
bulletin of
**Duke University
Summer Session
2009**



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.

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The information in this bulletin applies to the Summer Session year 2009 and is accurate and current, to the extent possible, as of December 2008. 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 prohibits discrimination, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, or age. The university also makes good faith efforts to recruit, employ, and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university prohibits 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 to award baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Duke University.

December 2008

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Web Site: <http://www.summersession.duke.edu>

Welcome to Summer Session 2009!

Summer Session at Duke is different. It's a special chance to focus your interests on a particular subject, engage with your professors on a daily basis, and work intensively with your peers in a class that's smaller than you will find during the regular academic year. If you choose to live on campus, Central Campus Apartments affords a degree of independence that many students find to be a welcome change from dorm life.

Summer is also a time to get to know the culture of Durham and the greater Triangle area. Durham Bulls' baseball is in full swing by May when Term I of Summer Session begins. Term II starts the same week as the annual Festival on the Eno River. The American Dance Festival keeps campus life colorful, while a full slate of concerts fills summer nights at the Walnut Creek Amphitheatre. On weekends, explore the North Carolina coast and its mountains, both only a three-hour drive away.

Duke students come to Summer Session to get ahead, to catch up on a difficult subject, or to study a special topic they can't fit into their schedules during the regular academic year. If you're not a regular Duke student, you may still qualify for this distinctive summer experience. If you are now, or have been, a student in good standing at an accredited institution of higher learning, and want undergraduate courses for academic, professional or personal enrichment, then you are eligible to enroll in summer courses at Duke. High school graduates accepted for fall matriculation at accredited colleges and universities are also invited to register.

The pages that follow will give you the information you need to make your summer plans at Duke University. For further information about programs, admissions, registration, regulations, course descriptions, financial aid, and policies, please consult the appropriate current Duke University bulletin or contact us at the Summer Session office, 919/684-2621, e-mail summer@duke.edu, or consult our Web site—<http://www.summersession.duke.edu>.



Summer 2009 Academic Calendar

February

23 Monday. Registration begins for all Summer Sessions.

May

13 Wednesday. Term I classes begin. The Monday class schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 14.

14 Thursday. Regular class meeting schedule begins.

15 Friday. Drop/Add for Term I ends at 11:59 p.m. Duke students use ACES; visiting students call (919) 684-2621 and leave your name, phone number, and drop/add information.

25 Monday. Memorial Day. No classes held.

June

10 Wednesday. Last day to withdraw from Term I courses for compelling reasons.

22 Monday. Term I classes end.

23 Tuesday. Reading Period, Term I.

24 Wednesday. Term I final examinations begin.* (See [page 38](#) for examination schedule.)

25 Thursday. Term I final examinations end.

29 Monday. Term II classes begin.

July

1 Wednesday. Drop/Add for Term II ends at 11:59 p.m. for Duke students use ACES; visiting students call (919) 684-2621 and leave your name, phone number, and drop/add information.

3 Friday. Independence Day holiday observed. No classes held.

27 Monday. Last day to withdraw from Term II courses for compelling reasons.

August

6 Thursday. Term II classes end.

7 Friday. Reading Period (until 7:00 p.m.).

7 Friday. Term II final examinations begin at 7:00 p.m.* (See [page 38](#) for examination schedule.)

9 Sunday. Term II final examinations end at 10:00 p.m.

* Any deviation from the examination schedule must be approved by the director of Summer Session.

Registration

“Summer courses allow you to gain the same knowledge that you would during the academic year, but in a more relaxed environment because you are taking fewer courses in smaller class settings.”

Student, Summer 2008

Duke Students. Returning Duke students register using ACES, the Automated Computer Enrollment System. ACES provides on-line Web registration capability. **Graduating seniors, however, should register using the Summer Session registration form available on the Web.** Students desiring to study abroad (see Study Abroad section on “Study Abroad” on page 29) register through the Office of Study Abroad (919/684-2174). Students desiring Marine Lab courses (see <http://www.nicholas.duke.edu/marinelab>) register through the Duke University Nicholas School of the Environment and Earth Sciences Marine Lab, tel. 252/504-7502.

Undergraduate students who plan to enroll for courses, and graduate students who plan to enroll for research (graded or ungraded) or continuation in one or more terms of the 2009 Summer Session, are urged to have their course programs approved by their respective schools or colleges. Typically, but with the exception of the Master of Arts in Liberal Studies and the Master of Arts in Teaching programs, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only.

ACES (Duke students only). Duke students in residence during the spring semester are made eligible to enroll by their academic advisors after March 6. Students not in residence during the spring will be made eligible for enrollment by the university registrar's office. When an advisor makes a student eligible to enroll for the fall semester, the student will also become eligible to enroll for summer session.

Note: A special early summer pre-registration period will occur from February 23 through March 6. All students are eligible to enroll during this two-week period.

Registration for Summer Session continues through the first three days of each summer term.

Incoming Duke Transfer and First-Year Students. Incoming Duke students are permitted to attend Summer Session. Incoming students register using the registration form available on the Web. The form should be mailed or faxed to the Summer Session Office. Registration changes are processed through the Summer Session Office. Incoming transfer students are required to submit a final college transcript to and be approved by the Office of Undergraduate Admissions before registration will be permitted.

Duke Alumni. Any Duke graduate is eligible to register for Arts and Sciences summer courses. Alumni register using the registration form available on the Web. The form should be mailed or faxed to the Summer Session Office. Registration changes must be processed through the Summer Session Office.

Visiting Students. Visiting students may be admitted as nondegree (unclassified) students by the director of the Summer Session for summer study if they meet one of the following conditions: (1) hold a degree from a college or university*, (2) are presently in good standing at a college or university, (3) have left a college or university in good standing in the past or (4) have been accepted for the fall at a college or university. No admissions testing is required nor is there an application fee. The completed registration

* All references to “university” or “college” denote regionally accredited institutions.

form should be mailed or faxed to the Office of the Summer Session, Box 90059, Duke University, Durham, NC 27708-0059; FAX: 919/681-8235. Upon receipt of the registration form we will mail you a confirmation letter and fee statement or an explanation of rejection. When registering late or close to payment deadlines, it is advisable to send tuition and fees to the Office of the Bursar immediately (Duke University, Box 90035, Durham, NC 27708-0035). Registration forms received early will not be processed until summer registration begins on February 23.

Interinstitutional Agreement. One course per summer may be taken at a neighboring institution participating in this agreement (UNC-CH, NC State, and NCCU), provided that the student is concurrently enrolled at Duke for one full course credit. Credit so earned is not defined as transfer credit since grades in courses taken under this agreement are entered on the official record and used in determining the quality point ratio. The Duke student participating in this program pays the Duke tuition rate for the away course. This agreement does not apply to contract programs such as the American Dance Festival. For more information, contact the Office of the University Registrar, Smith Warehouse, 114 S. Buchanan St., 919/684-2813, e-mail: registrar@duke.edu.

International Students. Persons wishing to take Duke credit classes must have a TOEFL score of 550 or above (213 or above on the CBT form). In addition, if they are not currently a university student in good standing, they must meet one of the following conditions: (1) have passed a university entrance exam (Baccalaurat, Abitur, etc.), (2) have completed an undergraduate university degree, (3) have left a university in good standing, or (4) have been accepted to a college or university for the fall. Once a completed registration/application form is received from an international student, an informational letter, a fee statement, and visa request forms are sent to the student. The forms, which include a request for a financial statement from a bank certifying that sufficient financial support is available for study at Duke, will be used to complete an I-20 visa form that will then be sent to the student. The student should take this I-20 visa form to the nearest U.S. consulate in order to apply for a F-1 student visa for the U.S. The I-20 is only available to students who will be enrolled full-time during each summer term. *If Duke will be issuing the I-20, it will be necessary to express mail the visa document to students in order to insure timely arrival. Students must provide a major credit card number and the card's expiration date in order to cover the mailing costs.* It may be possible to use a tourist visa if only one course will be taken per summer term at Duke. Please refer to the following Web site for additional information on tourist visas: <http://www.internationaloffice.duke.edu/FAQ/BVisitorVisaRules.htm>.

International students may also be required to complete an immunization form. Inquiries should be received no later than mid-March for Term I and the beginning of May for Term II in order to complete the registration process in a timely manner. Applicants will be assessed Federal Express charges on return paperwork if registration is received too close to the deadlines listed on [page 5](#).

Independent Studies. An independent study enables a student to pursue individual research and reading in a field of special interest under the supervision of a faculty member. Independent studies, although not usually listed in the Schedule of Courses, are offered by most departments. Students may enroll in an independent study course through the Summer Session either on campus or at a distance (yet in the U.S.) by completing an independent study form, available from the academic department or from the Summer Session office. The completed independent study form, including the signature of the supervising faculty

member, must be submitted to the office of the director of undergraduate studies (or, the director of graduate studies for graduate students) in the department of research interest.

For independent study at a distance, there are additional requirements: the student must work with a colleague of a Duke faculty member at that distant site, or if the necessary facilities and/or data for the research are available only at that distant site; no compensation (stipend or salary) may be received by the student for the research; the Duke student must be in weekly contact with either the Duke faculty member listed as course instructor or with the faculty supervisor at the site who is in turn in weekly contact with the Duke instructor; and a substantive paper containing significant analysis and interpretation is required to result from the experience. Tuition is the same as regular Summer Session tuition. Independent Study courses do not carry an Area of Knowledge designation, but they may count toward the Trinity College requirement for the Research designation.

One Research Independent Study (coded R) may be submitted for approval for the Writing in the disciplines (W) designation.

Students should contact the Office of Study Abroad, 919/684-2174, for information about arranging an independent study while participating in an international program.

Course Enrollment

Introductory level courses are numbered below 100; advanced level courses are numbered 100 and above. Courses numbered from 200-299 are primarily for seniors and graduate students.

Maximum Course Program. The maximum program for one term of the summer session is two courses, one of which may be a laboratory science course. In addition, a student may enroll in a physical education activity course for one-half course credit or an applied music course for one-quarter or one-half course credit, not to exceed a total of 2.5 course credits. A greater load may be possible on rare occasions with the approval of the student's dean or the appropriate director of graduate studies. Visiting students must obtain approval for an overload from the director of the Summer Session.

Minimum Enrollment Required. Some courses are offered subject to minimum enrollments. If a course must be canceled because of inadequate enrollment, this decision is made as early as possible in an attempt to avoid undue hardship on students. Students already enrolled in a course to be canceled will be notified immediately. If at all possible, courses are offered as scheduled.

The Duke Community Standard

Duke University is a community dedicated to scholarship, leadership and service and to the principles of honesty, fairness, respect and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the standard is compromised.

Tuition and Fees

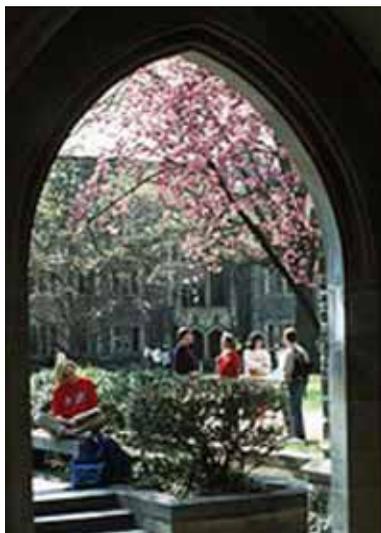
“Summer Session was a low-stress way of taking the most difficult class in my major.”

-Student, Summer 2008

Also see section on [“Dropping, Withdrawal, and Refunds”](#) on page 11

1. Tuition for undergraduates and visiting students: \$2,472 for each regular or non-science lab course, \$3,296 for each science course with a lab (BIOLOGY 25L, CHEM 21L, CHEM 22L, CHEM 151L, CHEM 152L, PHYSICS 53L, and PHYSICS 54L; also some Engineering courses with labs), \$1,648 for each half-course program, \$824 for each quarter-course program, and \$4,944 for each one and one-half course program offered at the Marine Laboratory. Charges for laboratory courses may not be split up to pay for the classroom portion separately from the lab portion, and vice versa.
2. Tuition for graduate students: \$2,472 for enrollment in a regularly offered Arts and Sciences' course or an independent study, \$3,296 for each science course with a lab, \$1,648 for each half-course program, and \$824 for each quarter-course program.
3. Ungraded graduate research: \$1,037 per unit.
4. Graduate continuation fee: \$2,545 for the summer. (Typically, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only in Summer Full.)*
5. Duke alumni: \$1,236 for each regular or non-science lab Arts and Sciences' on-campus course, or \$2,060 for a science course with a lab (Engineering courses, including Computer Science 120L, not included).
6. Applied Music Fees: \$224 for 1/2 hr. private lessons; \$448 for 1 hr. private lessons; \$112 for group instruction classes. (Music fees are in addition to regular tuition charges.)
7. Coursework offered by a Duke professional school: consult the sponsoring school to acquire tuition charge information.

Health Fee. **Duke students** registered for on-campus courses are required to pay an \$88.50 student health fee per enrolled summer term. **Duke graduate students** registered for Graduate Continuation only are required to pay a \$175 student health fee for the entire



* Graduate Continuation Fee. Graduate students who register for courses in either summer term will be prompted by ACES to register first for continuation. Please note that as long as you register for continuation for the same summer term in which you are taking courses, you will not be charged the continuation fee. Registering for a class in either summer term will meet any requirements for “continuation.” However, if you are not registering for coursework, and you are a graduate student who is required to maintain registration during the summer, you should register for “continuation only” for the whole summer semester and the above fee will apply.

summer. **Visiting students** registered for on-campus courses are required to pay an \$88.50 student health fee for each summer term in which they are registered for two or more courses. **Marine Laboratory** and **Ralph Bunche Summer Institute** students are required to pay a \$73 student health fee per term. (*The Health Fee charge is subject to change.*)

Transcript Fee. A one-time transcript fee of \$40 is assessed to all visiting students undertaking summer coursework for credit. Payment of this fee entitles the student to copies of the Duke transcript without further charge.

