resource management have multiplied the value and benefit of the forest. For information contact: Judson Edeburn, Duke Forest Resource Manager, A114 Levine Science Research Center, Duke University, Box 90332, Durham, North Carolina 27708-0332.

Earth and Ocean Sciences Laboratories. Seismology Laboratory. The seismology laboratory of Dr. Peter Malin serves several purposes. A primary function of the lab is to allow for the design, construction, and testing of prototype geophysical instruments such as borehole seismographs and strainmeters, and portable land-surface seismographic stations. Current efforts on the development of the former instruments are part of the Earthscope-SAFOD project to monitor the San Andreas fault at depth and the LVEW Phase IV Downhole Geophysical Observatory project. The latter instruments are associated with both the CALIPSO volcano monitoring and the UNEP-Kenya and CEC geothermal projects. The lab also provides space for the assembly, testing, and repair of the standard seismographic data loggers and the electronic and mechanical systems associated with all projects. Included in these activities are surface electronics for the borehole sensors, cables and rigging for instrument installation, and shipping materials.

Coastal Simulation Lab. Dr. Brad Murray’s lab and equipment include 5 Silicon Graphics computers (2 O2 workstations, 2 Octane workstations, and 1 Origin 200 server) with a total of 7 processors. Along with students, postdocs, undergraduate assistants and visiting scholars, Dr. Murray has used these machines chiefly for developing and running numerical models of surface processes. At times, all the processors are kept running continuously for weeks or months, with models of rivers, rip currents,
shorelines, and nearshore-seabed patterns. His group uses the graphics and animation capabilities of this computer lab to produce images and movies of the model behaviors. One of the O2s features video I/O capabilities and video-analysis software, and they have analyzed laboratory and field video data using recently developed techniques (time averaging and rectification) to extract information from the observations. Misc: Video camera and tripods, high quality Hi-8 and VHS player/recorders and TV set display; wave tank (constructed by an undergraduate, used by undergraduate and PhD students) in the basement wet lab; diving equipment used for observing nearshore-seabed features.

Petrology Laboratory. The laboratory space of Dr. Boudreau is used largely for general rock sample preparation by members of the petrology/geochemistry group, and includes the following equipment: separatory funnels for mineral separations using the heavy liquids; small sample crushing and sieving equipment; precision diamond wafering blade rock cutting equipment; thin section polishing laps for polished sections for petrographic and electron microprobe study; small Deltech experimental 1 atmosphere high temperature furnace, used for making electron microprobe standards and for high temperature experiments; rock tumbler equipment for aggrading mineral separates; acid dissolutions that are not standard as are used for ICP-MS analysis. An example includes perchloric acid dissolutions, for which the OSHA-required wash down hood in the lab is the only one in the division.

Electron Microprobe Laboratory. The electron microprobe lab, directed by Dr. Alan Boudreau, is used by the petrology and geochemistry groups at Duke and UNC. As such, it is an indispensable basic tool in mineral analyses. The machine consists of a Cameca CAMEBAX (French manufacture) electron microprobe with 4 wavelength-dispersive spectrometers, an energy dispersive spectrometer and digital electron microbeam imaging system. It is automated with control through an Apple Macintosh operating system. The lab is part of a Duke-UNC shared laboratory facilities agreement.

Geochem Laboratory. Dr. Paul Baker's lab has all facilities necessary for major and minor wet chemical analyses. This includes an atomic absorption spectrophotometer, an ion chromatograph, a UV-Vis spectrophotometer, and a Phillips X-Ray diffractometer. Field equipment includes the following: the R/V Neecho, outfitted at Woods Hole Oceanographic Institution and transported by ship to Arica, Chile, then driven over the Andes and launched in Lake Titicaca. The Neecho is a capable 39 foot, twin-diesel boat with a hydro winch and coring winch, two generators, and an air compressor for seismic reflection work. Dr. Baker has an oceanographic-scale piston core (and has taken a 17 m long Kullenberg piston core off the boat), a large and a small box corer and a Seabird Seacat CTD. For smaller lakes there is a zodiac and other small boats and small motors. Dr. Baker has Russian peat corers and a Livingstone piston corer, a gamma/SP/resistivity well logger and 500 m winch.

Micropaleontology Laboratory. Dr. Bruce Corliss has a micropaleontology laboratory which is set up to process marine sediments for the analysis of microfossils. A Carlo-Erba C-N-S Analyzer is included in the equipment, and the lab has a copy of the Catalogue of Foraminifera for taxonomic work. Corliss also maintains an 8x10' environmental room, which is temperature controlled and used for culturing of deep-sea organisms.

High Temperature Chemistry/Petrology Laboratories. Instruments and laboratory facilities overseen by Dr. Emily Klein within the high-temperature chemistry/petrology group include the following instruments and laboratory equipment for sample preparation. 1) ARL-Fisons Spectraspan 7 direct current plasma (DCP) spectrometer was purchased in 1993 through a grant to NSF Ocean Sciences submitted by Emily Klein, with matching funds provided by Duke. It is equipped with a 24 channel multi-element cassette for major- and high-abundance trace-element analysis for elements and high abundance trace elements (to ppm levels). 2) VG PlasmaQuad-3 inductively-coupled-
plasma mass-spectrometer (ICP-MS) is equipped with the S-option pump for increased sensitivity and a UV laser-ablation microprobe for spot analyses to 6 microns (for ultra-trace element spot analyses in the ppb levels). Detection with peak:blank ratios of better than 3:1 has been demonstrated down to 1 ppt or better for heavier elements (mass greater than 80) and 5 ppt for most lighter elements. This instrument is commonly used for the bulk analysis of low abundance trace elements including the rare earth elements, high field strength elements and a wide range of other elements.

