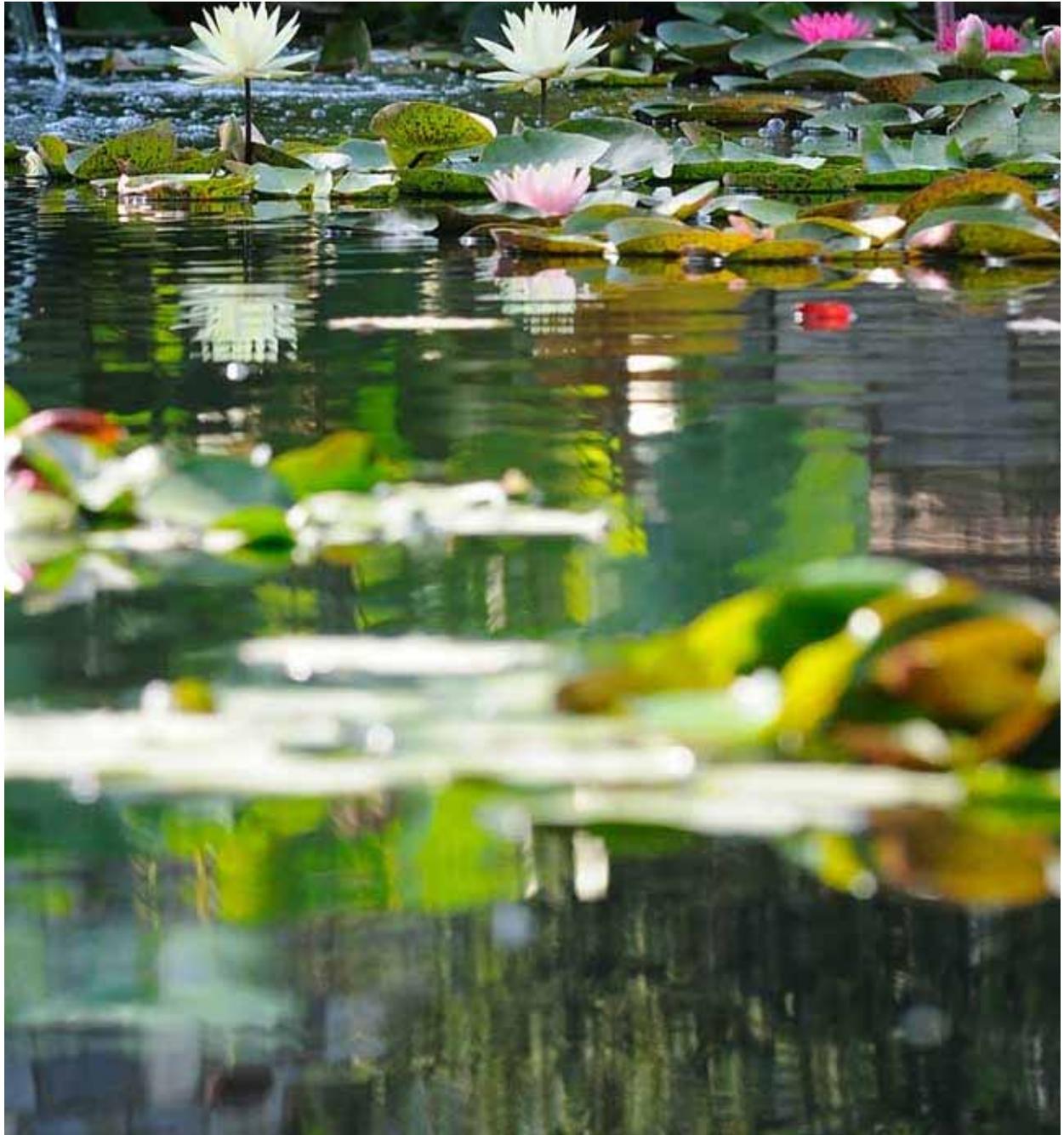

bulletin of
Duke University
Summer Session
2012



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 2012 and is accurate and current, to the extent possible, as of December 2011. 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.

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Administration

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CONTINUING STUDIES AND SUMMER SESSION

Paula E. Gilbert, PhD, Director of Duker Continuing Studies and Summer Session and Associate Dean for Continuing Studies and University Summer Programs

Kim C. Price, MA, Director of Academic Services

Barbara F. Thompson, MLIS, Program Assistant and Analyst, IT

Welcome to Summer Session 2012!

Summer Session at Duke is different. It's a special opportunity 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 Bull City Connector is a free bus service to downtown Durham that allows you to explore Performing Arts Center events, artists' studios, trendy restaurants, and Friday evening outdoor concerts at the American Tobacco campus. The American Dance Festival keeps campus life colorful, while a full slate of concerts fills summer nights at the nearby 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 and academically gifted, local, rising high school seniors are also invited to apply.

The following pages 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 for Duke degree candidates, 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 at <http://www.summersession.duke.edu>.



Summer 2012 Academic Calendar

February

20 Monday. Registration begins for all Summer Sessions.

May

16 Wednesday. Term I classes begin. **The Monday class schedule is in effect on this day.** Regular class meeting schedule begins on Thursday, May 17.

17 Thursday. Regular class meeting schedule begins.

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

28 Monday. Memorial Day. No classes held.

June

13 Wednesday. Last day to withdraw *W* from Term I courses for compelling reasons.

25 Monday. Term I classes end.

26 Tuesday. Reading Period, Term I.

27 Wednesday. Term I final examinations begin.* (See [page 30](#) for examination schedule.)

28 Thursday. Term I final examinations end.

July

2 Monday. Term II classes begin.

4 Wednesday. Independence Day holiday observed. No classes held.

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

30 Monday. Last day to withdraw *W* from Term II courses for compelling reasons.

August

9 Thursday. Term II classes end.

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

10 Friday. Term II final examinations begin at 7:00 p.m.* (See [page 30](#) for examination schedule.)

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

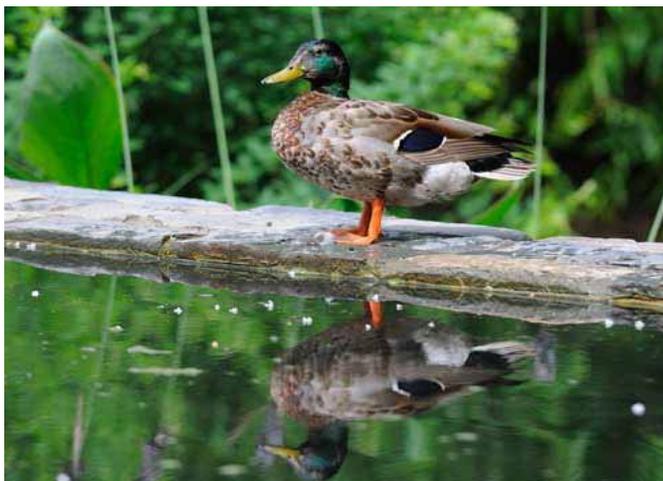
* Any deviation from the examination schedule must be approved by the director of Summer Session.