Recreation Fee. Individuals desiring to utilize the university's recreational facilities on either West or East Campus will pay a fee of \$34. Payment of this fee, handled in the DukeCard Office, permits access for the entire summer. (*The recreation fee charge is subject to change.*)

Auditing Fees.

1. **Charged Audit.** Students carrying less than a full course program may be granted permission by the instructor and the director of the Summer Session to audit one non-laboratory course except physical education activity courses, studio art classes, applied music courses, foreign program courses, independent study courses, and tutorials. Students must submit to the Summer Session office written permission of the instructor for the student to audit the class. Regular deadlines apply. Courses may not be changed from credit to audit (or vice versa) after the drop/add period. **For Arts and Sciences offerings, the auditing cost is \$247 per academic course.** Professional school course audit policies may differ; consult the school of interest for more information.
2. **Free Audit.** With permission of the instructor and the director of the Summer Session, students registered for a full course program (two academic courses in the same term) may audit a course at no extra charge (above exceptions apply). Regular deadlines apply.

Payment of Tuition and Fees

Current Duke Students. The Office of the Bursar will mail bills to current Duke students enrolled for Summer Session in May, June and early July. Students will also be able to view their bills on the Web. Problems meeting these deadlines should be discussed with the Office of the Bursar prior to the start of the term.

Visiting Students, Duke Graduates, and Incoming Duke Students. The Summer Session Office will enclose a statement of charges with the confirmation of registration letter sent to all visiting students, Duke graduates, and incoming Duke first-year students. Payment for Term I charges will be due on or before Wednesday, April 29, 2009. Payment for Term II charges will be due on or before Monday, June 15, 2009. ***If payment is not received by these dates, registration will be canceled.***

Summer Session retains the right to withdraw students from classes if they never attend, have not paid tuition and fees, or if they have failed to clear with the bursar by the end of the drop/add period. Those withdrawn for these reasons will be billed the health fee and an administrative withdrawal fee of \$150 per course (\$75 per half-course). Attendance in classes after the first three days of the term obligates the student for the full tuition and fees for the course. (See “Drop/Add” on page 11 for procedure for officially dropping a course.)

Students who, subsequent to withdrawal, clear with the Office of the Bursar may, with written permission of their academic dean, be reinstated in their classes as originally registered and receive regular grades. The administrative withdrawal fee will stand and the student will be liable for full tuition and fees.

Adding

Students may add a course or courses before the beginning of the term, or during the official drop/add period (see “[Summer 2009 Academic Calendar](#)” on page 5). Currently enrolled Duke students must use ACES; all other students must contact the Summer Session office.

Drop/Add

Drop/add (dropping one class and adding another class in its place) may be done prior to the beginning of the term or during the first three days of the term. There are no charges for dropping and adding, as long as no reduction in course load takes place after classes begin. *A reduction in course load after the term begins, however, will result in the assessment of a withdrawal fee.* Currently enrolled Duke students must use ACES to drop and add; all other students must contact the Summer Session office.

Currently Enrolled Duke Students. Registering for a class but never attending, or registering but not paying prior to the beginning of the term, will not drop you from the class roll. Non-attendance does not constitute an official drop and *will not* drop you from the class roll(s) nor release you from financial obligations. Course withdrawal fees will be assessed.

Dropping, Withdrawal, and Refunds

1. There is no financial obligation of tuition and fees for students who officially drop their course(s) *prior to the first day of the term*. Currently enrolled Duke students must use ACES; all other students must contact the Summer Session Office. Never attending a class for which you have registered, or nonpayment for classes for which you have registered, *will not* drop you from the class roll(s) nor release you from financial obligations. Course withdrawal fees will be assessed.
2. There is a financial obligation of \$150 per course plus no refund of the health fee for students who drop their course(s) during the official three day drop/add period at the beginning of each summer term if this results in any reduction in course load not offset by adding a course or courses of equal value in the same term. Duke students should use ACES; visiting students and Duke students unable to use ACES must contact the Summer Session Office and leave a message on voice mail.
3. After the first three days of the term when drop/add ends, students may withdraw from their course(s) for compelling reasons only with the permission of their academic dean and by turning in a completed withdrawal form to the Office of the University Registrar by 5 p.m. on June 10 for Term I; and July 27 for Term II. Duke students obtain withdrawal forms from their academic dean, and visiting students obtain them from the Summer Session Office. Students will receive a W from their instructor(s) for each course withdrawn

on their official transcript. There is a financial obligation of full tuition and fees for withdrawing from a course. No refunds are possible. In addition to being assessed full tuition and fees, students-by not officially withdrawing, and not attending-may receive a grade of F on their official transcript.

Financial Aid

Duke Students. All current Duke undergraduates receiving financial aid during the regular academic year are also eligible to receive financial aid for two summer session terms. These two summer terms of financial aid are in addition to the eight regular academic year semesters. Summer financial aid may be used for on campus study, or for Duke-sponsored study abroad programs, or both—for the same summer or in two different summers. Summer financial aid, determined according to demonstrated need, may consist of institutional grant funds and/or low interest loans from the Federal Stafford Loan Program and the Federal Perkins Loan Program, or College Work Study funds. To qualify for on campus summer school aid, a student must be enrolled, or accepted for enrollment, at Duke during the academic year immediately preceding or immediately following the summer for which aid is requested. Students must have filed their aid applications (FAFSA and PROFILE) for the current year if studying during Summer Session Term I, or submit these forms for the coming year if studying during Summer Session Term II. Inquiries concerning need-based financial aid availability and application procedures should be directed to the Office of Undergraduate Financial Aid, 2106 Campus Drive (919/684-6225). *Applications should be submitted no later than two weeks before the beginning of each term to the Office of Undergraduate Financial Aid.*

Duke undergraduates who receive need-based financial aid during the academic year are eligible to apply for financial aid for up to two Duke summer abroad programs offering either one or two courses for credit. Eligibility for aid will be determined in the same manner as academic year aid. Note: this policy does not apply to a summer abroad program taken prior to matriculation or after graduation from Duke. Financial aid applications for Duke Summer Study Abroad are available on-line and in the Office of Study Abroad. To apply for financial aid, students must have applied to the program. *Submit completed aid applications to the Office of Study Abroad no later than 5 p.m., Wednesday, February 4, 2009.*

Duke graduate students seeking financial aid for summer study should contact the financial aid officer of the appropriate graduate division.

Visiting students enrolled only for the summer may be eligible to borrow from an outside lender under the Federal Stafford Loan Program in their home state. They should contact their college's financial aid office or their state's department of higher education for information and applications.

Scholarships, Fellowships, Traineeships and Fringe Benefits. It is the responsibility of the student to make arrangements with the appropriate office or department and to make certain that payment, a transfer journal voucher, and/or other appropriate certification covering tuition and fees is received by the Office of the Bursar by the deadlines listed on [page 10](#). Payments may be made by mail to the Office of the Bursar, Smith Warehouse, Box 90035, Durham, NC 27708, or in person to the Student Services Office in 101 Allen Building.

Scholarship Athletes should contact Mr. Brad Berndt or Dr. Chris Kennedy of the Duke University Athletic Department for information about scholarships for summer study.

Duke Employees with at least two years of full-time, continuous service may be eligible to participate in the Employee Tuition Assistance Program. This program provides a reimbursement of tuition for a maximum of two classes per semester or one course per summer term, up to \$5000 per calendar year. In order to qualify for reimbursement you

must receive a grade of “C” or better in the course and remain employed at Duke for at least two more years. For more detailed information and an application, please visit the Human Resources Web site at www.hr.duke.edu/benefits/education/tuition_assistance.html. A Summer Session application/registration form can be found on the Web as a part of this bulletin.



Facilities and Co-Curricular Activities

“The summer courses I’ve taken at Duke have been among the best of my undergraduate experience both because of the much smaller class sizes and because of the professors who are exceptionally engaged in teaching the class material in a very hands-on way!”

Student, Summer 2008

The DukeCard. All students enrolled at Duke University will be issued a DukeCard (<http://dukecard.duke.edu>). This card serves as official identification for activities such as library book check out and recreational center, parking gate, and academic building access. Students should report to the DukeCard Office, 100 West Union Building (919/684-5800), to have a DukeCard made. The DukeCard is also the means of accessing the Dining and Flexible Spending (FLEX) Accounts.

Dining and FLEX are two prepaid accounts which allow students to make purchases with their DukeCard at Dining Services locations, retail stores, photocopiers, vending and laundry machines on campus. The Dining and FLEX Accounts may also be used to purchase pizza and sub sandwiches from several off-campus merchants that deliver food to campus. A FLEX Account can be opened via cash, check, debit card, or charge to the Bursar Account at the DukeCard Office, and additional deposits can be made at the office, on-line, or by visiting any of the DukeCard Express Stations located across campus. The Dining Account can be activated at the DukeCard Office, and will be billed to the student’s Bursar Account (see Dining Arrangements).

Bookstores. Call for hours and information. Textbook Store, Bryan Center: 919/684-6793. Medical Center Bookstore, 106 Facilities Center: 919/684-2717. Gothic Bookshop, Bryan Center: 919/684-3986. Cokesbury Bookstore, 032 Westbrook Building: 919/660-3417.

Libraries. The William R. Perkins Library and its seven branches, together with the university archives and the separately administered libraries serving the schools of business, divinity, law, and medicine, comprise one of the nation’s top ten private university library systems. The combined book collections number more than six million volumes. Among the additional holdings available to students and faculty are 17.7 million manuscripts, 1.2 million public documents, tens of thousands of films and videos, audio recordings and serials, and more than 7,000 computer files. Additional information is available from the Duke University libraries’ Web site at <http://library.duke.edu>. Call for

summer hours and information: Perkins Library, West Campus, 919/684-3009; Lilly Library, East Campus, 919/660-5995; Medical Center Library, located in the Sealy Mudd Building between North and South Hospitals, 919/ 660-1111; Divinity School Library, located in the Gray Building on West Campus, 919/660-3450.

Computer Labs, E-mail Stations, and Quad Printers. Central Campus has its own computer room, located at 218C Alexander Avenue, containing a cluster of IBM PCs and Macintosh systems connected to DukeNet, which can be accessed with the DukeCard twenty-four hours a day. Twenty other computer clusters with networked laser printers are located in academic buildings on both West Campus and East Campus. In addition to the general-purpose computer labs, the Office of Information Technology oversees a number of e-mail stations and residential quad printer stations. The e-mail stations are located throughout public areas where students tend to congregate, for example, the Bryan Center, East Union, the Great Hall, and the Blue and White Room. For additional information consult <http://www.oit.duke.edu/ats/labs/>.

Summer Festival of the Arts. To enrich your Summer Session experience, Duke Performances, the Sarah P. Duke Gardens and the Office of Summer Session plan special events throughout the summer, including chamber music, jazz, world music, outdoor films and an indoor film series. All of these are offered free for Duke students and at very low cost to others. The American Dance Festival is also at home on the Duke campus during the summer, offering workshops and many public performances (see Special Programs section for information on ADF).

Athletics. The athletic department invites your participation in the Summer Session Intramural Program by playing Intramural softball. For more information visit <http://www.duke.edu/web/intramural/intramurals/index.html>. In addition, you are eligible to use the many athletic facilities on Duke's campus for a small recreation fee, including basketball and tennis courts, swimming pools, track and weight room (Nautilus, Universal machines, lifestep, lifecycle, rowing machines and free weights). Physical education equipment is available to all students enrolled in summer school for a small fee. Physical education lockers are available for use at no charge, but you will need to supply your own lock that needs to be removed after each visit.

Call 919/613-7514 for more information on intramural sports, and call 919/684-4006 for more information on physical education equipment and lockers.

See also "[Special Programs.](#)" on page 17.

Student Housing, Transportation, Food, Residential Programs

"Due to the smaller classes, the campus was quiet and beautiful, and I could focus on working hard."

Student, Summer 2008

Living Accommodations. Students using university housing during the summer live in Central Campus Apartments. These air-conditioned accommodations are fully furnished except for cookware, eating utensils and linens. Amenities include an outdoor swimming pool, two lighted basketball courts, a volleyball court, and four lighted tennis courts. A park with a covered picnic shelter borders these facilities. Students are housed, double-occupancy, in one-bedroom apartments at a cost of \$915 a term per person; two-bedroom

suites at a cost of \$965 a term per person; two-bedroom apartments at a cost of \$1,135 a term per person; or three-bedroom apartments at a cost of \$965 a term per person. *(The above are 2008 prices that are expected to increase slightly in 2009.)* Complete laundry facilities are provided. For further information and a housing application, visit the Residence Life and Housing Services Web site at <http://rlhs.studentaffairs.duke.edu> or contact Housing Assignments: by phone, 919/684-4304; fax, 919/681-6248; or e-mail housing@studentaffairs.duke.edu.

Dining Arrangements. Duke Dining Services operates 30 eateries on campus, many of which are open during the summer. DukeCard Dining or Flexible Spending Account (FLEX) can be used to purchase food items in any campus dining facility, convenience store, and vending machines, as well as pizza and sub sandwiches from several off-campus merchants that deliver food to campus. Summer dining plan debit accounts are entirely optional, and were developed in response to student demand. Three debit account levels are available: small (\$255 per term), medium (\$510 per term) and large (\$815 per term). *(The preceding numbers reflect 2008 rates that are expected to increase slightly in 2009.)* Dining plans are activated at the DukeCard Office, 100 West Union Building, 919/684-5800 and will be charged to your Bursar Account. Unused Summer Dining Plan Food Points are refunded in full (to the Bursar Account), provided the account carries more than a \$1 balance. More information is available from Dining Services Administrative Office, 029 West Union, 919/660-3900, or browse online at <http://dining.duke.edu>. Kitchens in Central Campus apartments provide another dining option to students living on campus; however, students must provide their own cookware. Grocery items, deli sandwiches, and snacks are available beside the swimming pool at Uncle Harry's General Store (accepts payment via the DukeCard Dining and FLEX Accounts). In addition, Duke University Stores operates locations throughout campus that provide books, educational resources, computers, clothing, school supplies, insignia items, copies, convenience foods, and vending.