Forestry Sciences Laboratory. The Forestry Sciences Laboratory of the USDA Forest Service, Southeastern Forest Experiment Station is located in the Research Triangle Park near Durham. This research organization provides excellent opportunities to complement research conducted by students in the School of the Environment. Specialized research projects in forest economics, carbon cycling, productivity, and the economics of forestry in developing countries are currently under way at the laboratory. The staff of the laboratory is available for consultation and participation in seminars. Arrangements may be made for students to conduct certain aspects of their research at the laboratory.

Marine Laboratory. The Duke University Marine Laboratory (DUML) of the Nicholas School of Environment and Earth Sciences is an educational and research facility. DUML is located on Pivers Island within the Outer Banks, adjacent to the historic seacoast town of Beaufort, North Carolina, with direct access to the Atlantic Ocean, Cape Lookout National Seashore Park, estuaries, sand beaches, wetlands, and coastal forests. The area provides an excellent opportunity for teaching and research at the undergraduate, masters, and doctoral levels. There are approximately 30 masters and 20 resident doctoral students. (For additional information concerning the M.A., M.S., and Ph.D. graduate programs refer to the section "Courses and Academic Programs" in this bulletin and for the MEM graduate program refer to the current Bulletin of Duke University: Nicholas School of the Environment and Earth Sciences.) The Marine Laboratory accommodates nearly 3,700 visitors per year. The physical plant consists of 23 buildings including six research buildings, four dormitories, a dining hall, classroom laboratories and a maintenance complex. Research from the molecular to the population level is supported at the Marine Laboratory. DUML operates the R/V Susan Hudson, a 57-foot fully equipped coastal oceans research vessel with the capacity to perform small-scale biological, chemical, geological, and physical oceanography. DUML is also the home port for the R/V Cape Hatteras, a 135-foot oceanographic research vessel operated for the NSF by the Duke/University of North Carolina Oceanographic Consortium.

For information concerning teaching and research space, write to the Auxiliaries and Administrative Services Office, Duke University Marine Laboratory, 135 Duke Marine Lab Road, Beaufort, North Carolina 28516-9721; telephone 252/ 504-7652 or dominick.brugnolotti@duke.edu.

Primate Center. The Duke University Primate Center is located in Duke Forest about two miles from the main campus. The colony is composed of approximately 300 prosimian primates representing thirteen genera, twenty-one species, and twenty-eight sub-species. This is both the largest and most diversified colony of living lower primates in the world and the world's largest conservation center for primates. The center also houses frozen, preserved, and fossil primate collections. These collections and animals are utilized by faculty members and both graduate and undergraduate students in the Departments of Biological Anthropology and Anatomy, Biology, Earth and Ocean Sciences, Environment, and Psychology for all qualified research in primate palaeontology, prosimian aging, biomechanics, cytogenetics, comparative anatomy, behavior, and physiology. Applications for graduate study in one of these areas should be directed to the director of graduate studies of any of the five departments. For information pertaining to the use of the Primate Center, graduate studies, or availability of research
Animal Care and Use Program. The animal care and use program serves the research and teaching programs of Duke University. The program is centrally managed by laboratory animal veterinarians in the Division of Laboratory Animal Resources (DLAR). DLAR maintains a central vivarium, satellite facilities and a farm where laboratory animals are housed. The institutional animal care and use committee monitors the program to ensure the humane care and treatment of animals. Duke University is registered with the United States Department of Agriculture and is fully accredited by the American Association for the Accreditation of Laboratory Animal Care (AAALAC), which assures compliance with standards of NIH.

Psychological and Brain Sciences Laboratories. The facilities of the Department of Psychological and Brain Sciences include laboratories to study human memory, perception and cognition in infants, toddlers and adults, classical and operant conditioning in various species, maze learning, and taste and smell in animals and people. There are facilities for animal surgery, autoradiography, photographic darkrooms, histology, and psychophysiology to help relate vision, taste, and smell to brain aspects and to learning, memory, emotion, and development. There also are sound and speech processing capabilities, labs for visual observation of infant’s and young children’s social interactions, and various facilities for computational modeling. General purpose laboratories are well supplied with computers for various uses. To facilitate new projects, there are woodworking, metalworking, and electronic shop facilities staffed by full-time technicians. Additional facilities are available in Duke’s Cognitive Neurosciences Center, the Brain Imaging and Analysis Center, the nearby Primate Center, and the Duke and V.A. Medical Centers, as well as in area universities and in research companies in the Research Triangle Park.

Chemistry Laboratories. The Department of Chemistry is housed in the P. M. Gross Chemical Laboratory, a building containing 146,400 square feet of total area, with additional research space in the Levine Science Research Center to accommodate chemistry at the biology interface. This well-equipped chemical laboratory provides conditions conducive to research in many areas of current interest. Major shared instruments, including those for nuclear magnetic resonance and mass spectrometry, are housed in the departmental instrumentation facility, along with optical and other instrumentation, including FTIR, UV-VIS, and fluorescence spectrometers. A wide array of more specialized instrumentation is available in the various research laboratories, from ultrafast laser systems to atomic force microscopes to automated solid-phase synthesizers. Other major facilities on campus include the Free Electron Laser Laboratory and the University NMR Center, which maintains several ultra high field NMR instruments. A broad range of instrumentation for biological and materials science applications is accessible in the Medical Center and School of Engineering, with additional facilities available at the neighboring universities and in Research Triangle Park, including those for X-ray diffraction and structure determination.