Registration

"I love taking a class that's normally a large lecture in a small classroom setting. I never thought I'd like chemistry until I took it over the summer"

-Student, Summer 2011

Duke Students. Returning Duke students register using ACES, the Automated Computer Enrollment System. ACES provides on-line Web registration capability. No application is required. **Graduating seniors, however, should register using the Summer Session registration form available on the Web.** Students desiring to study abroad (see section on ["Study Abroad" on page 24](#)) register through the Duke University Global Education Office for Undergraduates (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 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 2012 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). Registration for the 2012 Summer Session opens on Monday, February 20, and continues through the first three days of each summer term. Non-graduating Duke students register themselves using ACES. Graduating Duke students and visiting students are registered by the Summer Session Office.

Incoming Duke Transfer and First-Year Students. Incoming Duke students are discouraged from attending Summer Session prior to their official matriculation in August. Incoming students with compelling reasons, however, may request consideration for early matriculation and enrollment in Summer Session by sending an e-mail to summer@duke.edu. Anyone approved for early matriculation will 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, including May 2012 graduates, 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, (4) have been accepted for the fall at a college or university, or (5) are academically gifted, rising high school seniors living within an hour's commute of the University campus. No admissions testing is required, nor is there an application fee. However, high school students must provide supporting documentation, including high school transcripts, test scores, and letters of recommendation. The completed registration 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 20.

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.

F1 International Students. International students are welcome to apply to Duke Summer Session. All international students (non-U.S. citizens or non-U.S. permanent residents) are required to obtain an F-1 Student Visa in order to attend Duke for the summer. In most cases, international students already attending a U.S. institution will be able to participate in Summer Session programs using their current visa. Individuals not eligible for F-1 status will be expected to be in a status that allows academic study. Please note that students should not plan on entering the United States using a tourist visa (B-1/B-2) if the intention is to enroll in Duke Summer Session courses. Contact the Summer Session Office with any questions regarding required visa status. Persons wishing to take Duke credit classes must have a TOEFL score of 83 or higher (on the internet based test). In lieu of the TOEFL, applicants may submit scores from the International English Language Testing System (IELTS).

In addition, an individual who is not currently a university student in good standing, U.S. citizen, and not a U.S. citizen or a permanent resident must meet one of the following conditions: (1) have passed a university entrance exam (Baccalaurat, Abitur, etc.), (2) have completed an undergraduate university degree, or (3) have left a university in good standing. 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

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

statement from a bank certifying that sufficient financial support is available for study at Duke, will be used to issued an I-20 visa document that will then be sent to the student. The student should take this document to the nearest U.S. consulate in order to apply for an F-1 student visa for the U.S. **The I-20 is available only to students who will be enrolled full-time during their chosen 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.**

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.

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 Global Education Office for Undergraduates, 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

“My professor piqued my interest in science/ pre-med and encouraged me to never give up. He instilled in us the true meaning of learning, going beyond crunching numbers and formulas. Best decision I've made at Duke so far”

-Student, Summer 2011

Also see section on [“Dropping, Withdrawal, and Refunds” on page 9](#)



1. Tuition for undergraduates and visiting students: \$2,784 for each regular or non-science lab course, \$3,712 for each science course with a lab (Biology 101L, Biology 102L, Chemistry 31L, Chemistry 32L, Chemistry 151L, Chemistry 152L, Physics 53L, and Physics 54L; also some Engineering courses with labs), \$1,856 for each half-course program, \$928 for each quarter-course program, and \$5,568 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 PhD students: \$2,865 (Summer Full tuition). This flat rate covers continuation, graded and ungraded research, and graduate level coursework that is pertinent to the student's degree program. Doctoral students registering for undergraduate coursework during the summer will be charged at the undergraduate and visiting student rates noted under section 1 above and will be financially responsible for these charges. Ph.D. students who need or wish to take undergraduate level coursework as prerequisite to graduate coursework should consult with their Director of Graduate Studies regarding the possibility of funding for such coursework.
3. Tuition for Master of Arts and Master of Science students: \$1,860 per unit up to a maximum of \$7,702.50 per summer term (I and II) for continuation, graded and ungraded research, and graduate level coursework that is pertinent to the student's degree program. MA/MS students who need or wish to take undergraduate level coursework as prerequisite to graduate coursework must obtain permission from their Director of Graduate Studies. MA/MS students registering for summer session undergraduate coursework that is unrelated to their degree program will be charged at the undergraduate and visiting student rates noted under section 1 above and will be financially responsible for these charges.
4. Master of Arts in Teaching and Master of Arts in Liberal Studies students should consult with their program offices regarding summer tuition and fees
5. Duke alumni, Duke employees, and children of Duke employees: \$1,392 for each regular or non-science lab Arts and Sciences' on-campus course, or \$2,320 for a science course with a lab (Engineering courses, including Computer Science 120L, not included).
6. Applied Music Fees: \$312 for 1/2 hr. private lessons; \$624 for 1 hr. private lessons; \$156 for group instruction classes. (Music fees are in addition to regular tuition charges.)
7. For coursework offered by a Duke professional school (the Divinity School, the Fuqua School of Business, the Law School, the Medical School, the Nicholas School of the Environment, the Sanford School of Public Policy, the School of Nursing) consult the sponsoring school to acquire tuition charge information.

Health Fee. Duke students registered for on-campus courses are required to pay a \$93 student health fee per enrolled summer term. **Duke graduate students** registered for Graduate Continuation only are required to pay a \$186 student health fee for the entire summer. **Visiting students** registered for on-campus courses are required to pay an \$93 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 \$78 student health fee per term.

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. Visiting summer students desiring to utilize the university's recreational facilities on either West or East Campus will pay a fee of \$60. Payment of this fee, handled in the DukeCard Office, permits access for the entire summer. (Duke undergraduates pay an annual recreation fee that is collected through the Bursar's Office regular billing.)

Auditing Fees. 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 \$279 per academic course.** Professional school course audit policies may differ; consult the school of interest for more information.

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 April, 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, May 2, 2012. Payment for Term II charges will be due on or before Monday, June 18, 2012. ***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 9](#) 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 2012 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 13 for Term I; and July 30 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, study at the Duke Marine Laboratory in Beaufort, 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 Global Education Office. To apply for financial aid, students must have applied to the program. *Submit completed aid applications to the Global Education Office no later than 5 p.m., Thursday, February 2, 2012.*

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 [“Payment of Tuition and Fees” on page 9](#). Payments may be made by mail to the Office of the Bursar, Smith Warehouse, Box 90035, Durham, NC 27708-0035.