Transit Services, Parking, Bicycles. Duke Transit (919/684-2218) operates seven days a week between the hours of 7:15 a.m. (8:30 a.m. weekends) and 9:00 p.m., or by calling 919/684-2218. SAFE Rides (919/684-SAFE [7233]), operates door-to-door van service from 5:00 p.m. to 7:00 a.m. daily on campus when and where bus service does not operate, and to certain off-campus locations. Service maps for Duke Transit and SAFE Rides are available at <http://transportation.duke.edu>. Transit schedules for summer 2009 will be available at that Web site after May 1, 2009.

Students with cars must obtain a parking permit from the Duke Parking and Transportation Services Office, 0100 Facilities Center on Coal Pile Drive (919/684-PARK [7275]). See <http://parking.duke.edu> for information. Students' parking permit fees are billed to their bursar account. Students living at Central Campus Apartments may only purchase "Central" permits. Students living on West Campus may only purchase permits for the "Blue Zone" on West Campus. Students residing off campus may purchase "Blue Zone" permits or permits for commuter lots based on availability. Parking permits are valid only in their designated zones from 7:00 a.m. to 5:00 p.m., Monday through Friday. Information on valid parking outside these hours is available at the parking Web site.

Many students enjoy the short walk from Central Campus Apartments through the Sarah P. Duke Gardens (gardens pathways are open 8:00 a.m. to dusk, daily) to West Campus or ride their bicycles. Registering personal bicycles with Duke Parking and Transportation Services is encouraged and free.

A bike-loan program, Duke Bikes is a partnership between Duke students and university departments to provide students with no-cost options for exercise, adventure, and campus commuting. Duke Bikes works much like checking out a library book. All you need is your DukeCard and pedal power. The fleet includes 1-speed and 3-speed Trek Cruisers, equipped with adjustable seats, lights, and flashers. Borrow your bike at the Outpost adventure gear station. Get to the Outpost by descending the stairs near the Pauly Dogs hot dog stand on the Bryan Center Plaza.

Residential Programs. In order to enhance the quality of student life in Central Campus housing, a varied cultural, educational and recreational program is organized by the Summer Session office. Activities include picnics, pizza nights, extreme bowling, wafting on the Eno, dancing lessons, strawberry picking, ice cream socials, and concerts, along with outings to recreational sites and shopping centers in the RDU Triangle area. These opportunities enable you to get together with the Summer Session community in an informal way. In addition, study breaks and outings to special events in the surrounding area are organized (don't miss the annual 4th of July Eno River Festival). Calendars of events will be handed out at the Central Campus Housing Office during the first week of each term, plus a listing of upcoming events can be found on the Web beginning in mid-May at <http://summersession.duke.edu>.

Academic, Advisory and Counseling Services

"I love Summer Session. You get so much done in so little time!"

Student, Summer 2008

Students have access to a variety of support services while on the Duke campus in the summer. Individual sessions to help students develop better academic skills and course specific study strategies are available free of charge from the **Academic Skills Instructional Program** (919/684-5917) on East Campus. The **Peer Tutoring Program** offers tutoring in selected courses. For information regarding the tutoring program and courses for which tutoring is provided, contact the Coordinator of the Peer Tutoring Program at 919/684-8832. Students who have an impairment and would like to receive consideration for reasonable accommodations should contact the **Student Disability Access Office** at 919/668-1267. Duke University



has a process in place for students who request to be considered for reasonable accommodations. Each student's request is considered on an individual basis. Receiving accommodations on the high school level or at another college or university does not necessarily qualify a student to receive accommodations at Duke University.

Staffed by trained tutors, the **Writing Studio** offers undergraduates free assistance with any aspect of writing, from brainstorming to drafting to revising to preparing a final paper. Tutors can also assist students with non-academic writing, including personal statements. Students should schedule appointments in advance by using the on-line appointment calendar at <http://uwp.duke.edu/wstudio/>. Tutors will be available to meet with students both during the day and in the evening at Perkins Library, Monday through Thursday.

Additional academic support services include the *Math Help Room*, located in the Physics Building, the *Statistical Education and Consulting Center*, located in the Old Chemistry Building, and *EcoTeach*, located in the Social Sciences Building.

Smaller classes afford opportunities for academic advising and assistance from professors, and specialized academic centers such as the *Department of Women's Studies* (919/684-5683), located in 210 East Duke Building, East Campus, are open to you during one or both summer terms. *Counseling and Psychological Services (CAPS)* (919/660-1000), located in Page Building, provides confidential individual assistance with personal problems. The *Career Center* (919/660-1050), in 110 Page, provides numerous services designed to assist you with planning your career; these include use of a career resource library, access to vocational interest testing, and a computerized career information database. International students may obtain useful information and support at the *International House* (919/684-3585), at 2022 Campus Drive between East and West campuses. The *alcohol and substance abuse coordinator* (919/684-3850), located in the Civitan Building, 2213 Elba Street, next to Duke North Hospital parking deck, offers counseling regarding addiction, whether experienced by yourself, your friends or family members. *The Mary Lou Williams Center for Black Culture* (919/684-3814), on the second floor of the West Union Building, provides opportunities for African and African American students to meet as well as all students seeking a greater understanding of black culture. The *Women's Center* (919/684-3897), located in 126 Few Federation, is an advocacy and support center for women concerned with such issues as sexual assault and harassment, eating disorders, and campus climate as a whole, and also sponsors programs designed to promote personal and professional development. The *Center for Lesbian, Gay, Bisexual and Transgender Life* (919/684-6607), in 02 West Union Building, is also an advocacy and support center

Special Programs.

Languages for Reading Purposes. These eight-week, non-credit courses are intended for graduate students and other researchers who need to consult texts in French or German, and/or who need to satisfy reading knowledge requirements for graduate and professional programs. Students will gain reading skills through guided in-class work, supplemented by intensive independent study of necessary grammar and the opportunity to apply these skills to an individualized project. Limited enrollment. May 13-July 10, 2009. For more information call 919/684-5375 or 684-2621.



Youth Programs. Duke Youth Programs provides summer enrichment for academically motivated middle school and high school students in the areas of performing arts, science, writing, and college selection/admissions. Program design includes a supportive atmosphere of active learning with co-curricular social and recreational activities to complement instructional periods. In most programs participants may choose

to attend as a residential, extended day, or day camper. For more information and to register, visit the Web site <http://www.learnmore.duke.edu/Youth> or contact: Duke Youth Programs, Box 90700, Duke University, Durham, NC 27708-0700; telephone: 919/684-6259; fax: 919/681-8235; e-mail: youth@duke.edu.

Duke Divinity School. Each summer The Divinity School offers courses intended for the following students: 1) current Divinity School students and/or students officially admitted to the Divinity School beginning with the upcoming fall semester; 2) students currently enrolled in a degree program in an ATS accredited seminary; and 3) students seeking to satisfy academic requirements for ordination in the United Methodist Church as an elder or deacon. For more information, please contact the Divinity School Admissions Office: toll free call 888/GO-2-DUKE; regular telephone 919/660-3436; or e-mail: admissions@div.duke.edu.

Duke Youth Academy. The Duke Youth Academy for Christian Formation seeks rising high school juniors and seniors of all Christian traditions to spend two weeks on campus exploring Christian formation and discipleship. Play... Pray... Study... Worship... Create... Serve... Reflect. The dates for the 2009 Academy will be July 12-25. Applications are due February 27, 2009, and are available online at the program's Web site, at <http://www.duyouth.duke.edu>. For additional information call 919/660-3542 or e-mail duyouth@div.duke.edu.

The American Dance Festival. This world renowned program of American and international dance attracts students and dance aficionados to the Duke campus every summer. Over a six-week period (June 4-July 19) you can take a wide variety of dance classes and workshops, participate in the ADF Arts Administrative Internship Program, or simply enjoy the performances. For course registration information or for a season performance brochure, write to the ADF, Box 90772, Duke University, Durham, NC 27708-0772; call 919/684-6402; FAX: 919/684-5459; e-mail: adf@americandancefestival.org; Web site: <http://www.americandancefestival.org>.

Foreign Language Study Opportunities. The summer provides an excellent opportunity to study a foreign language at the beginning, intermediate, or advanced level on the Duke campus. See the Arabic, Chinese, French, German, Greek (classical), Italian, Japanese, Latin, and Spanish language courses in the schedule. See also Languages for Reading Purposes above.

Duke University Nicholas School of the Environment Marine Laboratory. Located on the coast of North Carolina in Beaufort, the Marine Lab offers courses that fulfill requirements for a variety of majors as well as general studies requirements. During Term I (May 11-June 12) students take one of four intensive classic marine biology courses or General Physics I. During Term II (July 6-August 7), as part of the Integrated Marine Conservation Program, students usually take Conservation Biology and Policy plus one of four complementary electives. Enrollment in only one course is also permitted. The second option in Term II is to take only General Physics II. Undergraduates, graduate students, and those who already hold an undergraduate or graduate degree are eligible. Summer tuition scholarships, Bookout Research Scholarships, and Summer Plus scholarships are available on a competitive basis. For information see <http://www.nicholas.duke.edu/marinelab> or contact the Admissions Office, Duke University Marine Laboratory, 135 Duke Marine Lab Rd., Beaufort, North Carolina 28516. Tel: 252/504-7502; fax: 252/504-7648; e-mail: ml_admissions@nicholas.duke.edu.

High School Students. Gifted local high school students who are rising seniors may be eligible to take one course per term in the Summer Session. The Summer Session office has more information: 919/684-5375.

Special/Selected Topics Courses

Subject codes appear parenthetically in capital letters.

“You free up your fall and spring course loads, which allows you to explore more of what Duke has to offer.”

-Student, Summer 2008



TERM I

African and African American Studies (AAAS) 150S Black Feminist Interventions and Black Women Writers. See Women's Studies 150S. *Peay*

Asian and Middle Eastern Studies (AMES) 195S The New Middle Class in China. From the oldest civilization on earth to the leader of global capitalism, China is on the rise. China's exceptionally high and sustained rate of economic growth has not only contributed to the country's rise as a global power, it has also profoundly influenced the trajectory of global economic development. Since the economic reforms in 1978, and with greater intensity after the acceleration of moves towards capitalism after 1992, an economically empowered middle class is pushing the boundaries of what is acceptable in China, while simultaneously being "the" champions of fervent patriotism and the world's most voracious consumers of western-brand 'luxury' goods. Indeed, the middle class is setting the tone in life and pushing the boundaries of how life can be lived in the country. This course investigates the historical emergence of this new social subject in post-Mao Chinese history. We will study a variety of cultural texts to appreciate the complex interlocking of cultural influences and the needs of capital accumulation. Subjects in class discussions will include: political economy, consumerism, language, nationalism, class formations, feminism, gender, sexuality, fashion, cinema, and documentary. Topics to be examined include: brand new China, language and nation-building, a critique of political economy, the emergence of new class formations and new social hierarchies in post-socialist China, gender and sexuality and love and intimacy in post-1992 urban China, how fashion styles and clothes relate to the larger structures of power, and how contemporary Chinese visual culture represents the new working class. *Hui*

Art and Art History (ARTHIST) 177C Minimalism and the American West. This seminar is designed for students interested in exploring the relationship between the cultural, social geography of a specific region – the American West – and the set of varied yet related aesthetic practices loosely defined as Minimalist, including painting, sculpture, land art, and earth art. Students will develop art historical knowledge of art works and artists working in the West and will examine the social, political and economic contexts of art production in these spaces, considering critical responses, viewer experiences and impact on communities. No prior knowledge of art history is necessary for this course, although an understanding of the history of modern and contemporary art is helpful. *Gonzalez*

Cultural Anthropology (CULANTH) 180S The Politics of Religion in the Twenty-first Century. Why has religion emerged in recent years as such a potent and, in the minds of many, dangerous force around the world? This course will serve as an introduction to anthropological engagements with religion – an engagement going back to the very beginnings of anthropology as an academic discipline – that will set the stage for class

members to examine some of the most pressing issues concerning religion, religious movements, and their interactions with political structures in the contemporary world. These movements emerge and develop in the context of shifting power and uneven globalization, under conditions characterized by the rapid movements of people, goods, and ideas, and at a time when various forms of religious belonging often rest in an uneasy relationship to the dictates of the secular state and its public sphere, human rights and the law. For many intellectuals, the supposedly religiously inspired attacks of September 11 forced a fundamental rethinking of this relationship, and more recent phenomena such as the Danish cartoon affair, the wars in Iraq and Afghanistan, and the renewed vigor of evangelicalism in the United States, have only reinforced this conviction. It is in this light that the course will not only attempt to unpack the assumptions that underlie the variety of critiques and endorsements of religion in the modern world – including assumptions about what constitutes “religion” or “true religion,” to begin with – but will also explore the commitments, ambitions and sensibilities of those for whom religion, in one way or another, comprises a central part of their identity. *Goldstone*

Cultural Anthropology (CULANTH) 180S The New Middle Class in China. See Asian and Middle Eastern Studies 195S. *Hui*

Education (EDUC) 170S Education through Film. Film has been an intricate part of our society since its inception. This course will focus on the documentation and portrayal of education in film from the 1950s to present day. In our six weeks we will examine twelve films that exemplify the changes that have occurred in education throughout this period. *di Bona*