Computing facilities in chemistry include SGI and Redhat Linux workstations, Beowulf clusters, and clusters of Apple Macintosh computers associated with the teaching laboratories and the library. The department is networked via ethernet and linked to the university’s high speed fiber optic network. High performance computing is available via the network at the North Carolina Supercomputing Center located nearby in Research Triangle Park, which maintains a broad suite of computational chemistry software. In addition, the department has state-of-the-art computer/video projection systems in its lecture halls and is installing wireless networking for incorporation of the latest computational research tools into the undergraduate chemistry curriculum.

The Department of Chemistry Library, with holdings of approximately 50,000
volumes, is also located in the P.M. Gross Chemical Laboratory. The library receives over 500 current periodicals and serial subscriptions and has computer facilities for complete information retrieval.

Physics Laboratories. The Physics Building houses research and instruction in the Departments of Physics and Mathematics. Additional space is provided by the adjacent Nuclear Building (TUNL) and Free Electron Laser (FEL) Laboratory Buildings. Graduate students studying in these two programs usually have offices in these buildings.

About half of the Physics space is devoted to research laboratories for the department's programs. Special equipment includes: ultrafast, high power, short wavelength, and far-infrared lasers; a 45-MeV electron linear accelerator driving an infrared free electron laser (FEL) and a 1 GeV linear accelerator and high current electron storage ring driving an ultraviolet to soft X-ray FEL (this facility is used, among other things, to produce a high-intensity gamma-ray source known as the HIGS project); a high-resolution 4 MeV Van de Graaff accelerator; a 20 MeV tandem Van de Graaff accelerator with polarized source and cryogenically-cooled polarized targets; cryostats, superconducting magnets, and associated equipment for research in the low temperature temperature range; a scanning electron microscope with electron beam lithographic capability; several computers for data collection and processing in all of the research groups; a massively parallel computer system for particle, nuclear, and condensed matter theory; desktop computers are typically provided for all grad students.

The Mathematics-Physics Library is located in the Teer Engineering Building; it contains a large selection of books and scholarly periodicals. Also located in the building are appropriately staffed instrument and electronics shops.

Engineering Research Laboratories. The laboratories of the four departments of the Pratt School of Engineering contain extensive basic equipment that may be applied in several specialized fields. The facilities available for instruction and research are suggested by the following brief listing of equipment found in each department:

**Biomedical Engineering.** Biomechanics laboratories: hydraulic testing system, IBM PS/ 2 microcomputer, micro VAX II computer, optical displacement measuring system, silicon graphics/GE graphcon system, Sun micro systems SPARC station, Zonic modal analyzer. Biomedical materials and surface interactions laboratories: air- and water-cooled Argon lasers, air convection oven, capillary rheometer, FTIR infrared spectrometer, gamma counter, gel permeation chromatograph, Langmuir-Blodgett trough, liquid nitrogen cooled CCD camera, Nikon inverted microscope with phase contrast and epi-fluorescence, Ultimage image analysis system and Macintosh II, vacuum oven, Zeiss axioplun microscope, electrophysiology and neurophysiology instrumentation. Ultrasound imaging and transducer laboratories; CAD/CAM stations for circuit development, diamond tip dicing saw, high-speed video system, image processing system, laminar flow hood, multiple PCs and work station, PC board maker, ultrasound mechanical scanner, VAX 11/ 780.

**Civil and Environmental Engineering.** Faculty in Civil and Environmental Engineering routinely design, construct, and adapt laboratory equipment for specialized teaching and research tasks in engineering mechanics, environmental engineering, geomechanics, structural engineering, transportation and systems engineering, and water resources engineering. In addition, arrays of standard laboratory facilities are available to support each research area.

Research and teaching facilities in engineering mechanics, structural engineering, and geomechanics include four independent closed-loop electrohydraulic dynamic loading systems (MTS), with a frequency range up to 100 Hz, and ranges of load to capacity 6,000, 35,000, 50,000 and 220,000 lbs. The 6,000 lbs. actuator can develop a
constant crosshead speed up to 50,000 in./min. For teaching and research, the department has a 10,000 lb. universal testing machine and a 10,000 lb. torsion machine both fully instrumented with computer data storage, as well as a Kistler force plate with 10 decades of sensitivity. Equipment is available for fabricating specimens and testing fiber-reinforced polymer composites. An environmental chamber tests in the temperature range of \(-100^\circ\) to \(+350^\circ\) F; equipment for spectral and modal dynamic analysis, and an ultra-high pressure triaxial shear apparatus is available for confining pressures up to 100,000 psi. Rock-testing facilities, model-testing equipment for anchored walls and penetrometer studies, a large-aperture research polariscope, a reflective photoelastic polariscope, and a sustained-loading facility for long duration in studies of prestressed concrete are routinely used in teaching and research procedures.