Duke Alumni, Duke Employees, and Children of Duke Employees are eligible to receive grants directly from Summer Session in the amount of \$1,392 per undergraduate course. Certain limits and deadlines apply. For more information consult the Summer Session web site (<http://summersession.duke.edu>).

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 three classes per semester or quarter, up to \$5250 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 at <http://summersession.duke.edu/application.htm>, and as a part of this bulletin, at [“Application/Registration Form ” on page 31](#).

Facilities and Co-Curricular Activities

“Taking classes in the morning and then spending time in the Duke Gardens in the afternoon was awesome!”

-Student, Summer 2011

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 and ethnic cuisine from a number of 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.

Duke University Stores operates locations throughout campus that provide books, educational resources, computers, clothing, school supplies, insignia items, copies, convenience foods, and vending.

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. Twenty-five computer clusters with networked laser printers are located in academic buildings on both West Campus and East Campus, plus one small cluster located in Central Campus/the Mill Village. 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://oit.duke.edu/comp-print/labs/locations/index.php>.

Summer Festival of the Arts. To enrich your Summer Session experience, Duke Performances and the Office of Summer Session present special events throughout the summer, including North Carolina-based independent rock, jazz, and chamber music, while the Sarah P. Duke Gardens offers an outdoor and an indoor film series. All of these are offered for free or at a nominal fee to 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” on page 14 for information on ADF).

Athletics. The athletic department invites your participation in the Summer Session Intramural Program by playing Intramural softball and basketball. 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 919/613-7557 for more information on intramural sports.

See also "[Special Programs](#)" on page 14.



Student Housing, Transportation, Food, Residential Programs

"Both of my professors had us over for dinner and made summer fun."

-Student, Summer 2011

Living Accommodations. Students living on campus during the summer of 2012 will be housed on Central Campus. These air-conditioned accommodations are fully furnished except for cookware, eating utensils, TVs, and linens. Amenities include an outdoor swimming pool, small gym, lighted basketball and soccer courts, community lounge, and a volleyball court. Both one-bedroom apartments and two-bedroom suite apartments

will be available, with each apartment style housing two occupants. Complete laundry facilities are provided. Resident Assistants will be in place to assist apartment residents with any concerns and sponsor community events.

For further information and a housing application, visit the Residence Life and Housing Services Web site at <http://www.studentaffairs.duke.edu/rlhs> or contact Housing Assignments: by phone, 919/684-4304; fax, 919/681-6248; or e-mail housing@studentaffairs.duke.edu.

Rates for summer housing will be posted early in the spring semester.

Dining Arrangements. Duke Dining Services operates over 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, sub sandwiches, and ethnic cuisine from several off-campus restaurants that deliver food to campus, called Merchants on Points (MOPs). Summer dining plan debit accounts are entirely optional, and were developed for students' convenience and in response to student demand. Three debit account levels available are: small (\$305 per term), medium (\$615 per term) and large (\$985 per term). Dining plans are activated on-line at www.DukeCard.duke.edu, or 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 \$5 balance. More information is available from the Dining Services Administrative Office, 029 West Union, 919/660-3900, or browse online at <http://dining.duke.edu>.

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 p.m., or by calling 919/684-2218. Duke Vans (919-684-2020), operates door-to-door van service from 5 p.m. to 7 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 Duke Vans are available at <http://parking.duke.edu>. Transit schedules for summer 2012 will be available after May 1, 2012.

Students with cars must obtain a parking permit from the Duke Parking and Transportation Services Office, at 2010 Campus 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 a.m. to 5 p.m., Monday through Friday. Information on valid parking outside these hours is available at <http://parking.duke.edu>.

With thousands of visitors, 30,000 employees, and nearly 13,000 students, Duke encourages staff, faculty, and students who commute to campus to explore alternative transportation options.

The University offers Duke Bikes, a bike loan program and 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. Access the Outpost by descending the stairs near the Pauly Dogs hot dog stand on the Bryan Center Plaza. Learn more about the program or register your personal bike at <http://parking.duke.edu>.

Another transportation option is the Bull City Connector, the fare-free, hybrid-electric bus service that connects downtown Durham with the Duke University campus and medical facilities. The bus route runs from Duke Medical Center, along Erwin Road and Main Street, through downtown to the Golden Belt arts hub. Ride the bus to stops near the Durham Performing Arts Center, the Durham Bulls Athletic Park, Brightleaf Square, and the Ninth Street District. For a route map and hours of operation, visit <http://www.bullcityconnector.org>.

If you need a car, WeCar is also available on campus. As a Duke student, you can join the 24/7 car-sharing service and bypass bringing a car to campus. The cost starts at \$8 per hour or \$66 per day. Fuel and insurance are included. Cars may be driven up to 200 miles per day (each additional mile is 45 cents). There are vehicles throughout the campus to choose from, which should be returned to their reserved spaces at the end of the reservation. Learn more at <http://www.wecar.com>.

Residential Programs. In order to enhance the quality of student life, a varied cultural, educational, and recreational program is organized by the Central Campus Residence Life staff. Activities include picnics, pizza nights, pool parties, intramural sports, dancing lessons, 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). 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

“ Summer Session allowed me to focus on the coursework and minimize distractions while lightening my regular semester load.”

-Student, Summer 2011

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 Suite 214 Page Building on the Chapel Quad of Duke's West Campus, provides confidential individual assistance with personal problems. Office hours are Monday-Friday, 8:00 a.m.-5:00 p.m. The *Career Center* (919/660-1050), located in the Smith Warehouse, 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, German, or Latin (alternate years only), 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 16-July 13, 2012. For more information call 919/684-5375 or 684-2621.

Youth Programs. Duke Youth Programs provides summer enrichment opportunities for academically motivated middle school and high school students in the areas of performing arts, science, writing, leadership, computer programming, 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. Students will take classes with Divinity faculty, serve in the Durham community, explore the arts and ancient prayer traditions, and learn about worship in the Christian tradition. The dates for the 2012 Academy are June 17-30. Applications, available at the program's Web site, <http://www.duyouth.duke.edu> are due February 15, 2012. Scholarships are available. For additional information call 919/613-5332 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 14-July 28, 2012) 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 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, German, Italian, Latin, Spanish, and Wolof 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 Duke Marine Lab offers courses that fulfill requirements for a variety of majors as well as Trinity General Studies requirements.