English (ENGLISH) 90AS Readings in Genre (The Short Story as a Literary Genre). Falling somewhere between the lyrical poem and the novel in scope, the short story took hold of the popular literary imagination through the rise of magazine culture in the nineteenth and early twentieth centuries. Its characteristically bite-sized and elliptical narratives, although rooted in folklore and oral storytelling traditions, proved especially adept at capturing the fragmentation and accelerated pace of late modernity, showcasing a kaleidoscopic diversity of voices from the margins of society (both “high” and “low”) that the larger narrative arc of the novel had generally overlooked. Beginning with a brief selection of works by some of the nineteenth century pioneers of short fiction (Kleist, Poe, Melville, Gilman and Chekhov), we will narrow our focus to those authors from the modernist era and beyond whose writings have redefined the genre for our time: James Joyce, Franz Kafka, Ernest Hemingway, Virginia Woolf, Jorge Luis Borges, James Baldwin, John Cheever, Flannery O’Connor, Cynthia Ozick, Raymond Carver, Donald Barthelme, Jamaica Kincaid, Tobias Wolf, and Tim O’Brien, among others. *Valentyn*

English (ENGLISH) 169S Cyberpunk and Technofiction. Anti-corporate hackers, rebellious gamers, flashy avatars, viral AIs: these are just some of the figures of the cybernetic age that we will encounter in this course. By analyzing twentieth-century American fiction, film and new media production – from Cold War speculative visions to science fiction films, hypertext fictions and multiplayer online worlds – we will work through the complex mergers between humans and machines that have influenced every aspect of our contemporary lives. For a significant portion of the course, we will focus on the cyberpunk science fiction texts of the last three decades. As the root “cyber” was derived from the Greek word for “governor” and comes to describe novel “systems of control,” our analyses will be particularly attentive to the forms of distributed power that emerged in the postwar years and during the advent of globalization. Questions of gender, class, and race will be at the forefront of our approach to these technological fictions. Texts and selections

may include Norbert Wiener (*The Human Use of Human Beings*, 1950), William Burroughs (short fiction selection), Ken Kesey (*One Flew Over the Cuckoo's Nest*, 1962), William Gibson (*Neuromancer*, 1984), Donna Haraway ("A Manifesto for Cyborgs," 1985), Pat Cadigan (*Synners*, 1991), Neal Stephenson (*Snow Crash*, 1992), Shelley Jackson (*Patchwork Girl*, 1995), and Alexander Galloway (*Protocol*, 2004). Films may include *Strange Days* (1995), *The Matrix* (1999), *eXistenZ* (1999), and *Second Life* (online game, 2003-Present). *Jagoda*

English (ENGLISH) 179ES Black Feminist Interventions and Black Women Writers. See Women's Studies 150S. *Peay*

History (HISTORY) 195S Inquisition and Society in the Early Modern World. This course explores the history of inquisitions in early modern Europe and its colonies through the study of a constellation of outstanding case studies and an introduction to the legal manuals and trial records that scholars have used to reconstruct aspects of European history, both in Europe itself and in its colonies. Students will examine the inquisition in both its religious and political contexts, and they will evaluate the degree to which trial transcripts can be used to reconstruct aspects of social, cultural, and religious history in the early modern world. Attention will be given primarily to the inquisitions in Italy and Iberia, with considerable attention given as well to Latin America. Readings will include such classics as Carlo Ginzburg's *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller* (Italy); Gustav Henningsen's *The Witches' Advocate* (Iberia); and Laura Lewis's *The Hall of Mirrors* (colonial Mexico). While this course meets the requirements for a research seminar for history majors, it would also be an ideal course for students in social and cultural anthropology and for students in religious studies. *Martin*

International Comparative Studies (ICS) 122CS The New Middle Class in China. See Asian and Middle Eastern Studies 195S. *Hui*

Literature (LIT) 131S Nostalgia for the 1950s. This course will explore how the use of nostalgia in media, aesthetics, and politics potentially violates a particular ethics of representation. When sets of images that evoke feelings of desire for lost historical eras surface in the formation of contemporary identity, we find that these desires often empty the historical periods of their controversies and nuances. We will focus on how U.S. nostalgia for the 1950s—a decade marked by racism, sexism, homophobia, paranoia, anxiety, censorship, and conformity—becomes a nationally longed for experience. We will study both the cultural productions of the actual decade as well as the imaginings and revisions produced again and again in subsequent years. Material will include Sloan Wilson's *The Man in the Gray Flannel Suit* (1956), Jack Finney's *Invasion of the Body Snatchers* (1956), the television programs "I Love Lucy," "Father Knows Best," and "Ozzie and Harriet," nostalgic re-presentations in "Happy Days" and "Laverne & Shirley," and the films *Earth vs. The Flying Saucers* (1956), *The Blob* (1958), *American Graffiti* (1973), and *Back to the Future* (1985). Commercials (TV, print, and jingle), fashion, comics, music, and architecture will also be examined. *Klarr*

Literature (LIT) 131 Fashion, Literature and the Avant-Garde. See Visual Studies 189S. *Braxton*

Literature (LIT) 151S Comics as Literature. Beginning with Batman and Superman, passing through R. Crumb, Harvey Pekar, and *Maus*, and moving into the contemporary era of *Persepolis* and *Dykes to Watch Out For*, this course will survey the history and reception of graphic narrative as the genre moves from a predominantly American, predominantly male fixation on the superhero towards an increasingly popular international art movement that crosses gender, class, and ethnic lines. Likely texts will include Siegel and Shuster's

Superman, Frank Miller's *Batman*, Stan Lee's *Iron Man*, Art Spiegelman's *Maus*, Harvey Pekar's *American Splendor*, Chris Ware's *Jimmy Corrigan: The Smartest Kid on Earth*, Marjane Satrapi's *Persepolis*, Alison Bechdel's *Fun Home*, Guy Delisle's *Pyongyang*, Osamu Tezuka's *Buddha*, and Alan Moore's *Watchmen*, as well as selected excerpts, and Scott McCloud's *Understanding Comics*. *Canavan*

Literature (LIT) 151S Contemporary Detective Fiction: The Politics of Writing about "Crime." This course will examine detective fiction from the late twentieth and the beginning of the twenty-first centuries in a number of national contexts. We will pay special attention to "hardboiled" and "noir" fiction, whose gritty representations of crime contain "heroes" who are often as unsavory as the criminals themselves. We will also explore the figure of the cop as an individual both inside and outside the bounds of legality—a figure who polices while problematizing the act of policing. This paradox will encourage us to study the politics of policing in relation to certain social questions, such as: immigration, race, and racism, the policing of urban spaces, challenges to the boundaries of the nation-state, and the preservation of "law and order." We will consider texts from several countries, including France, the U.S., the United Kingdom and Ireland, Spain, South Africa and Italy. Authors to be read may include Raymond Chandler, Chester Himes, Ken Bruen, Jean-Claude Izzo, Didier Daeninckx, Deon Meyer, Manuel Vázquez Montalbán, and Andrea Camilleri. *Izzo*

Literature (LIT) 162ZS Imagined Islands. Islands have been imagined through a perplexing variety of registers. They have been monstrous formations; safe-havens of cannibals, sirens, and amazons; sites of utopian projects; places packed with hidden treasures; locations of exoticism and primitivism; and objects of desire for escape and polymorphous sexualities. Through an exploration of such images in, primarily, the Western world after 1492 (with a specific focus on the Caribbean), this course will explore issues related to the idea of the "island" and of "island-ness" beyond the condition of mere geological formations. Of particular interest will be inquiries into the relations between "islands" and questions of race, ethnicity, gender, colonialism, and nationalism. Thus, the course seeks to address some of the ways in which the status of "insularity" has been represented primarily in literary texts, but also in historical, cartographical and touristic discourses that span from Columbus' first voyages to our current situation. We will also be concerned with the status of insularity as it relates to concepts and theories of more recent invention, such as "diaspora" and "creolization." Texts to be considered may include, but are not limited to: excerpts from Columbus' *Diaries*; Shakespeare's *The Tempest*; More's *Utopia*; Defoe's *Robinson Crusoe*; Coetzee's *Foe*; Stevenson's *Treasure Island*; excerpts from Benítez Rojo's *The Repeating Island*; Césaire's *Notebook of a Return to the Native Land*; Piñera's "La isla en peso;" maps; tourist brochures and other publications; and recent Hollywood films such as *Cast Away* and *Pirates of the Caribbean*; among others. *Llenin-Figueroa*

Literature (LIT) 162ZS The New Middle Class in China. See Asian and Middle Eastern Studies 195S. *Hui*

Psychology (PSY) 170S Human Development in Literature. Literature is rich in human development theory and principles. This course will utilize current popular fiction and biographies to illustrate important theories in human development. Through this literature, the theories and principles will come to life and be more easily understood and remembered. In addition, students will gain the ability to assimilate theory into their everyday observations. Through the reading and discussing of these books, students will practice application and analysis, rather than memorization of theory and principles. For

example, *About a Boy* deals with multigenerational individual development with realism and humor, while *Tuesdays with Morrie* explores the process of dying. Readings may include *About a Boy*, *Ramona the Pest*, *Shiloh*, *Mrs. Piggle Wiggle*, *Sign of the Beaver*, *It's Not About the Bike*, *A Year by the Sea*, *Walk Two Moons* and *Hannah's Gift*. Maxson

Psychology (PSY) 170S Mass Media and Mental Illness. The power of television and film to affect beliefs and the degree to which Americans are exposed to such representations combine to make mass media one of the most significant influences on individuals in American society. In order to understand public attitudes and beliefs regarding psychological disorders and their treatment, it is necessary to examine the manner in which these are portrayed within mass media. From the use of abnormal behavior as a catalyst for humor in television and film comedies to the stereotypical "homicidal maniac" in the seemingly endless proliferation of crime dramas, representations of mental illness and disordered behavior are extremely common in contemporary film and television programs. In this class we will examine specific examples of abnormal behavior and mental illness in film and television, as well as written media, and consider the risks of stigmatization and the possibilities for raising awareness that exist. We will also address the treatment of psychological virtues in film and the portrayal of aspects of positive psychology. This is a seminar class that will incorporate film and video screenings, group discussion, reading assignments, and weekly writing assignments. Franzese

Theater Studies (THEATRST) 149S Dramatic Improvisation. Improvisation is a vital tool for all careers and relationships. Through inquiry into the technique and freedom of working without a set script one develops the ability to read situations and other people. This course is ideal for business people and artists alike – anyone with the need to express himself or herself with honesty and assurance. No acting experience is necessary. O'Berski

Visual Studies (VISUALST) 189S Fashion, Literature, and the Avant-Garde. This course features the work of Miuccia Prada, Karl Lagerfeld (Chanel), John Galliano (Dior), Marc Jacobs, Alexander McQueen, Nicolas Ghesquiere (Balenciaga), Yves Saint Laurent, Riccardo Tisci (Givenchy), Comme des Garçons, Yohji Yamamoto, Helmut Lang, Rodarte, Boudicca, Gareth Pugh, Rick Owens, Viktor&Rolf, Hussein Chalayan, Martin Margiela, and others. The aim of this course is to develop a critical approach to fashion, directing us toward the field known formally as Critical Fashion Studies. Some of the most innovative fashion designers currently draw inspiration from and have collaborated with notable writers and philosophers (Baudrillard, Calvino, Boudicca), directors (Wim Wenders, Yohji Yamamoto), and architects (Prada and Rem Koolhaas) to produce not only thoughtful collections, but museum exhibitions and critical retrospectives that address social and political issues. Some of the topics examined in this course will include: the formation of an avant-garde collective that is taking issue with mass consumption and mass distribution under late capitalism; designers' constant reevaluation of aesthetic terms under which they are expected to labor and produce; and fashion designers' response to issues such as globalization, ecological concerns, the fate of the body with respect to technology, and the global production of subjectivity. We will pay special attention to the history of aesthetic theory and the philosophy of art, small-scale production, and the link between ethics and pleasure. We will also explore new technological developments and the emergence of "concept clothing." Reading selections and reference material will derive from these sources: Kant, Sartre, Benjamin, Lyotard, Hegel, Levinas, Blanchot, Deleuze, Nietzsche, Marx, Bloch, Freud, Heidegger, Bataille, Lacan, Dufrenne, Adorno, Foucault, Kristeva, Bachelard, Barthes, Irigaray, Merleau-Ponty, Derrida, Cixous, Jameson, Vattimo, Debord, Simmel, Baudrillard, Calvino, and Ballard. Popular writings will include editorials from

magazines such as *W*, *Purple Magazine*, *V Magazine*, *Acne Paper*, *Hint*, *Another*, *Flaunt*, *i-D*, *A Magazine*, *L'Officiel*, *Vogue*, *Vogue Italia*, *Vogue Paris*, *Vogue Nippon*, and *Visionaire*. *Braxton*

Women's Studies (WOMENST) 150S Black Feminist Interventions and Black Women Writers. This course addresses the discursive intersection of African American Studies and Women's Studies through the literary study of black women's writing since the 1970s. Beginning with a few essays that historicize academic feminism and Women's Studies and that speak of feminism as a democratic project, we will treat black women's writing as the object of black feminist criticism and theory and consider the contribution of the black feminist critical tradition to Women's Studies. As we proceed through readings in feminist criticism and theory, we will identify critical assumptions; define such terms as "identity," "equality," "politics," and "the political;" and determine the epistemic value of the body to apprehending the gendered subject. We will also view a couple of interviews with authors and read a few novels (Toni Morrison's *Sula*, Gloria Naylor's *The Women of Brewster Place*, and Alice Walker's *Meridian*) and short stories by black women writers to determine how the representation of black female subjectivity illustrates or departs from the assumptions of feminist criticism. Some of the questions that will frame the course are the following: what is the object of Women's Studies and how has Black Women's Studies complicated this question? How has black feminist criticism, as it was inaugurated in the late 1970s, informed the question of identity? What distinguishes "politics" from "the political," and how do these terms inform our understanding of difference? What does understanding the material base of women's oppression have to do with the discursive and political construction of "woman"? And most importantly, how have black women writers understood creative agency as political agency? *Peay*