Research and teaching facilities in environmental engineering include wet and dry laboratories equipped to study a range of physical, chemical, and biological processes. A fully integrated resource recovery pilot plant, calorimetry for the measurement of heat values of secondary fuels, air classifiers interfaced with computer monitors, as well as indoor and outdoor water resources monitoring devices including flumes, Venturi meters, and digital computation hardware are available. The biotechnology and physical-chemical laboratories are equipped with autoclaves, a media preparation room, walk-in environmental rooms, numerous fume hoods, a biohazard containment facility for cultivation of genetically engineered microorganisms, fully instrumented bioreactors with on-line control, and various analytical instrumentation including liquid scintillation counting, autoradiography, atomic adsorption spectroscopy, total carbon analysis to ppb levels, gas chromatographs equipped with ECO, FID, and TCD detectors, HPLCs, computer-assisted image analysis microscopes, and a recently acquired fourier transfer infrared spectrometer facility.

Computer resources available to Civil and Environmental Engineering students include a multitude of personal computers, two Digital Equipment Corporation Workstation clusters consisting of fifty workstations in total. Additionally, the department houses and maintains its own computing facility, providing five UNIX workstations (1DEC, 1 SUN, and PC’s with silicon graphics 486 processors) and 9 IBM-compatible PC’s also with 486 processors. This particular facility is dedicated to graduate student research and special undergraduate projects. Most of the computer resources are networked with the Pratt School of Engineering’s ethernet backbone and are easily accessible from several locations in the department and across the campus. Depending on the specific application, students can successfully investigate problems in computational fluid and solid mechanics, rigid-body dynamics, particle and mathematical optimization as well as transportation and environmental systems engineering research topics. If additional computing capabilities are needed, access to the Microelectronics Center of North Carolina’s Cray YMP vector processing supercomputer is available. Numerous software packages are available to students through the existing Computational Resource Center. Many problems addressed by the faculty and students of the Department of Civil and Environmental Engineering are computationally complex and could not be approached without the substantial computing facilities available at Duke.

Electrical and Computer Engineering. General computing laboratory equipped with several IBM RS-6000s servers and a fast interconnect network in a UNIX environment for interactive design, graphics, computation, and computer-aided engineering; Sun SPARC workstations for VLSI design; ethernet network for connection to regional, national, and international data networks; Signal Processing Laboratory with Sun workstations; microwave facilities for experimentation up to 35GHz; robotics with a GE P-50 robot; microprocessor laboratory; Digital Systems Laboratory; solid-state power conditioning laboratories with dedicated computers for controlling instruments,
including digital processing oscilloscopes and network and impedance analyzers, and for computer-aided design; clean room and semiconductor nMOS fabrication laboratory for integrated circuits; a molecular beam epitaxy laboratory for III-V compound semiconductor crystal growth using a Riber Model 3R&D MBE system; access to the design, fabrication, and research facilities of the Microelectronics Center of North Carolina; and an ion implanter and MOCVD epitaxial growth system in a III-V compound semiconductor lab at the Research Triangle Institute.

**Mechanical Engineering and Materials Science.** The department has a number of well-equipped laboratories for studies in aerodynamics, acoustics, nonlinear dynamics and chaos, microscale and convective heat transfer, computational fluid mechanics and heat transfer, control theory, cell and membrane biomechanics, biorheology, polymer engineering, corrosion, electronic materials, physical metallurgy, positron annihilation spectroscopy, and expert systems. Equipment in these laboratories includes a wind tunnel, a scanning electron microscope, a scanning tunneling microscope, doppler broadening and lifetime positron systems, liquid helium cryostat, DSC/DMA facilities and diffusion furnace, inverted microscopes, low-light-level video cameras and a photon counter, cell-culture systems, an anechoic chamber, a dynamic signal analyzer and laser velocimeter for bearing analysis, an X-ray generator and diffractometer, FTIR spectrometer, a high-power laser with lock-in amplifier, and a fluorescence microscope. A variety of computational equipment is available including a mini-supercomputer access to a regional supercomputer.

The Duke Hypo-Hyperbaric Center is a major center for research, treatment and training involving hyperbaric and hypobaric exposure and simulation. The facility includes the F. G. Hall Laboratory, a large multi-chamber complex, and supporting clinical and laboratory services. Hyperbaric oxygen is used in the treatment of many disorders, including decompression illness, gas gangrene, carbon monoxide poisoning and wound healing. The hyperbaric facility is fully equipped with state-of-the-art hemodynamic and blood gas monitoring equipment, allowing uninterrupted delivery of critical care for patients requiring intermittent hyperbaric oxygen therapy.

As the headquarters of the National Diver’s Alert Network (DAN), the lab is a major resource for the referral and treatment of serious diving accidents and air embolism cases and for the largest recreational diving illness data base in the world. The laboratory provides opportunities for research and for training for physicians, postdoctorates, and graduate students in pressure-related medicine and physiology. The program is multidisciplinary with major participation by the Departments of Anesthesiology, Medicine, Surgery, Cell Biology, Neurobiology, and the Pratt School of Engineering.

The Medical Center. Currently the Medical Center at Duke University occupies approximately 140 acres on the West Campus. The southern quadrant is contiguous with the main quadrangle of the university and consists of the following: Davison Building, Duke Hospital South, Baker House, Barnes Woodhall Building, Diagnostic and Treatment Building, Ewald W. Busse Building, Eugene A. Stead Building, Clinical Research II, and the Edwin A. Morris Clinical Cancer Research Building.