Summer Term I (May 14 - June 15, 2012) is ideal for all undergraduate majors, particularly pre-health students. Students have the opportunity to participate in field-intensive courses, as well as Research Independent Study, Molecular Biology (Biology 101L), and General Physics I (Physics 53L). Students may choose to enroll in both Writing the Seas: Literature of Exploration (Literature 148S) and Introduction to Marine Biology for non-majors (Biology 10L) or Research Independent Study; taking only one of these courses is also permissible. Students may enroll in only one course if the course is Molecular Biology (Biology 101L), Physiology of Marine Animals (Biology 150L), Biochemistry of Marine Animals (Biology 155L), Marine Invertebrate Zoology (Biology 176L), Research Methods in Marine Science (Biology 188L), or General Physics I (Physics 53L).

Summer Term II (July 9 - August 10, 2012) features the Integrated Marine Conservation Program that teaches the principles of conservation and preservation of the coastal and oceanic environment. Students may enroll in Conservation Biology and Policy (Biology 109) plus one of the complementary marine science elective courses or Research Independent Study; students may also choose to enroll in a single course. Marine science elective courses include Biology and Conservation of Sea Turtles (Biology 125L), Marine Mammals (Biology 126L), Marine Ecology (Biology 129L), and Marine Invertebrate Zoology (Biology 176L). Students may also choose to enroll in either Research Independent Study or Literature 148S (Literature, Science and the Sea) as a single course or in conjunction with any marine science elective course. Students enrolled in General Physics II (Physics 54L) take only one course.

Summer tuition scholarships and Bookhout Research Scholarships are available on a competitive basis. For information visit the Duke Marine Lab's Web site, <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_enrollment@nicholas.duke.edu. Duke students in good standing are automatically accepted; no application is necessary. Intent to attend should be communicated to the Marine Lab Admissions Office.

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. Please visit http://summersession.duke.edu/visiting_students/highschool for more information on the Blue Devil Summer program.*

Special/Selected Topics Courses

“Summer coursework is a great way to engage with other students in a small classroom environment..”

Students, Summer of 2011

In addition to the special topics classes listed below, a full listing of all courses offered in the Summer 2012 terms can be viewed beginning approximately the middle of February 2012 at: <http://soc.siss.duke.edu/psp/CSSOC01/EMPLOYEE/HRMS/h/?tab=DEFAULT>.

Below, subject codes appear parenthetically in capital letters.



Term I

African and African American Studies (AAAS) 199 Special Topics (“Black in the 1980s”). This course will compare and contrast the ideological and generational concerns of the Civil Rights Era with a post-Civil Rights Generation that comes to maturity in the 1980s. Additionally, the course will examine the role that popular culture and popular black icons played in making the political concerns of the post-Civil Rights generation visible. *Neal*

African and African American Studies (AAAS) 199S Special Topics (“The Aesthetics and Politics of Black Performance”). This course, which takes its title from Lil Wayne’s recent song, “6 Foot 7 Foot,” traces a black performance tradition from the nineteenth and twentieth centuries through the contemporary moment, in order to understand how black performance was a necessary means of expression and political resistance. Looking at variety shows, chorus lines, burlesque revues, and cabaret acts at the turn of the twentieth century, we will investigate the specific performance-based techniques deployed by black performers to stage themselves and counterfeit identities in discrete theatrical sites as well as the quotidian spaces of everyday life. In addition to listening actively to music by popular contemporary artists such as Wayne, Jay-Z and Beyonce, we will also examine figures from the hip-hop and soul traditions and the aesthetics of these traditions. We will pay special attention to the aesthetics of eccentricity as an instrument of performance. Artists to be studied include but are not limited to Nas, Tribe Called Quest, Mos Def and Talib Kweli (Black Star), Rakim, Bambaata, KRS One, De La Soul, Erykah Badu, James Brown, Otis Redding, Aretha Franklin, Diana Ross, and Jackie Wilson. We will also look at documentaries and films and examine texts by Daphne Brooks, Hortense Spillers, Jayna Brown, Jennifer Brody, Fred Moten, Randy Martin, Marc Anthony Neal, and make reference to theoretical and philosophical works by Marx, Freud, Nietzsche, Heidegger, Lacan, Deleuze, and Guattari. *Bradley*

African and African American Studies (AAAS) 199S Special Topics (“The Culture and Practice of Capoeira”). See below for description of CULANTH 180S. *Wesolowski*

Asian and Middle Eastern Studies (AMES) 195S Special Topics (“Brand New China: Fashion, Cinema, Consumption, and Ethnography”). This course serves as an introduction to the cultural politics of the mid- to late twentieth and early twenty-first century China. The main questions to be explored include the following: what is Chinese modernity? what is Chinese post-modernity? how can we answer these important questions through a careful study of contemporary Chinese visual culture, such as cinema, documentary, fashion, and ethnography? In this course, we are particularly interested in the relationship between culture, society, and politics. Instead of considering cultural productions as purely autonomous entities that are unrelated to other social formations and economic forces, we will put aesthetics and politics into one single analytical category in order to ask new and interesting questions. That means, in addition to the close reading and careful analysis of the course materials, we will explore contemporary Chinese culture alongside Chinese economy, politics, and society in the socialist and post-socialist eras. *Hui*

Arts of the Moving Image (AMI) 120S Special Topics in Film Studies (“Cinema and the Cyborg”). See description below for LIT 120BS. *Medel*

Cultural Anthropology (CULANTH) 180S Current Issues in Anthropology (“The Culture and Practice of Capoeira”). This seminar/laboratory dance course introduces the movement, music, philosophy, socio-political history, and culture of capoeira, the fight/dance/game created by African slaves in Brazil. Topics to be explored include the following: capoeira’s persecution through the nineteenth century, its twentieth century progress as a vital part of Brazilian national identity, and its ensuing globalization. We will also look at the race, class, and gender politics which shaped capoeira and study its movement, music, and ethos. Writing assignments will integrate materials and experience from both the seminar and lab portions of the course. In studio four times a week students will learn capoeira’s basic defense, attack, and acrobatic movements as well as its percussive music and call-and-response singing. In seminar once a week we will discuss the history, culture, and politics that gave rise to capoeira as a form of resistance among African slaves in Brazil and which today is a popular sport practiced around the world. No martial arts or dance experience necessary. *Wesolowski*

Cultural Anthropology (CULANTH) 180S Current Issues in Anthropology (“Brand New China: Fashion, Cinema, Consumption, and Ethnography”). See description above for AMES 195S. *Hui*

Dance (DANCE) 181S Special Topics (“The Culture and Practice of Capoeira”). See above for description of CULANTH 180S. *Wesolowski*

Economics (ECON) 195S Selected Topics in Economics (“Global Health, Law, and Technology”). See description below for GLHLTH 180S. *Cross*