Women's Studies (WOMENST) 150S Cultural Politics, Sexuality, and U.S. Mass Media. This course will explore the political context in recent U.S. history in which lesbian/gay/bisexual/transgender (LGBT) visibility and rights claims have been met with what appears to be a resounding backlash. Drawing from a variety of cases, it will also examine the role of mass media in shaping public opinion on homosexuality and the politics of gay rights activism. Some of the areas we will focus on include the historical, sociocultural, and political economic factors that account for changing representational practices of "sexual others;" the different investments of pro-gay and anti-gay rights groups and media companies concerning gay visibility; the effects of journalistic norms and conventions on public opinion (as well as the ideological underpinnings of news practice); the role of advertising and marketing in normalizing homosexuality; and the implications of the "mainstreaming" strategy used by some gay rights groups to foster more positive images. The primary goals for the course are threefold: (1) to understand better how heterosexism informs media texts, cultural practices, and social institutions; (2) to contextualize current events, issues, and controversies within ongoing and historical patterns of the past forty years; and (3) to scrutinize the cultural narratives attending changes in representation of LGBT individuals in mass media in recent years. *Kachgal*

Women's Studies (WOMENST) 150S Postfeminism and the Media. Throughout the media we hear about feminism as a project that exploded in the 1970s and ended by the early 1980s. The vast number of "liberated" women on television and in films suggests that feminism succeeded so well, apparently, that it is no longer necessary. Are we the postfeminist generation – a generation of men and women who can lay claim to the successes of second wave feminists and rest-assured that the hard work is behind us because so-called gender equality has been achieved? In this course, we will figure out what we

mean by “postfeminist” by examining contemporary visual media through the lens of feminist cultural studies. What insight into the postfeminist generation can we glean from shows and films such as *Sex and the City*, *Alias*, *Going on 30*, *Bridget Jones’s Diary*, *Ally McBeal*, *Extreme Makeover*, and *The L Word*? We will examine the assumptions that support the concept of postfeminism, especially as these tell us more about the workings of power and ideologies of consumption, class, gender, and race. We will think, reflect and write critically about popular culture and particularly television and film. This course will include readings by: Angela McRobbie, Jane Shattuc, Sarah Banet-Weiser, Joke Hermes, Elspeth Probyn, Amanda Lotz, and Lynn Spigel and selections from film, television, and popular print media. *Warren*

Women’s Studies (WOMENST)150S Fashion, Literature, and the Avant-Garde.
See Visual Studies 189S. *Braxton*

TERM II

English (ENGLISH) 63S Introduction to Creative Writing. In this course, we will immerse ourselves in the genres of fiction, poetry, and creative non-fiction while focusing on the issue of voice, how it is crafted, and how it affects both the writing and reading experience. We will complete several writing assignments in each genre for critical, but supportive peer review. Alongside our writings, we will also investigate the voice and speakers of several published works in order to ground our discussions as well as to enhance our writer’s toolbox. One or more substantial revision will count as the course’s final exam. Please note that attendance is essential for this workshop format to be fruitful. *Curseen*

English (ENGLISH) 90BS The Historical Novel and the Frontier. In this class we will survey a range of Anglophone historical novels that claim to remember and reanimate the colonial frontier within the United Kingdom, the United States of America, and in parts of the British Empire. As we read these fantastic stories (it’s summer, so we might as well enjoy ourselves), we will also pursue some impressively large questions: what does it mean to write, and read, a fiction that claims to represent history? What formal and aesthetic techniques do historical novelists use to represent the dynamics of colonial contact and conquest? What ideological consequences arise from the use of those techniques? And what is at stake when the colonial past is represented at a particular moment to the inheritors of that past? We begin with two foundational examples of the genre from the beginning of the nineteenth century, Walter Scott’s version of a Scottish highlands uprising and James Fenimore Cooper’s New York state during the French and Indian War, before turning to Robert Louis Stevenson, the most direct descendant of Scott in late Victorian literature, who is also concerned with Scotland. Our twentieth century selections adopt widely different tactics in re-imagining the historical novel: Chinua Achebe presents the Nigerian frontier as a developing tragedy, Maurice Shadbolt views resistance to settlement in New Zealand as a heroic outlaw comedy, and Cormac McCarthy portrays the expansion of the United States as devoid of any redemptive moral meaning. *Steer*

English (ENGLISH) 139BS Atheists, Libertines and Machiavels. This course tells a story about early modernity through some of its most colorful fictional characters. In reading drama, poetry, and prose by Machiavelli, Marlowe, Nashe, Shakespeare, Dekker, Webster, Tourneur, Milton, and others, we will explore the rise of early modern atheism and its connections to political and literary innovations during the sixteenth and seventeenth centuries. From Machiavelli’s Prince to Milton’s Satan we will consider why bad guys often get the best lines, what it means when they get their comeuppance, and what happens when they don’t. We will also consider the following: why was popular theatre considered so dangerous in the period, and why was it, at the same time, such an important tool in the

governing of countries? When the theaters were closed by outbreaks of plague, what kind of works did people write instead, and why is there such a strong symbolic connection between libertinism, theater, and the plague? *Tangney*

History (HISTORY) 104 United States' History Since 1945. This course seeks to understand the changes, demographic shifts, cultural upheaval, political unrest, and technological advancements that have impacted the lives of everyday citizens in the United States since the close of World War II. Students will read both scholarly works and historical documents about the domestic effects of the Cold War, the civil rights movement, controversy over the war in Vietnam, the rise of suburbanization, the "Reagan Revolution," globalization's impact on American labor, and the United States' relationship to the world after 9/11. The course takes full advantage of the personal nature of material that is within living memory. In their final projects, students will draw on a diverse set of sources to place their lives, or that of a family member, in the historical narrative created in the class. Students will also hone writing and interpretation skills through short response papers and a mid-term essay focusing on primary documents. *Teal*

Literature (LIT) 120BS Cinema of Eastern Europe. This class is a survey of Eastern European cinema. We will dedicate most of our time to the period from 1945 to the present. After a brief discussion of Russian (Soviet) cinema, we will focus on cinematographies of five Eastern European countries: Czechoslovakia (and its successor states), Hungary, Poland, Romania, and Yugoslavia (and its successor states). Throughout the course we will familiarize ourselves with the cultural, linguistic, and religious context of Eastern Europe as well as with Eastern Europe's historical development in the twentieth century. We will explore how this specific historical development – rapid industrialization, State socialism – helped shape Eastern European cinematic imagination and how Eastern European cinema negotiated difficult ethical and political questions in this context. We will also examine the relationship of Eastern European cinema to other (Western and non-Western) cinemas. *Arsenjuk*

Literature (LIT) 151S The Extremes of Horror. In this course we will seek to understand the horror genre as one defined by excess and the violating of reasonable limits. Unlike most other forms of popular entertainment, this excess is not initially presented as pleasurable, suggesting instead negative emotions and sensations – fear, suffering, disgust, and death. In the first half of the class, we will trace the emergence of the genre from such diverse sources as English and German Gothic novels, decadent literature of the *fin de siècle*, the writings of Edgar Allan Poe, and early Hollywood monster movies, in order to study how producers and audiences of horror have conceived of its strange aims and fascinations. In the second half, we will look at the explosion of horror around the late 1960s and 1970s, marked by a tendency to push the limits of representation with extremely graphic, disturbing, and (sometimes) politically charged content, and how the development of this trend has come to redefine what horror means today. Along the way we will ask: what is the appeal of horror? What are the possibilities and limitations of the genre? What kinds of ethical and political issues are raised by entertainment so closely tied to the suffering of others? What is their relationship to (far more common) images and reports of actual suffering? The course will be split more or less evenly between literature and film. In addition to the above, readings and screenings may include John Polidori's *The Vampyre*, the Comte de Lautréamont's *Songs of Maldoror*, short stories by H.P. Lovecraft and Clive Barker, Tobe Hooper's *Texas Chain-Saw Massacre*, and Claire Denis's *Trouble Every Day*. This material will be contextualized by important theoretical writings from Edmund Burke, Sigmund Freud, Elaine Scarry, Slavoj Žižek, and others. *Vu*

Psychology (PSY) 170S Human Development in Literature. Literature is rich in human development theory and principles. This course will utilize current popular fiction and biographies to illustrate important theories in human development. Through this literature, the theories and principles will come to life and be more easily understood and remembered. In addition, students will gain the ability to assimilate theory into their everyday observations. Through the reading and discussing of these books, students will practice application and analysis, rather than memorization of theory and principles. For example, *About a Boy* deals with multigenerational individual development with realism and humor, while *Tuesdays with Morrie* explores the process of dying. Readings may include *About a Boy*, *Ramona the Pest*, *Shiloh*, *Mrs. Piggle Wiggle*, *Sign of the Beaver*, *It's Not About the Bike*, *A Year by the Sea*, *Walk Two Moons*, and *Hannah's Gift*. Maxson

Sociology (SOCIOL) 195S Religion and Conflict in America. In this course we will examine religion and conflict in America. We will focus upon contemporary social and political conflicts involving religion to help us understand the relationship between religion and conflict at individual, organizational, and institutional levels. Some of the questions we will ponder include the following: under what social conditions does religion mediate or exacerbate conflict between people, organizations and institutions? How does religion influence conflict between people, organizations and institutions? Can conflict shape individuals' religious beliefs and religious institutions, and if so, how? Anderson

Theater Studies (THEATRST) 149S Dramatic Improvisation. Improvisation is a vital tool for all careers and relationships. Through inquiry into the technique and freedom of working without a set script, one develops the ability to read situations and other people. This course is ideal for business people and artists alike – anyone with the need to express himself or herself with honesty and assurance. No acting experience is necessary. O'Berski

Women's Studies (WOMENST) 150S Migrant Women. In an unprecedented way, female migrants make up close to one-half of the world's migrant population today. In our course we will examine how definitions of gender and sexuality are shaped, negotiated, and deployed in the context of transnational migration flows and forced displacements. We will study the gender dimensions of contemporary migration through fiction, film, ethnography, and theories of transnational feminism. We will explore the following set of questions: what is the place of migrant women workers in the global division of labor? What are the challenges and forms of oppression they have to face? How do they reshape the social landscape of both sending and receiving countries? How do they navigate through the power structure embedded in migration and trafficking routes? What are the specific cultural and linguistic barriers in regard to migrant women's access to work, health, asylum, law, citizenship, and social networks? In this course we will ultimately emphasize that our age of migration cannot be assessed adequately without taking its genderedness into account. Oruc

Women's Studies (WOMENST) 150S Women and the Culture of Poverty. In 1959 anthropologist Oscar Lewis laid claim to an undiscovered culture that he named the “culture of poverty” – a globally-dispersed “third world” whose members could as easily be found in the projects of Chicago as the villages of Mexico. In the United States the “membership base” of this ever-thriving culture appears to consist primarily of lower-class women—urban women of color, rural “white trash” women, single mothers—and their dependent, often “illegitimate” children. But how did a social condition like *poverty*—a phenomenon that could be addressed by examining the economic stratification on which global-capitalist profit accumulation depends – become tethered to a gendered and racialized idea of *culture* defined largely in terms of personal deficiency (moral, intellectual, behavioral, and

otherwise)? What sort of values, attitudes, desires, and ways of knowing do poor women claim and mobilize in their everyday lives—and why have such characteristics come to be viewed as personal and cultural pathologies rather than sources of strength, or means of survival? What might happen if we began to view poor women in terms of what they *have*, rather than what they “have not”? How might our assumptions concerning a number of core American values – like independence, “hard work,” and private property ownership – be challenged were we to shift our perspective in this way? Keeping the material and conceptual history of concepts like “dependence,” “welfare,” and “generational poverty” at the forefront of our critical thinking, this course will help us examine such questions through readings of a number of theoretical, literary, ethnographic, and visual texts. Paying special attention to the intersectional politics of race, class, gender, and sexuality, this class will help us rethink the “culture of poverty” from the perspective of those who continually live, re-map, and contest the meaning of this cultural terrain: poor women themselves. We will examine Marge Piercy’s science fiction novel *Woman on the Edge of Time* (1976); the films *Gone Baby Gone* (2007) and *Frozen River* (2008); Jaime Hernandez’ serialized graphic novel *Locas* (1980-present); video and song lyrics by Reba McIntyre and Tupac Shakur; and Carol Stack’s inner-city ethnography *All Our Kin* (1970). *Appel*

Evening Courses

“Summer Session gives one an opportunity to explore the world of academics in an intimate environment with passionate teachers and peers.”

—Student, Summer ‘07

Evening classes are offered three times a week, on Mondays, Tuesdays, and Thursdays.