The northern portion includes the Joseph and Kathleen Bryan Research Building for Neurobiology, Nanaline H. Duke Medical Sciences Building, Alex H. Sands Medical Sciences Building, Edwin L. Jones Basic Cancer Research Building, Clinical and Research Laboratory Building, Bell Building, Seeley G. Mudd Communications Center and Library, Joseph A. C. Wadsworth Building (Eye Center), Duke Hospital North Division and Anlyan Tower, and Lenox Baker Hospital.

In the eastern section of the campus are Pickens Rehabilitation Center, Civitan Mental Retardation and Child Development Center, and Trent Drive Hall. In the western section of the campus are: Surgical Oncology Research Building; Environmental Safety Building; Research Park Buildings I, II, III, and IV; the Vivarium; and the Cancer Center Isolation Facility.
Living Accommodations

Duke offers two residential apartment facilities in which graduate and professional students live. These facilities are within short walking distance of university bus service. All apartments are air-conditioned, fully furnished and utilities (except telephone) are included. Each complex has a swimming pool for residents' use, and the Central Campus Apartments also feature basketball and tennis courts. Licenses to occupy space in these facilities are issued for the academic year. The rental rates vary depending upon the apartment type assigned. Please contact Housing Management at (919) 684-4304.

Requests for Duke University housing may be submitted after you have been admitted and have returned the official acceptance form. Included with the letter of admission is a postcard on which you indicate your preference for university housing. The postcard should be returned to the Department of Housing Management, which will then send you application forms and detailed information about assignment policies and accommodations offered. Students may also apply online at http://www.housing.duke.edu/grad/grad.html. A $100 residential deposit is required before assignment to housing can be made. Space is limited, and all students who intend to request housing are encouraged to apply early. In recognition of the special needs of newly accepted international students, priority for assignment to graduate and professional student housing will be awarded to those students arriving from abroad on student visa status.

Duke Community Housing is an off-campus rental housing resource for graduate students. Staff members are available to answer questions concerning housing needs and maintain a database of rental properties, accessible via the Internet at http://www.communityhousing.duke.edu. For more information, contact Duke Community Housing at (919) 660-1785 or email: communityhousing@duke.edu.

Dining Services

Graduate students are welcome to dine on campus at any Duke Dining Services facility. Dining Services provides cafeterias, both ethnic and fast food restaurants, delis, snack bars, bagel shops, authentic Kosher food, and a juice bar at the new Wilson Recreational Facility on West Campus. The unique campus restaurants and cafés offer options sure to satisfy your taste preferences.

On West Campus, dine at The Great Hall (West Union) which is a food court offering a great deal of variety in one location. The Blue Bistro in the Oak Room (West Union) offers restaurant service in a quiet, relaxed atmosphere. The Loop Pizza Grill (West Union) offers gourmet salads, California- and Chicago-style pizza, and burgers. Subway/Breyers serves submarine sandwiches and an assortment of frozen treats. Just off the Bryan Center walkway, Pauly Dogs (located on the patio outside the Loop) offers hot dogs, soft drinks and assorted snacks. Chick-fil-A (West Union) offers the traditional menu served at Chick-fil-A restaurants, in addition to salad plates and burritos made by The Cosmic Cantina. Alpine Bagels & Breads (West Union Building) and The Alpine Atrium, (Bryan Center) offers bagels, assorted coffees, fresh-squeezed orange juice, smoothies and salads/desserts. The Armadillo Grill (Bryan Center) offers a wide variety of Tex-Mex options. McDonald's (Bryan Center) features a full McDonald’s menu for breakfast, lunch and dinner. We also have operations in the Law School that offer sandwiches (JD’s) and in the Sanford Institute for Public Policy offering a typical deli-style menu (Sanford Deli). Rick's Diner and Blue Devil Beanery (WEL): Rick's Diner serves breakfast all day, Southern comfort food, soups, sandwiches and salads. The Blue Devil Beanery serves coffee, assorted hot and cold beverages, pastries and ice cream. Quenchers Juice Bar (Wilson Center) offers refreshing drinks that complement your healthy lifestyle. The Perk (Perkins Library) is a traditional coffee bar, offering a wide variety of coffees, sandwiches and pastries.
On East Campus, visit The Marketplace (East Union Building), and select from a wide variety of choices including pasta, pizza, deli, rotisserie, grill and salad bar stations. Trinity Café (East Union Building) has a diverse selection of quality coffees, pastries, salads and snacks.

On North Campus (Trent), Grace’s Café offers a variety of American and authentic Chinese cuisine.

On Science Drive, Blue Express (LSRC) offers hot and cold sandwiches and entrees, snacks, desserts and drinks.

Food purchases may be made in one of three ways: cash, a dining account (points), or a flexible spending account. Both the dining and flexible spending accounts allow students to make purchases on campus by accessing a prepaid account carried on the student identification card, or DukeCard. Information about DukeCard accounts is available from the DukeCard Office, 100 West Union Building, Box 90911, Durham, NC 27708-0911, (919) 684-5800.

Further information about campus dining facilities and dining plan options is available from Duke Dining Services, 029 West Union Building, Box 90898, Durham, NC 27708-0898, (919) 660-3900. Stay up to date for the latest in Dining news by visiting our web site at http://auxweb.duke.edu/Dining/. We look forward to serving your dining needs soon!