English (ENGLISH) 63S Introduction to Creative Writing. In this class we will immerse ourselves in short fiction and poetry with a particular emphasis on form and structure. By now we have been told many times, even ironically so, by major advertising campaigns, that we should think outside the box. At the same time, though, we needn’t look terribly far to see that there is a lot going on in the box, which is never only a box. It is always also a shelter, a bed, a suitcase, a coffin, a racecar, a sled, a womb, and even a portal to a secret world. And this is to say nothing of the characters, happenings, and breaths that dwell in these different places. In this class we will step aside (but not wholly away from) the liberal think-outside-the-box rally cry in order that we may attend to the myriad of experiences made possible by poetic form, generic conventions, and other established literary devices and structures. To this end we will read and write with an eye to the blueprints, the tools, and the overall “how” behind what the writing is able to do. In addition to experimenting with traditional linear narratives, sonnets, ghazals, and other forms, we will also read pieces that do not subscribe to any particular form, but nonetheless have their own amazing architectures. The course will also include a mixture of weekly exercises, writing games, and workshopping drafts for critical but supportive peer review. A portfolio with one or more substantial revisions will count as the course’s final exam. There is no prerequisite or past experience needed for this course, but note that attendance is essential for this workshop format to be fruitful. *Curseen*

English (ENGLISH) 169CS Special Topics in American Literature, 1945 to the Present (“Great Summer Novels”). “Of the seven deadly sins, only three remain perpetually enthralling.” Thus pronounces Prof. St. Peter, who is a character in a Willa Cather novel and a great teaser, since he does not tell us which sins. My bet is on envy or covetousness, pride or anger, and lust (no doubt about that one). Certainly, these are the sins that dominate students’ favorite contemporary fiction and will make, I believe, a great summer syllabus for beginning and advanced students alike, provoking us to consider the interplay of sin with sanctity, fear with reverence, and irony with love. I have in mind Mario Puzo’s *The Godfather* first and foremost, as always, but also four or (at most) five of the following: Howard Norman, *The Bird Artist*; Jennette Winterson, *The Passion*; Cormac McCarthy, *All the Pretty Horses*; Ron Hansen, *Mariette in Ecstasy*; Gabriel Garcia Marquez, *Love in the Time of Cholera*; Chang Rae Lee, *Native Speaker*; Paul Beatty, *White Boy Shuffle*; and perhaps something really new, such as Jon Clinch’s *Finn*. This is a summer course, in sum, in the pleasuring intensities of *sustained reading* in the age of cyber-immediacy and virtual intimacy: the visceral texture it offers, the analytic trenchancy (including capacity for contradiction) it demands, the repartee it solicits, the essaying that honors it, and the kinship of word and thought it ultimately inspires. *Ferraro*

English (ENGLISH) 169CS Special Topics in American Literature, 1945 to the Present (“Reading, Writing, Blogging: American Literature Goes Digital”). This course is designed to help students master the terrain of the “blogosphere” by working through the creation of their own blog or a collective blog for the class. In the interim, students will also learn how to excel in the art of the short essay. With weekly readings drawn from American literature on food, science, and financial and political writing, students will also understand the techniques for bringing literature – then and now – to a contemporary audience. What does this mean? While we will be reading work from established and canonical award-winning writers, we will also be monitoring weekly current events and responding to them in real time. This course encourages open source learning, so that much of the content produced will not only be accessible by other students in the class, but also by individuals across the blogosphere. *Holland*

Environmental Sciences and Policy Program (ENVIRON) 181S Special Topics in Environmental Sciences and Policy (“Protected Areas, Tourism, and Local Development”). This course will investigate issues of establishing and managing national parks, biosphere reserves, and other protected areas in situations where local populations

compete for the same resources. In particular, tourism will be examined as both a possible source of negative impact on the protected area and as a source of positive local economic development. Specific topics will include consideration of tourism policy, gateway communities, protected area finance, microenterprise agriculture and forestry, and craft production. *Healy*

Global Health (GLHLTH) 180S Special Topics in Global Health Studies (“Global Health, Law, and Technology”). This course will consider how law and technology together affect the types of health services available to people in different parts of the world by examining the role of international organizations and treaties, national legal systems, global business, and NGOs (non-governmental organizations) in the global governance of healthcare; investigate the development and use of medicines and other healthcare technology; explore how law regulates the innovation of healthcare technology and access to its benefits and risks; and reflect upon how culture affects attitudes toward law and technology in healthcare. Topics will include the following: international health diplomacy, NGO business models, public and private medical research and development, intellectual property and innovation, how international trade and investment affects access to medicines and environmental health, new uses of information and communication technologies for global health, crisis response healthcare, different ways health systems implement constitutional rights to healthcare, and how technology and law together affect the emphasis of different health systems (e.g. high-tech specialist care, primary care, traditional medicine, and/or preventive public health). *Cross*

History (HISTORY) 103 Lectures in Special Topics (“A Global History of Oil”). What has been the impact of oil upon the course of global history since the mid-nineteenth century? This course explores the technological and organizational changes within the oil industry itself and the domestic and international political landscapes within which these changes have occurred. Topics to be addressed include, but are not limited to, how resource wealth or scarcity impacts the functioning and development of political institutions, nationalization, the rise of pan-Arabism, anti-trust legislation, environmentalism, and the impact of public opinion on resource wealth management. *Freije*

History (HISTORY) 103 Lectures in Special Topics (“The United States in the World, 1776-2005”). This course surveys the history of the United States from a global perspective. We will focus on how cross-border flows of people, ideas, and capital both to and from the United States affected American and global history. In short, the course aims to place the history of the United States in its global context. In doing so, students are asked to consider several questions, including the following: did the American experience stop at the nation’s borders? how did the United States shape and transform other nations’ histories, and how did these nations’ histories affect the United States? In answering these questions, students will learn to think more broadly about the category of the nation and its utility, or lack thereof, for studying history. *Bessner*

International Comparative Studies (ICS) 140 Selected Topics in Comparative Area Studies (“Human Rights and Revolution in Film”). This class will examine human rights and revolution in film. We will watch and discuss fictional, historical, and documentary films as prompts for thinking about the relation between human rights and revolution in the twentieth and twenty-first centuries. The class will consider both violent and non-violent varieties of revolutionary change as ways of securing human rights, as well as contradictions between these means and the human rights ends they aim to advance. We will discuss the roles of social movements, political institutions, culture, and leadership, as well as the way science fiction films have addressed the topics. The class themes are civil rights, anti-colonialism, war, and social justice. Possible films to be examined include *The Great Debaters*, *Eyes on the Prize*, *Reds*, *Land & Freedom*, *Gandhi*, *The Battle of Algiers*, *Che*, *Platoon*, *The Fog of War*, *Romero*, *Milk*, *Hotel Rwanda*, *Star Wars*, and *Avatar*. *Cross*

International Comparative Studies (ICS) 140S Selected Topics in Comparative Area Studies (“Global Health, Law, and Technology”). See description above for GLHLTH 180S. *Cross*