TERM I

African and African American Studies (AAAS) 101 Film and the African Diaspora. 6:00-8:05 p.m. *Oruc*

Arabic (ARABIC) 1 Elementary Arabic (pt. 1). Mondays, Tuesdays, Wednesdays, and Thursdays, 5:15-7:15 p.m. *Chergui*

Cultural Anthropology (CULANTH) 180S Law Politics, Culture. 5:00-7:05 p.m. *Van Vliet*

Education (EDUC) 140 The Psychology of Work. 5:00-7:05 p.m. *Ballantyne*

English (ENGLISH) 186C American Film Comedy. See FVD 107. *Paletz*

Film/Video/Digital (FVD) 107 American Film Comedy. Mondays, 6:00-7:15 p.m., Tuesdays and Thursdays, 6:00-8:30 p.m. *Paletz*

Literature (LIT) 120G American Film Comedy. See FVD 107. *Paletz*

Literature (LIT) 151S Comics as Literature. 5:00-7:05 p.m. *Canavan*

Markets and Management Studies (MMS) 161 Marketing Management. 5:00-7:05 p.m. *Shin*

Philosophy (PHIL) 44S Introduction to Philosophy. 5:00-7:05 p.m. *Ong*

Health, Physical Education, and Recreation (PHYSEDU) 15A Weight Training. 5:00-7:05 p.m. *Falcone*

Health, Physical Education, and Recreation (PHYSEDU) 33 Physical Fitness for Women. 5:00-6:15 p.m., Monday – Friday. *Hampton*

Sociology (SOCIOLOL) 142D Organizations and Global Competitiveness. 6:00-8:05 p.m. *Rogers*

Visual Studies (VISUALST) 117G American Film Comedy. See FVD 107. *Paletz*

TERM II

Arabic (ARABIC) 2 Elementary Arabic (pt. 2). Mondays, Tuesdays, Wednesdays, and Thursdays, 5:15-7:15 p.m. *Chergui*

English (ENGLISH) 63S Introduction to Creative Writing. 6:00-8:05 p.m. *Curseen*

Philosophy (PHIL) 43S Introduction to Philosophy. 5:00-7:05 p.m. *Sides*

Health, Physical Education, and Recreation (PHYSEDU) 15A Weight Training. 5:00-7:05 p.m. *Falcone*

Health, Physical Education, and Recreation (PHYSEDU) 41 Intermediate Tennis. 5:45-7:50 p.m. *Hampton*

Study Abroad

The Duke University Office of Study Abroad, in cooperation with several university departments, provides opportunities for students to study abroad while earning Duke University credit. Applications from non-Duke students are welcome. Additional information about these programs may be obtained from the program directors or from the Office of Study Abroad, 2016 Campus Drive, Duke University, Box 90057, Durham, NC 27708-0057 (Tel.: 919/684-2174, Fax: 919/684-3083, E-mail: abroad@aes.duke.edu). For the most current listings and application information, visit <http://studyabroad.duke.edu/>. New program information will be uploaded to the site as it becomes available.

Australia: Sydney, the Northern Territories and Queensland (June 16-July 19). Focusing on the biogeography and environmental history of Australia, this one course, five-week program is based at the University of New South Wales (UNSW) in Sydney. Beginning in the Northern Territories, the program travels to varied Australian locales, including the Great Barrier Reef and tropical rainforest of northern Queensland and concludes in Sydney. The program course is Biology 101/Earth and Ocean Sciences 168/Environment 168 *Biogeography in an Australian Context*, taught by Duke Department of Biology Professor



Rytas Vilgalys. For further information, contact Professor Vilgalys, Department of Biological Sciences, 354 Biological Sciences Bldg., Box 90338, Durham, NC 27708-0338 (Tel.: 919/660-7361; Fax: 919/660-7293; E-mail: fungi@duke.edu).

Brazil: Rio de Janeiro (*May 11-June 24*). Offered jointly by the Office of Study Abroad and the Department of Romance Studies, and based in Rio de Janeiro and Salvador, Bahia, this program offers intensive language training in Brazilian Portuguese through on-site study of Brazilian popular culture, citizenship identity, and social movements. Directed by Professor Leslie Damasceno, the program will be six weeks in length, and will offer two courses, complemented by excursions. All participants will register for Portuguese 103 *Conversational Brazilian Portuguese*, taught by Professor Magda Silva of the Department of Romance Studies and staff from the host institution. The second course is Portuguese 140S *Cidanania, Cultura e Participação* (“Citizenship, Culture, and Participation”). Taught in Portuguese by Professor Damasceno and guest lecturers, with texts in Portuguese and English, the course integrates visiting lectures and readings with experience and on-site research into popular culture, cultural activism, and social movements. Graduate students may register for the *Citizenship, Culture & Participation* course as well. An additional four-week optional DukeEngage service-learning component will follow the study abroad program. For further information on this service-learning opportunity, visit the DukeEngage Web site: <http://dukeengage.duke.edu>. For information on the study abroad program, contact Professor Leslie Damasceno, Department of Romance Studies, 011 Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-3120; E-mail: ljhd@duke.edu).

China: Beijing (*mid-June-mid-August*). A two course, eight-week intensive Chinese language program based at a Chinese university in Beijing. Students earn one year of Chinese language credit at the intermediate or advanced level. Excursions to local sites are scheduled each weekend with an extended visit to Xian in July. Students live in dormitories and will be assigned a Chinese-speaking partner. Prerequisite: one or more years of Chinese language instruction. For further information, contact the Asian/Pacific Studies Institute, 323A Trent Hall Dr., Box 90411, Durham, NC 27708 (Tel.: 919/684-2604, e-mail: china-abroad@duke.edu).

Costa Rica: Organization for Tropical Studies (OTS) – Field Tropical Biology (*June 15-July 14*). This program offers you an exciting opportunity to study first-hand the evolutionary ecology of plants and animals, and their importance to tropical ecosystems. Biology 134L Fundamentals of Tropical Biology emphasizes intensive fieldwork, and visits all three OTS field stations as well as other well-known Costa Rican natural areas. Students will be introduced to the tremendous biodiversity in multiple tropical habitats, and will have the opportunity to work closely with resident professors in the design, implementation, and interpretation of an independent research project in field ecology. Results are presented orally following the protocol of a scientific meeting. Students will also submit a formal research report that becomes part of the permanent record of the OTS field stations. This course concludes with a short unit on conservation biology, including the application of island biogeography to reserve design and management, as well as the impact of deforestation and fragmentation. For further information, check out the OTS Web site at www.ots.duke.edu. Also feel free to contact Enrollment Management at 919/684-5774 or ots@duke.edu.

England: London-Drama (*June 27-August 8*). Students will study drama in performance as they see over twenty performances in a variety of both classic and new plays, musicals in London, and perhaps, Stratford-upon-Avon. The courses are Theater

Studies 116/English 176B *Theater in London: Text* and Theater Studies 151/English 176C *Theater in London: Performance*. Classes are taught by Professor John Clum of Duke and a variety of well-known British actors, writers, and directors. The program is designed to meet the needs of both the novice with an interest in theater and the Theater Studies major. Accommodations are in a dormitory of University College London. For further information, contact Professor John Clum, Department of Theater Studies, 205 Bivins Bldg., Box 90680, Durham, NC 27708-0680 (Tel.: 919/660-1716, E-mail: jclum@duke.edu).

England: Oxford (July 4-August 15). New College, University of Oxford, utilizes the tutorial system of education supplemented with guest lectures given by noted British scholars in this six-week session. Students may choose one of the following double courses: English 132CS/Medieval and Renaissance Studies 132AS *Topics in Renaissance British Literature: Shakespeare: Being, Acting, Loving, Dying, Metamorphosing*; English 132ES *Topics in 19th Century British Victorian Literature and Poetry*; Political Science 100LS/History 100MS *Political Systems of Modern Britain*; Philosophy 184S/Political Science 185S *Classical and Contemporary Political Philosophy*; and Philosophy 185S/Religion 161WS/Public Policy 138S *Science, Ethics and Society*. In addition, students will attend seven lectures in the Exeter College summer lecture series on topics in the Humanities, Social Science, and History, and will contribute to discussion of these lectures on a Duke Blackboard site. For further information, contact Dr. Alex Rosenberg, Duke University, Department of Philosophy, Box 90743, 203A West Duke Building, Durham, NC 27708 (Tel.: 919/660-3047, E-mail: alexrose@duke.edu).

Flanders and The Netherlands: Ghent and Amsterdam (June 27-August 8). This two course, six-week, interactive summer program in visual culture starts out in Amsterdam, the Netherlands, where students spend the first two weeks. The program then travels to Ghent, Flanders, for the final four weeks. The double course, Art History 158-159 *History of Netherlandish Art and Visual Culture in a European Context* is taught by the Duke program director, Professor Hans J. Van Miegroet, with distinguished Dutch and Flemish guest professors. Art History 241-242 is available for graduate students. Participants explore numerous Dutch, Flemish and French cities, private collections, museums, performances, and sites. Accommodations are in hotels where faculty also reside to enhance student-faculty interaction. For further information, contact Professor Hans J. Van Miegroet, Department of Art, Art History, and Visual Studies, 115B East Duke Bldg., Box 90764, Durham, NC 27708-0764 (Tel.: 919/684-2499, E-mail: hvm@duke.edu, Web: <http://www.duke.edu/web/art/flanders>).

France: Paris (May 18-June 26). Paris is the stunning backdrop for this two course, six-week program focusing on French culture, literature, and language. Directed by Professor Deb Reisinger of the Romance Studies Department, the program includes numerous visits within the vicinity of Paris and a weekend in the South of France. The first course, French 196 *Aspects of Contemporary French Culture: French Culture and Communication*, poses cultural questions that are associated with contemporary France. The second course, French 197S *Aspects of French Literature: Text/Performance: Le Spectacle Parisien*, concentrates on theatre and performance. The program is conducted entirely in French; four semesters of college French or equivalent are required. For further information, contact Professor Deb Reisinger, Department of Romance Studies, 106 Languages Bldg., Box 90257, Durham, NC 27708-0257 (E-mail: debsreis@duke.edu).

Germany: Berlin (May 15-June 27). The Office of Study Abroad and the Department of Germanic Languages and Literature, in cooperation with Rutgers University, offer a two

course program in Berlin. The Duke Summer in Berlin offers various levels of German language study, plus a range of English and German elective courses in a stimulating and historical urban environment. The city itself is often used as a classroom for group outings and class research trips to museums, galleries, libraries, and monuments. Proposed courses to be taught in German are: German 1 and 2 *First Year German I and II*; German 65 and 66 *Intermediate German I and II*; German 76 *Readings in German Literature*; German 115S *Advanced German in Berlin*; German 133S *Introduction to German Drama: Berlin Theater* (cross-listed with ICS and Theater Studies 123S); German 148S *Zero Hour to Post Unification Society and Culture*; and German 153 *Aspects of German Culture: Current Issues and Trends in Germany*. Additional courses to be taught in English are: German 196A/Art History 190B *Art and Architecture of Berlin: Fifteenth to the Twentieth Century*; German 196B/History 100L *Berlin Since the War*; and German 298S *Special Topics: Political Architecture of Berlin*. Offered for the first time in 2009 will be two courses in English for students interested in creative writing: English 100AS *Writing: Fiction*; and English 100CS *Writing: Poetry*. The program is interdisciplinary in nature, attractive to students with a substantial interest in German politics and culture as well as other disciplines. For further information, contact the director, Professor William Donahue, Department of Germanic Languages and Literature, 116D Old Chemistry Bldg., Box 90256, Durham, NC 27708-0256 (Tel.: 919/660-3089, E-mail: william.donahue@duke.edu).

Ghana: Accra (May 11-June 26). This six-week, two course program focuses on culture and life in Ghana and is based at the University of Ghana, Legon, just outside the capital city of Accra. One course, Music 160 (Cultural Anthropology and African and African American Studies crosslistings are pending approval) *Africamerican Crosscurrents: Translation and Transmission of Culture Through Music and Art from Africa to America*, will be taught by Professor Anthony Kelley of the Department of Music and will focus on the transmission and translation of cultural codes through music, dance and arts of West Africans and African-Americans over the centuries since the slave trade. This course will also offer students a chance to conduct research projects on performers and/or artists from Accra. The other course, Cultural Anthropology 100/Sociology 100/ African and African American Studies 102 *Special Topics: Ghanaian Culture and Politics*, taught by talented Ghanaian faculty, is a comprehensive introduction to cultural, social, economic, and political facets of Ghanaian life, including but not limited to, such topics as ethnic and language groups of Ghana, pre-colonial life, the slave trade, chieftancy and traditional rule in Ghana, Ashanti Empire, and the evolution of modern Ghana. A variety of field trips throughout Ghana will complement course work. Accommodations will be with guest families and in hotels. For further information, contact Professor Anthony Kelley, Department of Music, Biddle Music Bldg., Box 90665, Durham, NC 27708-0665 (Tel.: 919/660.3328, E-mail: antk@duke.edu).

Greece: Athens and the Islands of the Aegean (May 14-June 14). This four-week, one course program offers a study of the classical Greeks' pronounced emphasis on the rational aspect of human nature which enabled them to lay the foundations for subsequent intellectual developments in western thought. The Athenian Empire will serve as a case study for an investigation of the five major ancient ethical systems. Philosophy 136 *Birth of Reason in Ancient Greece* is taught by Professor Michael Ferejohn of the Department of Philosophy. Concentration is on Athens, northern and southern Greece, as well as the Cycladic Islands. Travel in Greece is by private coach. Accommodations are in hotels. For further information, contact Professor Michael Ferejohn, Department of Philosophy, 201B

West Duke Bldg., Box 90743, Durham, NC 27708 (Tel.: 919/660-3053; E-mail: mf@duke.edu).

Israel: Jerusalem (*May 17-June 28*). The Office of Study Abroad and the Program in Jewish Studies together with the Departments of Religion and Asian and Middle Eastern Studies will offer an exciting six-week academic program of study in Jerusalem with study tours to the main historic sites in Israel and Jordan. Co-directed by Professors Eric and Carol Meyers of the Religion Department, the program will offer two courses. Religion 175 *Art and Archeology of the Biblical World*, co-taught by the Meyers, will focus on the material remains of important biblical sites, how they figure in the Bible's account of the past, and how their meaning is constructed by people in the modern world. The course will pay special attention to the city of Jerusalem, which will also be the subject of the second course, Asian and Middle Eastern Studies 174/Jewish Studies 197 *Jerusalem Past and Present*, taught by Dr. Shai Ginsberg, Assistant Professor in AMES. He will be assisted by Doron Wilfand, a Ph.D candidate in Religion and registered tour guide in Israel. This course will examine the confused relations between the physical spaces of Jerusalem and the public accounts that they inform, and it will consider how the materiality of Jerusalem has been shaped by the legal, literary, and religious discourse about it. Graduate credit is also available. For further information, contact the faculty directors, Professor Eric Meyers, Department of Religion, 230C Gray Building, Box 90964, Durham, NC 27708 (Tel.: 919/660-3517, E-mail: emc@duke.edu) or Professor Carol Meyers, Department of Religion, 227 Gray Building, Box 90964, Durham, NC 27708 (Tel: 919/660-3514, E-mail: carol@duke.edu).