Services Available

Office of Services for Students with Disabilities. Duke University is prepared to make reasonable academic adjustments and accommodations to allow students with disabilities full participation in the same programs and activities available to students without disabilities. The Office of Services for Students with Disabilities (OSSD) assists students who are enrolled in the Graduate School. In order to receive consideration for reasonable accommodations under the Americans with Disabilities Act (ADA), a student must have a physical or mental impairment that substantially limits one or more major life activities such as, but not limited to, hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, and learning. Substantially limited refers to an impairment that prevents an individual from performing a major life activity or significantly restricts the condition, manner, or duration under which an average person can perform a major life activity.

Students requesting accommodations under the provisions of ADA (e.g. academic, housing) must consult Dr. Emma Swain, Office of Services for Students with Disabilities, (919) 684-5917 or (919) 684-5824 (TTY) to explore possible coverage. Receiving accommodations or special assistance at another college or university or from a testing agency does not necessarily qualify an individual for the same accommodations and/or assistance at Duke University.

The Vice-President for Institutional Equity is the designated compliance officer for the ADA of 1990 and the Rehabilitation Act of 1973. The compliance officer can be reached at (919) 684-2222. Section 504 of the Rehabilitation Act states: “No qualified [disabled] person shall, on the basis of [disability], be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives benefits from federal financial assistance.” (Appendix II, section 51.51 (a)).

The Student Health Center. The Student Health Center, which provides medical care, advice, and education for all currently enrolled full-time students and part-time degree candidates, is administered by Student Affairs in concert with the Department of Community and Family Medicine, Duke University Medical Center.

The primary location for medical care is the Student Health Center in Duke South where students are seen, by appointment, for assessment and/ or treatment. Students residing on East Campus may also use the East Campus Wellness Clinic in Wilson Hall for assistance in accessing appropriate clinical services. When a student’s health
needs warrant additional specialized treatment, the Duke Family Medicine Center serves as a portal of entry to other health resources within the Duke medical community. If necessary, Duke University Police provides on-campus transportation to the health care facilities. A Student Physical Therapy Clinic in Card Gym is also available for consultation and treatment of minor sports-related injuries.

In addition to medical care, the Student Health Center offers a variety of wellness and health promotion programs. A full-time health education staff is available to assist students in making informed decisions that lead to healthy lifestyles at Duke and beyond. Topics of concern and interest include alcohol and other drug usage, eating and nutrition, sexuality, and stress management. Programs, meetings, and consultations are provided for groups and individuals.

Information regarding the physical or mental health of Duke students is confidential, released only with the student's permission. This policy applies regardless of whether the information is requested by university officials, friends, family members, or health professionals not involved in the student's immediate care.

All currently enrolled full-time students and part-time degree candidates are assessed a student health fee for each enrolled semester. This covers most of the services rendered within the Student Health Center. An optional summer health fee for students who are not enrolled in summer sessions is also available and can be purchased at the Student Health Center. Waivers are based on access to campus facilities. Therefore, waivers can be granted if the student resides more than 50 miles away and does not come to campus for class, research, or other academic activity for the entire semester. Students studying at the Duke Marine Lab are not eligible for waiver.

In addition to the Student Health Center, the university makes available a plan of accident and sickness insurance to protect against the high cost of unexpected illnesses or injuries which are not covered by the student health fee and would require hospitalization, surgery, or the services of specialists. This insurance covers students both on and off campus, at home, or while between home and school during interim vacation periods throughout the one-year term of the policy. All full-time students and part-time degree candidates are required to enroll in this insurance policy unless they show evidence (the name of the insurance company and policy number) that they are covered by other generally comparable insurance. Students must verify and update insurance information each semester as part of Duke's on-line registration process. International students, as well, are required to show proof of health insurance coverage (either the policy offered by Duke or comparable coverage) and may not assume responsibility for personal payment of health care cost. For information on Duke's insurance, contact Hill, Chesson, and Woody (919-489-7426).

Upon arrival on campus, all students should familiarize themselves with the Healthy Devil Online, at http://healthydevil.studentaffairs.duke.edu, the web page for Student Health, where information about insurance, hours of operation, available services, and other helpful information is posted. During the academic year they may call 681-WELL (681-9355) twenty-four hours a day for information or advice.

Counseling and Psychological Services. Counseling and Psychological Services (CAPS) provides a range of excellent counseling and psychiatric services to address the acute emotional and psychological difficulties of students. The professional staff is composed of psychologists, clinical social workers, and psychiatrists experienced in working with college students. They provide evaluation and brief counseling/ psychotherapy for a wide range of concerns, including college adjustment, self-esteem and identity, family relationships, academic performance, and intimacy and sexuality. While students' visits with counselors are usually by appointment, emergencies are addressed when they arise.

Each semester, CAPS offers counseling groups and seminars focusing on
enhanced self-understanding and coping strategies. Support groups have been offered for second generation Americans; African-American students; students completing dissertations, students with eating disorders; and gay, lesbian, and bisexual students. Other groups have addressed such topics as eating and body image concerns, emotional regulation, meditation and perfectionism.

The staff is available to the university community for consultation regarding student development and mental health. CAPS' staff work with campus personnel, including administrators, faculty, student health staff, religious life staff, resident advisors, and student groups, in meeting mental health needs identified through such liaisons. Staff members are also available to lead workshops and discussion groups on topics of interest to students.

CAPS, consistent with professional ethics and the North Carolina law, maintains a policy of strict confidentiality concerning information about each student's contact with CAPS. If a student desires information to be released, written authorization must be provided. CAPS' services are covered by the student health fee. There are no additional costs for these services. For additional information, call (919) 660-1000.