Latin American Studies (LATAMER) 199S Special Topics in Latin American and Caribbean Studies (“Protected Areas, Tourism, and Local Development”). See description above for ENVIRON 181S. *Healy*

Literature (LIT) 120BS Special Topics in Film (“Cinema and the Cyborg”). This class will be an investigation into the ways in which cinema has been understood to be a cyborg. That is, it will look at the ways in which, throughout its development, cinema has been thought of, practiced, and experienced as the relation, engagement, and augmentation of the machine with human modes of perception. We will look both at cinema as the interconnection and contact between the human and the machine and the way in which it has proposed the human as a cyborg, that is, as a sentient, flesh and bone, body and consciousness hybridized with the machine. The class inquiry will take up the category of the human and cinema as cyborg (as human-machine hybrid) in two different ways. Our first mode of inquiry will focus on the history and development of film and film theory as it understands the human and human perception in relation to the apparatus and machines of cinema. Secondly, we will look into the ways in which cinema has registered cultural anxieties about cyborgs and the presumed purity of the human. This second inquiry into cinema and the cyborg will look at the thematic, visual, and narrative role of human-machine hybrids in cinema, seriously asking what we can understand about the cultural investment in concepts of purity, the human, gender, nature, technology and its development, and the inter-relations of those concepts. Class readings will consist of short readings in film theory and

criticism, philosophy, critical theory, journalism, and some short literary texts including novels, essays, and poetry. Films will include early, silent film, experimental avant-garde films, classical Hollywood films and mainstream, genre films like “The X-Men,” and selections from the television series *Battlestar Galactica*. Assignments include writing two formal papers, doing a class presentation, and keeping a film screening journal answering assigned questions about the class content. *Medel*

Literature (LIT) 125S Special Topics in Gender and Sexuality (“The Sexual Revolution”). When thinking about sex and culture today, considering everything from hook-up culture to Lady Gaga to last year’s infamous Duke “senior thesis” incident, it may seem that we live in a time of unprecedented sexual freedom. But are such freedoms truly liberating? When and how did our relaxed attitudes toward them come about? This course investigates the sexual revolution as the origin of contemporary attitudes toward casual sex, public representations of sex, and hyper-sexuality. We will look at the sexual revolution (the period of rapid social, cultural, and political change that occurred in the United States during the 1960s and 1970s with regard to sex) as the origin of current sexual permissiveness in U.S. culture. When sex and marriage were decoupled in the 1960s and 1970s as a result of the increased availability of birth control and abortion, what significant social changes were launched? How do these changes shape the way we think about and represent sex in the present? Throughout the course we will read the literature of the sexual revolution. First, we will turn to a wide variety of excerpts from texts which reflect the social changes they implicitly recorded, such as *Playboy* magazine articles and popular sex advice manuals. We will pair these readings with the fiction of the period, such as Marilyn French’s *The Women’s Room*, and Henry Miller’s earlier *Tropic of Cancer*, which was only released in the U.S. with the advent of the sexual revolution. We will also read selections from several of the non-fiction texts that were immensely popular at the time, such as Kate Millet’s *Sexual Politics*. Finally, we will turn to the present and analyze cultural texts such as the Duke “senior thesis” that allow us to ask questions about the lasting success (or failure) of the sexual revolution to liberate sex and sexuality. *Allen*

Literature (LIT) 131S Special Topics in Culture and the Arts (“Arch-Enemies in Literature and Film”). Stories of creation, myths, legends, novels, and films abound in rival figures that have sworn to bring about either the downfall or the total annihilation of their opponents. Acutely portraying the clash between long-seated binaries such as good/evil, order/crime, society/anarchy, and creation/destruction, the drama these arch-enemies act out presents us with a powerful commentary on their respective social and historical contexts. The main question this course will investigate is the following – what is the matter with these people (or figures), really? What makes Satan in *Paradise Lost* say rather resentfully, “Better to reign in Hell, than to serve in Heaven”? Sheer caprice and careerism? What pits the amateur detective Sherlock Holmes against the villainous scientist Professor Moriarty? Boredom and the desire for self-glorification? Is it only a personal feud that urges V to seek vendetta from the despotic British State in the form of a wholesale revolution? The arch-enemies we will look at in this course seem to be motivated by purely personal reasons. However, we will try to understand if they could be representing much broader motives that are at play in human psyche as well as society. Course materials will include literary texts, films, anime, and a number of secondary sources. *Uyurkulak*

Literature (LIT) 148S Special Topics in Literature (“More than CSI: Cultures, Fictions, and Bodies in Science”). The class will focus on the impact and influence of scientific inquiry and specialization on society and how that has influenced the way in which we organize and utilize the knowledge we have acquired from nature. Many of the developments in scientific fields have been spurred as much by knowledge construction and discoveries that take place in home laboratories and workshops (think Dr Frankenstein, Dexter’s Laboratory, or Pierre and Marie Curie) or in specially-designed professional laboratories (think CERN, Fermilab, Brookhaven, Intel) as by the reactions and interpretations of the ‘non-scientific’ community towards published results and interpretations. A survey on the history of modern science since the time of Scientific Revolution will be the continuous narrative of this course with references to scientific developments in the non-Western part of the world. This class asks the question of what constitutes the voyeur/observer and what the participant in science. In the process of interrogating this dichotomy, we will pay attention to the binary relationship between the active and passive bodies in/of science and the correspondence between feminine and masculine conditions in terms of gendered bodies (including bodies of knowledge) and power structures. We will also explore how scientific knowledge is disseminated and propagated in society – by way of television, films (which include cartoons and animations), photography, games, comics, popular fiction/non-fiction, specially-curated exhibitions, and also digital media – to examine the ‘myths and facts’ involved in the publication of scientific knowledge and discern how scientists and the public deal with and react to ethical questions that may arise in any scientific research programs. In the process of examining the acts of dissemination, we will take a close look at presumptions that tend to erase the identity of women – or ignore most of their contributions – in the ‘mainstream’ narrative of the history of science. We will investigate special interest museums (such as the Museum of Jurassic Technology in Los Angeles) in relation to mainstream science museums as a way of understanding the nature of public science education. We will also look at the contestation that takes place between ‘big science’ and the smaller subfields in terms of different priorities. Throughout the course we will take into account the intersection of arts and science –

how science and art practitioners borrow ideas and concepts from one another for the furtherance of their individual projects. *Lee*

Literature (LIT) 162ZS Special Topics in Literature and National Cultures, Ethnicity, Race (“Brand New China: Fashion, Cinema, Consumption, and Ethnography”). See description above for AMES 195S. *Hui*