Italy: Rome (*May 20-June 19*). This four-week, one course program examines the history of the Roman city, especially the city of Rome, from the earliest times to the present day. Rome is prominent as one of the supreme centers of urban culture in the western world, and in this course students experience the history of the city directly and personally through walking lectures and guided tours of major sites, monuments, and museums. Visits to other ancient sites in Italy, including Tivoli, Pompeii, Capri and Cerveteri, help convey the contributions of Latin, Greek and Etruscan cultures to the development of Rome. Classical Studies 145/Art History 126A/History 101F *Rome: History of the City* is taught by Professor Clare Woods (Classical Studies department). Initial accommodations are in a villa, followed by a hotel at the Bay of Naples; during the last 18 days in Rome students and faculty stay at a college. Italian is not required, but there are daily field trips to archaeological sites, museums, public spaces, and/or churches, so some knowledge of Italian is helpful. For further information, contact the program director, Professor Clare Woods, Department of Classical Studies, 233C Allen Bldg., Box 90103, Durham, NC 27708-0103 (Tel.: 919/684-6067, E-mail: jcwoods@duke.edu).

Italy: Venice (*May 31-June 30*). This four-week, one course summer program is designed to provide participants with the opportunity to study Venetian civilization, literature, culture and art history, along with politics, economics, and religion that have been important in the shaping of modern thought. Taught in English by Professor Gregson Davis, Classical Studies 149/History 100R/Literature 196 *Venetian Civilization and its Mediterranean Background* will explore select topics in the formation and development of Venetian civilization against the background of earlier, dominant Mediterranean cultures (e.g., the legacies of the Roman and Byzantine empires, as well as those of ancient maritime powers, such as the Etruscan and Carthaginian). Topics in the cultural history of the city will include: intercultural contacts between the West and the Orient in the Middle Ages and Renaissance (e.g., the Crusades, the capture of Constantinople, conflict with the Ottoman

Empire); Renaissance Humanism and the revival of Classical culture (e.g., the role of the Venetian printing houses in disseminating Classical texts); the use of Greco-Roman mythology by prominent artists (e.g., Titian, Veronese); and Humanist influences in the architecture of Palladio. Lectures and readings will relate aspects of Venetian civilization to existing monuments and artifacts (e.g., reflections of Venetian history and legend in the decoration of San Marco and the Doges' Palace). For further information, contact the program director, Professor Gregson Davis, Department of Classical Studies, 102C Allen Bldg., Box 90029, Durham, NC 27708-0029 (Tel.: 919/684-6811, E-mail: gdav@duke.edu).

Mexico: Cholula (May 15-June 26). This program is Duke's only summer language program that is geared for beginning to low-intermediate students. Spanish 13 *Intensive Elementary Spanish* combines coursework currently offered at Duke in Spanish 1 and 2. Spanish 16 *Intensive Intermediate Spanish* covers material included in Spanish 63 and 76. Both are double courses equivalent to two course credits. Immersion into Mexican society is enhanced by increased exposure to language and Hispanic culture. Excursions to archaeological sites around Oaxaca, Taxco and Mexico City, along with local city tours complement the program. For further information, contact the faculty director, Professor Joan Clifford, Department of Romance Studies, 10 Memorial Dr., Box 90269, Durham, NC 27708 (Tel.: 919/684-8435, fax: 919/684-9655, E-mail: joan.clifford@duke.edu).

Russian Republic: St. Petersburg (May 7-June 28). Russian language and culture courses in St. Petersburg are offered in this seven-week, two course program. Different levels of language study are available. Classes are taught at the University of St. Petersburg by faculty members of the University. A minimum of two semesters of college level Russian is strongly suggested; however, beginning students may also be accepted, depending upon the number of participants. Students are housed in university housing while in St. Petersburg and in hotels on excursions. For further information, contact the program director, Professor Edna Andrews, Department of Slavic and Eurasian Studies, 321B Languages Bldg., Box 90259, Durham, NC 27708-0259 (Tel.: 919/660-3140, E-mail: eda@duke.edu).

Singapore (May 22-June 21). This four-week, one course program in chemical biology and drug discovery will be held in Singapore, one of only three city-states in the world and home to one of the most vibrant and exciting economies in the world. The highly diverse population of over 4.5 million ethnic Chinese, Malays, Indians, Europeans, and North Americans shares an area roughly the size of Durham County and claims English as the official language. The program course, Chemistry 100 (Biology crosslisting is pending) *Chemical Biology and Drug Discovery*, will be jointly administered by Professor Eric Toone of the Department of Chemistry and Professor Pat Casey of the Department of Pharmacology and Cancer Biology and Senior Vice Dean for Research of the Graduate Medical School in Singapore, a joint venture of the Duke University Medical Center and the National University of Singapore (NUS). Students will explore the use of small molecules to facilitate fundamental biological discovery, sources of small molecules, both natural and synthetic, and the road to drug development. Students will also study case histories in drug discovery led by experts from academia, government and industry. Field trips throughout Singapore and the neighboring islands will introduce students to pharmaceutical laboratory research, scale-up, production, and testing. Additional trips and special speakers will also introduce students to the remarkably diverse culture and economy of this Asian country. Accommodations will be at the National University of Singapore, the oldest university in Singapore and among the best Asian institutions of higher education.

For further information contact Professor Eric Toone, Department of Chemistry, B120 Levine Science Research Center, Durham NC 27708; (Tel.: 919/681-3484; e-mail Eric.Toone@duke.edu).

Spain: Madrid (*May 11-June 25*). This two course, six-week program in Madrid offers advanced Spanish students further language training as well as the opportunity to study Spanish culture, history, and politics. Participants take Spanish 141 *Cultural Studies*, taught by Visiting Assistant Professor Marcos Cantelli Vigon of the Duke Department of Romance Studies. The second course is Spanish 137 *Special Topics: Modern and Contemporary Spanish History, Art, and Literature*, taught by Nuria Garcia, Administrative Director of Duke in Madrid, and cross-listed with International Comparative Studies. The program is notably rich in field trips. Both courses are taught in Spanish; four semesters of college-level Spanish or the equivalent is required. Students are housed with carefully selected Spanish families. For further information, contact Professor Marcos Cantelli Vigon, Department of Romance Studies, Bell Tower 2, Room 103, East Campus, Duke University, Durham, NC 27708 (Tel.: 919/684-4876, E-mail: mc41@duke.edu).

Switzerland: Geneva (*July 4-August 16*). This popular summer program in Geneva focuses on globalization issues in business and international management. Program co-director Professor Alexander Rosenberg of the Duke Department of Philosophy teaches Philosophy 137/Political Science 100C/Public Policy 104 *Political Philosophy of Globalization*, a course that examines the claims made for and against the expansion of free exchange on economic, political, and cultural institutions and conditions, from the perspectives of competing ethical theories and political philosophies. The second course is Markets and Management Studies 100 *Special Topics: International Business*, taught by Visiting Professor of Sociology (Markets and Management Studies) and program co-director, Professor Martha Reeves. Students are housed in dorms of the Cité Universitaire de Geneve, where classes will be held. For further information, contact Professor Alexander Rosenberg, Department of Philosophy, 203 West Duke Bldg., Box 90743, Durham, NC 27708-0743 (Tel.: 919/660-3047, E-mail: alexrose@duke.edu) or Professor Martha Reeves, Department of Sociology, 05A Sociology Psychology Bldg., Box 90088, Durham, NC 27708-0088 (Tel.: 919/967-2245, E-mail: mreeves@duke.edu).



“You learn so much-it's especially beneficial to take a language course with this pacing, because you become fluent quickly when you use it every day.”

—Student, Summer '07

Course Descriptions and Synopses

Every course has an official description of a few sentences that has been approved by an academic department and a faculty committee. Current course descriptions may be found in the *Bulletin of Undergraduate Instruction, 2008-2009* (available on the Web at <http://registrar.duke.edu/bulletins/undergraduate/>). Course descriptions are also available on ACES Web.



Instructors are encouraged to submit course synopses for posting on the Web. A course synopsis usually contains an amplified description of the course content, along with information concerning prerequisites, textbooks, assignments, exams, and grading basis. After navigating to a specific course number on the Web, then click on "Synopsis." Course synopses will begin appearing in February.

Curriculum Codes

Duke students should give attention to the Curriculum codes attached to each course number. These may be examined by looking up a specific course in ACES or in the *Bulletin of Undergraduate Instruction, 2008-2009* (available on the Web at <http://registrar.duke.edu/bulletins/undergraduate/>).

Areas of Knowledge

- Arts, Literatures, and Performance (ALP)
- Civilizations (CZ)
- Natural Sciences (NS)
- Quantitative Studies (QS)
- Social Sciences (SS)

Modes of Inquiry

- Cross-Cultural Inquiry (CCI)
- Ethical Inquiry (EI)
- Science, Technology, and Society (STS)
- Foreign Language (FL)
- Writing (W)
- Research (R)

Additional Course Schedule Information

Changes—Changes to the course schedule sometimes occur. These changes may include courses being added to the schedule, courses that are cancelled, and changes in the meeting schedule, assigned classroom, or instructor. It is a good idea to check the course schedule on the Web periodically. ACES Web always reflects the most current information.

Footnotes—Some courses are shown in the Schedule of Courses with a footnote for special restrictions or information. Please remember that students are responsible for knowing these requirements when registering.

Buildings

(Please see maps at the back of this bulletin.)

EAST CAMPUS

West Duke Bldg.	Friedl Humanities Bldg.	The Bishop's House
Carr Bldg.	The Ark	Brody/Branson Theater
East Campus Union	Brodie Recreation Center	Academic Advising Center
East Duke Bldg.	Lilly Library	Biddle Music Bldg.
Baldwin Auditorium	Bivins Bldg.	

WEST CAMPUS

Duke Chapel	Union Bldg.	Bryan Center
Gray Bldg.	Card Gymnasium	Physics
Perkins Library	International Studies Center	Allen Bldg.
Foreign Languages	Sanford Institute	North Bldg.
Old Chemistry	Study Abroad	Biological Sciences
Divinity/Westbrook Bldg.	Ctr. for Engineering Education	Gross Chemical Lab
Sociology-Psychology Bldg.	Hudson Hall	Teer Engineering
Social Sciences Bldg.	French Science Bldg.	Levine Research Center
Trent	Rubenstein Hall	

MEDICAL CENTER

Davison Bldg.	Bryan Research Bldg.	Nanaline H. Duke Bldg.
School of Nursing	Jones Bldg.	Medical Science Research Bldg.
Sands Bldg.		

Schedule of Classes

Class Meetings. Daytime Summer Session classes generally meet Monday through Friday each week. Evening classes (beginning at 5:00 p.m.) and some afternoon classes (those located in the 4a, 5a, and 6a class periods) meet on Monday, Tuesday, and Thursday. The beginnings and endings of all courses coincide with the regular term unless special dates are given in our schedule. Classes meet either for twenty-eight (day-time) or seventeen

(evening) days, for a total of 35 hours or more. There is a one-day reading period before final exams in both Term I and Term II.

Period	Time	Period	Time
1	8:00-9:15 a.m.	5a	2:00-4:05 p.m.
2	9:30-10:45 a.m.	6	3:30-4:45 p.m.
3	11:00 a.m. -12:15 p.m.	6a	3:30-5:35 p.m.
4	12:30-1:45 p.m.	7	5:00-7:05 p.m.
4a	12:30-2:35 p.m.	8	6:00-8:05 p.m.
5	2:00-3:15 p.m.	9	7:20-9:25 p.m.

Final Examination Schedule

Wednesday, June 24, 2009

Period

4, 4a

3

1, 7, 8

Term I final examinations begin.

Examination Time

9:00 a.m. - 12:00 noon

2:00 p.m. - 5:00 p.m.

7:00 p.m. - 10:00 p.m.

Thursday, June 25, 2009

Period

2

5, 5a

6, 6a, 9

Term I final examinations continue.

Examination Time

9:00 a.m. - 12:00 noon

2:00 p.m. - 5:00 p.m.

7:00 p.m. - 10:00 p.m.

Friday, August 7, 2009

Period

4, 4a

Term II final examinations begin.

Examination Time

7:00 p.m. - 10:00 p.m.

Saturday, August 8, 2009

Period

3

5, 5a

1, 7, 8

Term II final examinations continue.

Examination Time

9:00 a.m. - 12:00 noon

2:00 p.m. - 5:00 p.m.

7:00 p.m. - 10:00 p.m.

Sunday, August 9, 2009

Period

2

6, 6a, 9

Term II final examinations continue.

Examination Time

2:00 p.m. - 5:00 p.m.

7:00 p.m. - 10:00 p.m.

In courses in which final examinations are not scheduled, an exam that substitutes for a final examination may not be given during the last three class days of the term. Hourly tests may be given during the last three class days, whether or not a final examination is administered during the exam period. Take home examinations are due at the exam time designated for the period at which the class regularly meets. No activities can be scheduled during the Reading Days. Any deviation from this examination schedule must be approved by the dean of Summer Session.