The Career Center. The mission of the Career Center is to educate all students of Duke University, including those enrolled in the Graduate School, in the arts of self-assessment, career exploration, career planning, and job hunting so that they can negotiate a successful transition to the workplace and effectively navigate its lifelong challenges. The Center serves students and alumni/ae of Trinity College, the School of Engineering, and the Graduate School.

The Office of Continuing Education also offers career development services, with both individual consultations and group workshops. The office provides help with resume preparation and offers guidance tests, including the Myers-Briggs Type Indicator, a test of personality preferences that allows students to better understand their own personalities, gain insight into differences they experience with others, and begin to look at career fields that fit their personality preferences. The office also charges a fee for these services. For more information, please call 684-6259.

Student Affairs

The Office of Graduate Student Affairs. The central mission of Graduate Student Affairs (GSA) is to enhance the quality of graduate student life by working closely with individual students, student organizations, faculty, and other campus offices. The aim is to provide a broad array of programs on issues related to graduate student life such as health, safety, housing, mentoring, and career development.

Graduate Student Affairs has a particular role in establishing support services that address the specific needs of students from different ethnic backgrounds, international students, gay and lesbian students, students with disabilities, women, and other groups. At the same time, we recognize that each student is an individual, who, while maturing intellectually, is also developing personally and professionally. This office is committed to helping students to become active participants in the Duke University Community. The office is located on 120 Allen Building, phone: (919) 684-2056, web: http://www.gradschool.duke.edu/gsa.

Cocurricular Activities. Graduate students at Duke University are welcome to use such university recreational facilities as swimming pools, tennis courts, the golf course, and to affiliate with the choral, dance, drama, music, and religious groups. They may become junior members of the American Association of University Professors and may affiliate with Phi Beta Kappa and social fraternities.

A full program of cultural, recreational, and religious activities is presented by the Duke University Campus Ministry, the Duke University Union, the Office of Student Activities, and recreational clubs. The Duke University Union sponsors a wide range of programs through its committees, which are open to all segments of the campus
community. Included are touring Broadway shows; rock, jazz, and pop concerts; speakers; films; a film-making program; the largest fully student-run television station in the country; art exhibits in three galleries; and a broad program in crafts located in Southgate Dormitory and the Bryan University Center. The Aquatic Center and the East Campus Gymnasium pool are available to students, faculty, and staff families. The handball, racquetball, squash, and tennis facilities and the weight rooms on East and West Campus are also available. Interested students may participate in softball and other team sports.

The University Center complex includes the Bryan University Center, which houses the Information Center, two drama theaters, a film theater, lounges, stores, meeting rooms, games room, an art gallery, and other facilities; the West Union, which includes dining facilities; and Flowers Building, which includes student publications, Page Auditorium, and the university box office.

Inquiries should be directed to the Recreation Office, 105 Card Gymnasium; Duke Chapel; the Duke University Union, Bryan University Center; or the Office of Student Activities, Bryan University Center.

Full information regarding the scheduling of major events and programs for the entire year will be found in the Duke University Yearly Calendar; detailed and updated information for the fall and spring semesters in the Duke Dialogue, available each Friday; updated information for the summer session in the Summer Session Calendar, published at the beginning of each summer term; and the Duke Chronicle, published each Monday through Friday during the fall and spring and each Thursday during the first summer session. Copies of the Duke University calendars may be obtained online at http://calendar.duke.edu/, at the information desk, Bryan University Center, or the calendar office, Page Building. Also during the summer, the Summer Session Calendar is published weekly by the summer session office and is available at convenient locations.

The Center for Multicultural Affairs supports the campus in addressing the academic and socio-cultural needs of the African, Asian, Latino, and Native American student body. The Multicultural Center offers a number of multicultural resources to the campus community for programming, or research, or both. The Multicultural Center also has a library, videotapes, books and magazines covering a wide array of topics. There is a room for clubs and organizations to meet, and space for individual students to come and browse the collection. The staff also provides technical support to individuals and organizations planning multicultural, racial, and ethnic specific events. In addition, the interests and cultural programming activities of student organizations of color are of major importance to the center. The Multicultural Center and other campus partners have a unique opportunity to model and teach the values of multiculturalism. The Multicultural Center is dedicated to making diversity and community essential aspects of the Duke experience.

The Community Service Center. The Community Service Center is a clearinghouse for the numerous volunteer and community service activities available to students, faculty, and employees. Through the center, members of the Duke community can become involved with student service groups and Durham area agencies doing everything from tutoring and mentoring, helping to care for people with AIDS, and serving meals at local homeless shelters, to befriending senior citizens. The Community Service Center also sponsors speakers, special events, training sessions, and many other programs. In these ways, the center strives to raise awareness about contemporary social issues and to be a catalyst for creative partnerships between Duke University and the wider community. Visit the center’s web site at http://csc.stuaff.duke.edu/.