Public Policy Studies (PUBPOL) 195S Selected Public Policy Topics (“The Press and the Presidency”). This course examines the creation, structure, and evolution of the American presidency and considers how media has shaped and presented the role of the presidency. Attention will be given to how, over the decades, presidents have developed rhetorical styles for use in specific media formats as well as to the role of the White House Press Corps. Particular attention will be focused upon the 2008 and 2012 elections and the growing role of social media in presidential elections. Course expectations include the daily reading of newspapers, websites, and required texts, along with the viewing of media clips, visual images of the presidency, and other audio-visual material. Other assignments include class debates and exercises, a five-page speech analysis, a five-page executive summary, a three-page op-ed, and a fifteen-page final paper or final project with a two-page summary. *Weddington*

Public Policy Studies (PUBPOL) 195S Selected Public Policy Topics (“Writing for Public Policy”). *This is an online course.* Every student of public policy needs to write clearly, succinctly, and with conviction. This course is a writing class designed to teach the basics of the forms of writing that are likely to be used by public policy students when they enter the work world. These include letters to the editor, op-eds, policy briefs, memos, executive summaries, speeches, committee reports, grant proposals, and other relevant documents. Assignments, incorporating editing and rewriting opportunities, include four short (2-5 pages) papers and one long (15 pages) paper. Class members will participate in an online chat room and in online meetings with one another. Everyone will have the opportunity to work on personal strengths and weaknesses and to design a project relevant to work or an internship. *Weddington*

Public Policy Studies (PUBPOL) 195S Selected Public Policy Topics (“Protected Areas, Tourism, and Local Development”). See description above for ENVIRON 181S. *Healy*

Public Policy Studies (PUBPOL) 196 Selected Topics (“Human Rights and Revolution in Film”). See description above for ICS 140. *Cross*

Public Policy Studies (PUBPOL) 196S Selected Topics (“Global Health, Law, and Technology”). See description above for GLHLTH 180S. *Cross*

Study of Sexualities (SXL) Seminars in Selected Topics (“The Sexual Revolution”). See description above for LIT 125S. *Allen*

Women’s Studies (WOMENST) Selected Topics in Women’s Studies (“The Sexual Revolution”). See description above for LIT 125S. *Allen*

Term II

Arts of the Moving Image (AMI) 120 Special Topics in Film Studies (“The Metaphysical in Popular Narrative”). This course examines the contributions of outré and experimental art forms, both visually and conceptually, to the feature films that reflect the collective consciousness of modern society. Because film is such a visual, visceral medium, its successful departures into the metaphysical realm require an embrace of alternative, foreign, abstract, and largely unknown methods of non-narrative articulation. Each week a different set of films and filmmakers will be explored for their metaphysical contributions to longer works, including (but not limited to) Paul Jeffrey Sharits, Stan Brakhage and Tony Conrad (*The Flicker*) to Gaspar Noe's *Enter the Void*, James and John Whitney's pinhole mandalas to *Kubrick's 2001: A Space Odyssey*, Kabuki Theater (from Kabuki - out of the ordinary) to Shindo's *Kuronenka*, and the French and Spanish surrealists to both Bergman's *Persona* and Lynch's *Mulholland Drive*. Students are required to attend all lectures and screenings and to write weekly papers. In lieu of a final exam, a final essay demonstrating a general grasp of the material covered, will be required. *Hawkins*

Arts of the Moving Image (AMI) 120S Special Topics in Film Studies (“Radical Hollywood”). This course analyzes a series of unusually challenging films produced in Hollywood from the silent era to the present. Analysis of the pictures centers on three questions. What techniques and themes make a challenging movie in mass culture? When does the mainstream industry adopt (and transform) the qualities of experimental works that breach conventions? And, what factors determine the reception and influence of such films? We will explore pictures from different periods in Hollywood history to understand how exceptional works can arise from varied circumstances. The course will help students with an interest in cinematic experimentation to grasp the pragmatic possibilities for challenging work in the Hollywood film industry. *Paletz*

Cultural Anthropology (CULANTH) 180S Current Issues in Anthropology (“Childhood and Everyday Life”). How do ideas about childhood vary across history, culture, and discipline? How do children’s daily lives differ from place to place? How do children stand in as symbols of broader political and cultural concerns? How has globalization affected contemporary experiences and understandings of childhood? This course will explore these questions by considering controversial topics such as education, child labor, consumerism, militarism, new media, and

adoption. In particular, we will examine how questions of race, ethnicity, class, and gender affect both the daily lives of children and symbolic constructions of childhood. Students will be assigned texts drawn from the fields of anthropology, education, policy, history, sociology, psychology, and literary theory, and will occasionally view films. They will be asked to make Sakai postings that reflect on assigned texts, occasionally lead class discussions, and submit a final writing assignment on topics covered throughout the summer term. *Campoamor*

Cultural Anthropology (CULANTH) 180S Current Issues in Anthropology (“Global Health and Human Rights”). See below for description of GLHLTH 180S. *Cross*

Cultural Anthropology (CULANTH) 180S Current Issues in Anthropology (“War, Media, and Law”). See below for description of PUBPOL 196S. *Cross*

Education (EDUC) 190S Selected Topics (“Childhood and Everyday Life”). See description above for CULANTH 180S. *Campoamor*

English (ENGLISH) 63S Introduction to Creative Writing. This course will provide students with a general introduction to the fundamental working modes of creative writing. Weekly craft lectures and discussions will focus particularly on the issue of orality and voice, considering the various methods writers use to accommodate aural speech on the silent page. We will begin with a survey of the poetic lyric, a form often referred to in terms of “overheard utterance.” We will trace it through Romantic experiments in ‘common speech’ to Modernist and Post-Colonial engagements with dialect, ending finally with sections from Reginald Shepherd’s *Lyric Postmodernisms*. We will also read selections from Lewis Turco’s *Dialogue* and apply his insights on spoken language to a variety of assigned short stories. Prompts leading to the creation of both poems and stories will arise from materials, including films, songs, and even recorded conversations. All students, regardless of previous experience, are encouraged to enroll. In order to receive full credit in the course, each student will be expected to produce bi-weekly workshop submissions that will constitute a final portfolio of revised work. *Moore*

English (ENGLISH) 169BS Special Topics in American Literature: 1820-1860 (“Haunted Houses and Stolen Faces: The American Uncanny of Poe, Melville, and Hawthorne”). Using Freud’s famous essay on the Uncanny as an initial entrance into this genre that aims to frighten the reader by making strange and foreign those things most familiar to the self (family, home, one’s own face, etc.), we will evaluate the most famous nineteenth-century American examples of the Uncanny Tale. Given that the genre originated in Germany, we will consider the implications of aesthetic changes to the form once in the hand of American writers. Readings will likely include Edgar Allan Poe’s “Metzengerstein: A Tale in Imitation of the German,” “The Fall of the House of Usher,” and “William Wilson”; Herman Melville’s “Bartleby, the Scrivener: A Story of Wall Street” and *Benito Cerino*; and Nathaniel Hawthorne’s “Rappaccini’s Daughter” and *House of the Seven Gables*. Grades will be based on class participation and the completion of two short papers over the course of the summer term. *Zurawski*