Duke University Summer Session Application/Registration Form

To be completed by:

Visiting Students, Graduating Duke Seniors, and Incoming Duke First Year Students

Return completed registration form to:

Duke Summer Session Office
Box 90059
Durham, NC 27708-0059

Or FAX: 919/681-8235

Or E-MAIL: summer@duke.edu

Visiting Student: Pre-baccalaureate or Post-baccalaureate

Have you previously attended Duke? No Yes, date(s) _____

Have you received a degree from Duke University? No Yes

If yes, date and type of degree _____

Duke Student: Graduating Duke Senior Incoming Duke First Year Student

Ms. Mr. Dr. _____
first name middle initial last name

Social Security Number: _____ -- _____ -- _____

Citizenship _____ Ethnic Origin _____

Date of Birth: _____ -- _____ -- _____

Current Mailing Address: _____
street

_____ city state zip code

Telephone: (____) _____ Fax: (____) _____

E-mail address: _____

Permanent Mailing Address: _____
street

_____ city state zip code

Telephone: (____) _____ Fax: (____) _____

Please register me for the following course(s).

Term I:

Course Number	Course Name	For Credit	For Audit
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Term II:

Course Number	Course Name	For Credit	For Audit
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Next of Kin:

_____ name _____ relation

Address: _____
street

_____ city _____ state _____ zip code

Telephone: (_____) _____ Fax: (_____) _____

E-mail address:

Please complete section I or II or III.

I. Are you currently enrolled as a college student?

YES (name, city, and state of the institution):

Are you a candidate for a degree? No Yes, type: _____

Expected date of graduation? _____

Are you on any type of academic or disciplinary probation at the above institution?

No.

Yes. If yes, explain: _____

II. If you are not presently enrolled, have you attended college in the past?

Yes, degrees held: _____

Name(s) of institution(s) attended, location of institution, and dates attended:

Were you on any type of academic or disciplinary probation at the time you left any of the institutions above?

No.

Yes. If yes, explain: _____

III. I have been accepted to begin my college education this fall at:

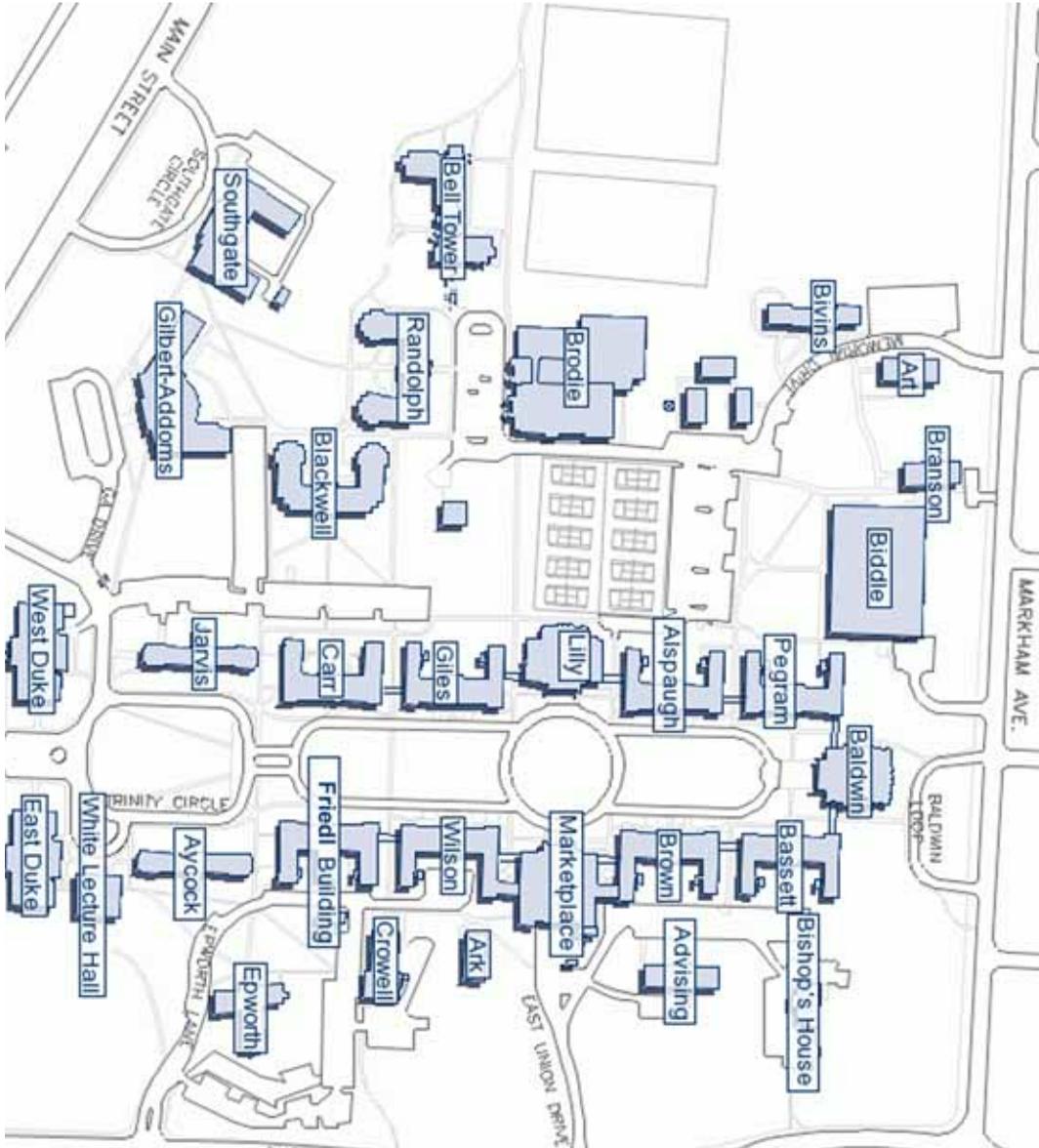
(Please attach a copy of your admissions offer.)

IV. I affirm that all of the information on this form is complete and correct. I have also read the sections on "Tuition and Fees," "Payment of Tuition and Fees," "Adding," "Drop/Add," and "Dropping, Withdrawal, and Refunds" and understand my obligations, including financial penalties I may entail.

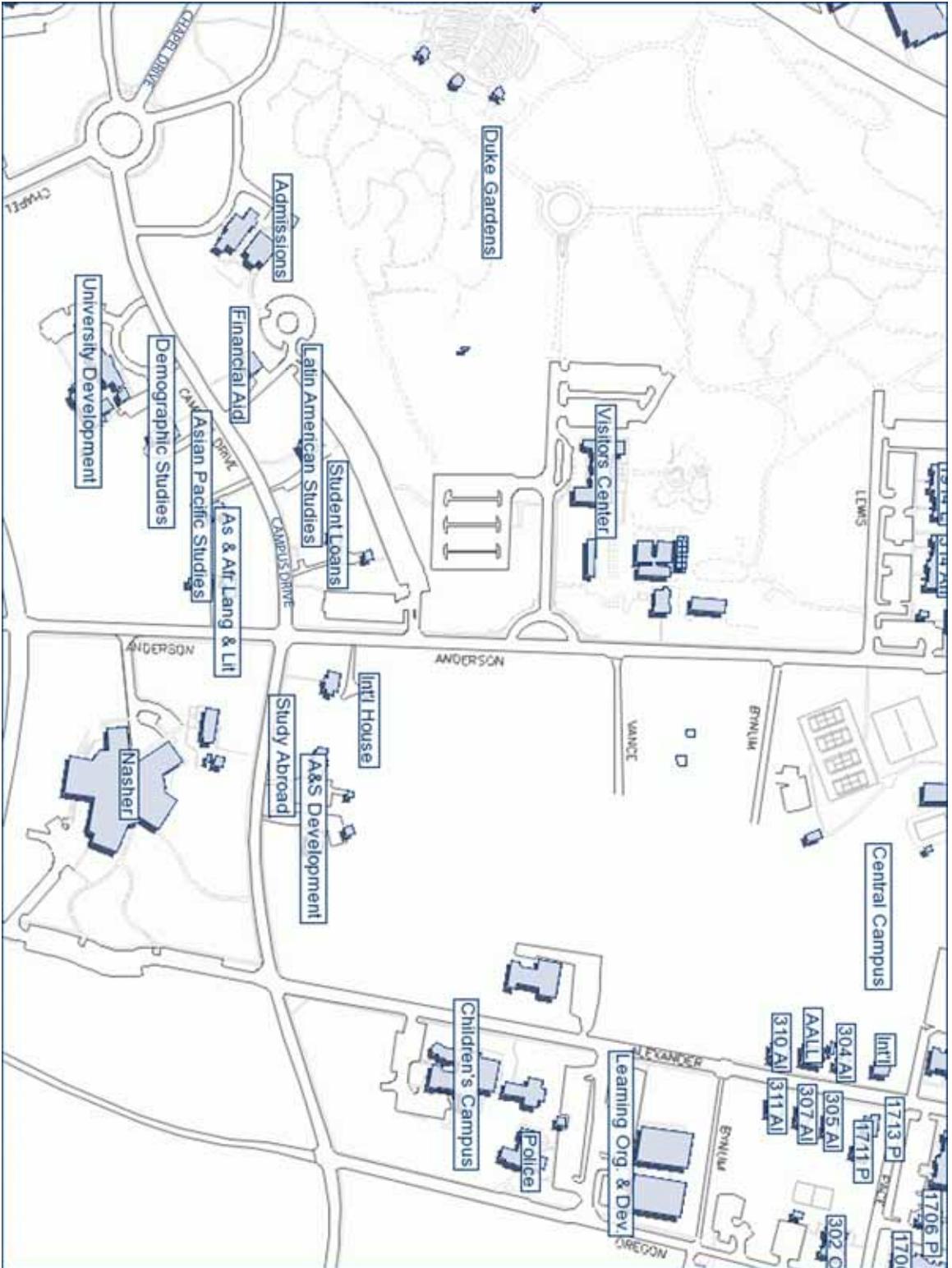
_____ signature

_____ date

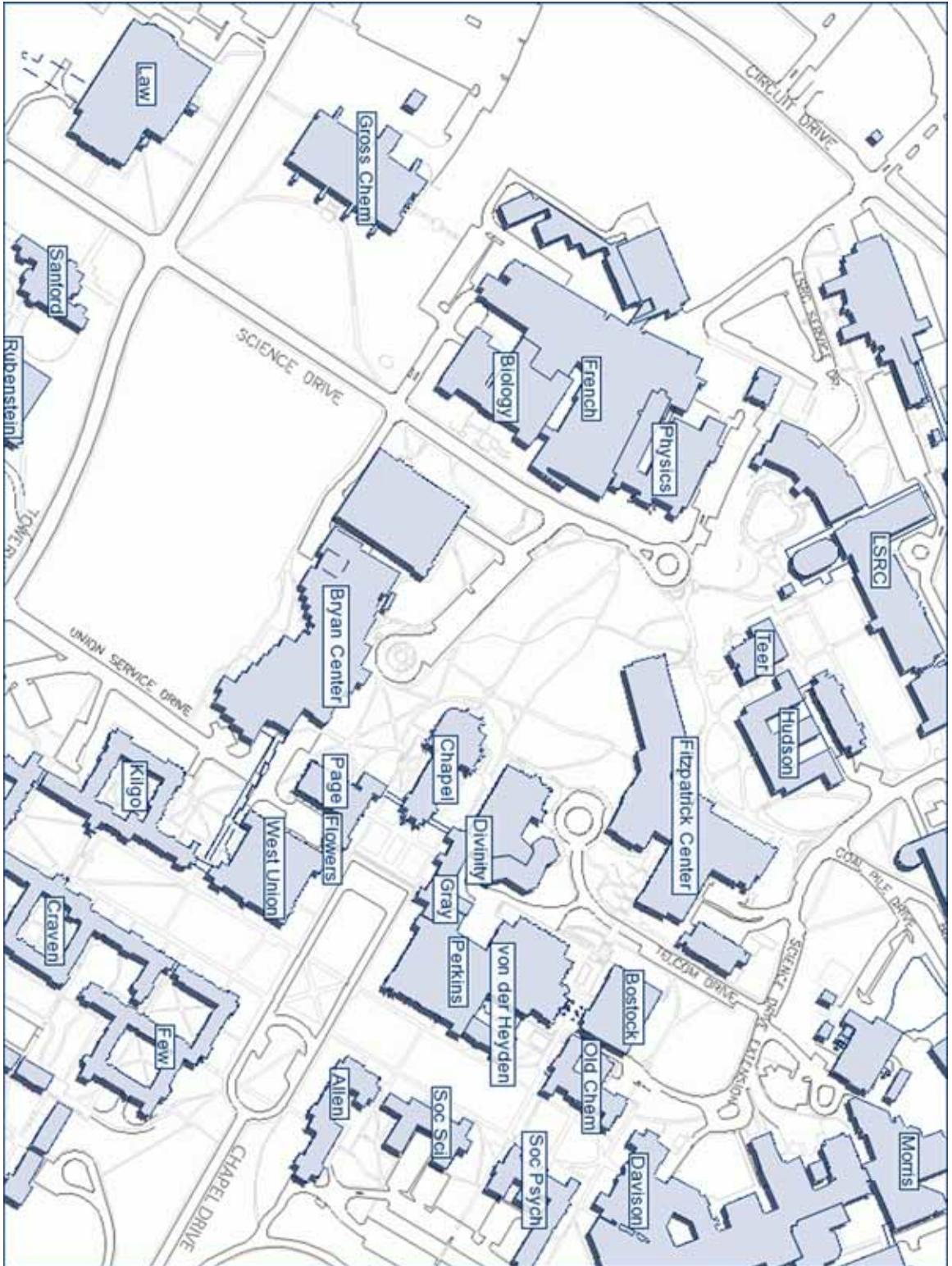
East Campus Map



Central Campus Map



West Campus Map



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