International House. International House serves as the center of co-curricular programs for internationals and U.S. Americans interested in other cultures and peoples. As part of the Division of Student Affairs, the mission of International House
is: (1) to assist internationals and their families with orientation and acclimation; (2) to enhance cross-cultural interaction through programming and community outreach, and (3) to provide advocacy and support for the Duke international community. In 2002-03, there were approximately 1,376 international students from 97 countries enrolled at Duke. Programs include an intensive orientation program at the beginning of the academic year; the International Friends Program which pairs internationals with local families to provide friendship and cross-cultural learning; Duke Partners which pairs internationals with U.S. Americans for weekly conversation and language exchange; Speakers’ Panorama which arranges for internationals at Duke to present their countries to local organizations and schools; Friday Coffee Hours (held at noon in the basement of Duke Chapel) a time for people of all nations to come together for refreshments and conversation; Cross-Cultural Training for groups interested in developing awareness and skills needed to manage cultural diversity at both interpersonal and organizational levels; and the International Association, a student-run group which sponsors culture nights, trips, sports, teams, and an annual campus-wide International Festival. For more information, contact Carlisle Harvard, Director, (919) 684-3585, Box 90417, Durham, NC 27708 or email: house@duke.edu, or on the web: http://www.ihouse.studentaffairs.duke.edu.

The Center for Lesbian, Gay, Bisexual, and Transgender Life. Located at 204 Flowers Building. The mission of the Center for Lesbian, Gay, Bisexual, and Transgender Life (Center for LGB Life) is to provide education, advocacy, support, and space for lesbian, gay, bisexual, transgender, and questioning students, staff, and faculty at Duke, as well as members of neighboring communities. Questioning persons include anyone interested in issues of sexual orientation and gender identity. Among its many purposes, the center offers: (1) a safe haven to discuss issues of sexuality as they relate to self, family, friends, and others, (2) a friendly and comfortable location for lesbians, gays, bisexual, transgender persons and allies to socialize and discuss issues affecting the community; (3) a place for groups to meet and organize activities; (4) a resource center and library containing magazines, books, and information by, for, and about lesbians, gays, bisexual, transgender persons; (5) advocacy on lesbian, gay, bisexual, and transgender matters at Duke; and (6) a broad array of curricular, educational programming aimed at diverse audiences in and around the university. Through these services, the Center for LGB Life presents opportunities for people to challenge intolerance and to create a more hospitable campus climate.

The Mary Lou Williams Center for Black Culture was dedicated in memory of the “great lady of jazz” and former artist-in-residence whose name it bears. Since its establishment in 1983, the center has served as a significant gathering place on campus where broadly based issues of social/cultural relevance are addressed to a cross-section of the Duke community. The center sponsors programs that honor black culture (African American, South American, Caribbean and African). These programs promote a better understanding of black history and culture. Among past programs have been art exhibits by renowned African American artists, dance performances, musical performances, African American film, film seminars, and a number of lecture-discussions on various aspects of the black diaspora. Visit the web site at http://mlw.studentaffairs.duke.edu.

The Women’s Center. Located in 126 Few Fed, across the traffic circle from the Allen Building, the Women’s Center works to promote the full and active participation of women in higher education at Duke by providing advocacy, support services, referrals, and educational programming on gender-related issues. Women’s Center programs and services address a wide variety of issues, including leadership, safety, harassment, health, campus climate concerns, personal and professional development, and the intersection of gender with race, class, and sexual orientation. The center seeks to assess and respond to the changing needs of the university community, to raise awareness of
how gender issues affect both women and men on campus, and to serve as an advocate for individuals and groups experiencing gender-related problems, such as sexual harassment or gender discrimination. Duke's office of Sexual Assault Support Services (providing twenty-four-hour-a-day crisis counseling) is also housed in the Women's Center.

Graduate and Professional Student Council. The Graduate and Professional Student Council is the representative body for the students of graduate departments and professional schools. The council provides a means of communication between schools and between graduate students and the administration. The council selects graduate students for membership on university committees. Representatives of each department and officers of the council are selected annually. Check GPSC's web site (http://www.duke.edu/gpsc/) for more information on activities as well as links to other graduate student groups.

Religious Life. The Duke University Chapel, open from 8:00 a.m. until 10:00 p.m., provides a magnificent setting for daily prayer and meditation. In addition, a variety of worship experiences are provided throughout the week including the university service of worship at 11:00 A.M. each Sunday, noonday prayer each weekday during term, and choral vespers each Thursday at 5:15 P.M. The one hundred and fifty-voice Chapel Choir is open by audition to all interested singers. The Graduate and Professional Student Fellowship, sponsored by Duke Chapel, provides ecumenical fellowship as well as service opportunities for interested students. Duke Campus Ministry also invites graduate students to participate in the various religious life groups. Contact the Office of Dean of the Chapel or the assistant dean of the Chapel, Duke Chapel, for further details.

The Freeman Center for Jewish Life works to foster and enrich Jewish life through social, educational, religious, and cultural activities. Its building serves as a visible symbol of the varied and active Jewish life available at Duke University. Organizationally, it acts as the umbrella organization for all Jewish programming on campus. For more information, contact the Freeman Center for Jewish Life, Box 90936, Duke University, Durham, North Carolina, 27708; telephone (919) 684-6422; web site: http://fcil.studentaffairs.duke.edu.

For information on Religious Life groups at Duke, check the web site at http://www.chapel.duke.edu/cgi-bin/rlife.cgi.

The libraries and other facilities of Duke University are made available, to the extent practicable, to faculty members of other colleges and universities who wish to pursue their scholarly interests on the Duke campus. Such visitors are not charged unless they wish to participate in activities for which a special fee is assessed. Inquiries pertaining to visiting scholars should be addressed to the relevant department chairman or the dean of the Graduate School.
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