English (ENGLISH) 169CS Special Topics in American Literature: 1945 to the Present (“The Best American Fiction of the Twenty-first Century”). Two years ago, Junot Díaz’s Pulitzer-Prize winning 2007 novel, *The Brief Wondrous Life of Oscar Wao*, was chosen as summer reading for Duke’s class of 2013. The idea was to select a book that would “create a common touch-point for introductions, social and intellectual interactions, and community-building.” Such a book, of course, would also have to exhibit literary merit. By taking as its starting-point seven other Pulitzer-Prize winning works of fiction from the first decade of the twenty-first century, this course will first ask, what makes “good” fiction? Examining short story collections (*Interpreter of Maladies* and *Olive Kitteridge*) alongside novels that span a range of sub-genres (historical fiction, epic sagas, post-apocalypse narratives, and coming-of-age tales), this course will explore the ways in which literature speaks to the contemporary moment that we inhabit. Along the way we will ask: how does present-day American fiction shape our understanding of what it means to belong to a place and to be part of a community? How does it pose the problem of what it means to engage with history, to be beholden to it, and to break away from it? We will examine how identity comes to be constituted through a variety of categories and forces that precede the self—race, sex, biology, history—and how fiction negotiates and reformulates such constructions. Ultimately, we will consider how notable American fiction of the twenty-first century deals with contemporary issues—genetics, multiculturalism, globalization, the digital age—by asking and answering, in a multitude of ways, what it means to be an individual, a subject, a citizen. Perhaps even more importantly, we will consider what happens when these categories break down: how does contemporary fiction address the more basic problem of what it means to be human? Primary texts will include: Jhumpa Lahiri’s, *Interpreter of Maladies*, Michael Chabon’s *The Amazing Adventures of Kavalier & Clay*, Jeffrey Eugenides’s *Middlesex*, Edward P. Jones’s *The Known World*, Cormac McCarthy’s *The Road*, Elizabeth Strout’s *Olive Kitteridge*, and Jennifer Egan’s *A Visit from the Goon Squad*. *Ciobanu*

Global Health (GLHLTH) 180S Special Topics in Global Health Studies (“Global Health and Human Rights”). In this course we will examine philosophies, institutions, practices, and professional cultures of global health and human rights, with an emphasis on instances where the two overlap. In addition, we will consider claims that health is a human right and relationships between health and other human rights as well as study social movement organizing

that has expanded access to healthcare worldwide and turned claims that health is a human right into policy. Topics include the following: philosophy of health and human rights, health social movements, community and social movement organizing strategy, NGOs (non-governmental organizations), global health and war, refugees, humanitarian organizations such as Doctors Without Borders and the Red Cross/Red Crescent, comparative political economy of healthcare policy, health disparities, culture and health, gender and health, health and democracy, alternative ethical and policy frameworks to human rights, and relationships between health and other environmental and social justice movements. *Cross*

History (HISTORY) 106S Seminars in Selected Topics (“Introduction to the American South”). The South has long been considered the nation’s regional stepchild and the American capital of inequality. No other region is so readily identified with racism and slavery. Historians have used the South as a laboratory for thinking about race, yet southerners have had (and continue to have) multiple identities. Over time, southerners have made many distinctions between themselves and others. In this course, we will consider race, class, gender, and affiliations of place and politics to construct a more three-dimensional and global picture of southern society. Key questions include: how have southerners and other Americans articulated southern difference or sameness over time? How have gender and class influenced ideas about race? How does the “race question” obscure southern interracialism and the South’s integral part in the nation? *Greenlee-Donnell*

International Comparative Studies (ICS) 140S Selected Topics in International Comparative Studies (“Global Health and Human Rights”). See description above for GLHLTH 180S. *Cross*

Literature (LIT) 120BS Special Topics in Film (“Radical Hollywood”). See description above for AMI 120S. *Paletz*

Literature (LIT) 144S Special Topics in North American Literature and Culture (“Infocalypse!”). Infocalypse (n): a combination of information (data) and apocalypse (the end of the world); the end of information, used in conjunction with Babel, which relates to the confusion of language; informational disaster. “The anxiety of declaring crisis couples uneasily with the eagerness to declare it over. Repay the debt. Get back to business. Blame the failures. Regulate the excess. Resume normalcy. Yet other voices, pictures, sensibilities are also provoked by crisis... radical imagination also sprouts where so much trouble has been unearthed.”—Randy Martin. “It’s like, if you—people of a certain age—would make some effort to just stay in touch with sort of basic, modern-day events, then your kids wouldn’t have to take these drastic measures.”—Neal Stephenson, *Snow Crash*. Every day we are bombarded with messages informing us that we inhabit a world of risk, uncertainty, and crisis. Whether we regard crisis as a basic condition of life, or as having a particular significance in our current economic and political context, or both, awareness of world-scale crisis (economic, environmental, political, moral, or other) as a future possibility and current reality shapes our daily lives. Some of the best fictional work has the capacity to investigate and improvise on cultural fears and tensions in order to envision “future” realities. In this course, we will be reading recent science fiction, fiction, relevant texts in political philosophy, and news articles in order to think through the characteristics of the global crises (current and future) that we confront daily. Our driving questions will be – how have works in various genres understood the causes and experience of world crisis? What is particular, if anything, about crisis in the contemporary context? What possibilities and risks do these works anticipate as they imagine potential futures of people and the planet? Readings for the course will include Neal Stephenson’s *Snow Crash*, Octavia Butler’s *Parable of the Sower*, Don DeLillo’s *Point Omega*, and Thomas Pynchon’s *Against the Day*. *Bell*

Literature (LIT) 150S Special Topics in Literary Movements (“Experimental Writing”). This course will trace a genealogy of experimental writing from the early twentieth through the twenty-first century, from the start of Modernism to the beginning of electronic literature. How have the creators of various experimental writings commented on the crises of their times? What is the role of experimental writing in articulating experience, in creating the space for new knowledges and identities, and in responding to and interacting with emergent technologies? If the scientific experiment can serve as our rubric for thinking about this kind of writing, what correspondences and oppositions might we find? Since the notion of the “experimental” is an ever shifting and historical concept, we will want to ask how the experiment of experimentation has shifted over time. Texts for this course will be selected from among the following: Franz Kafka’s *The Metamorphosis*, Guillaume Apollinaire’s *Calligrammes*, Virginia Woolf’s *Monday or Tuesday: Eight Stories*, Bertolt Brecht’s *The Three Penny Opera*, Samuel Beckett’s *Endgame*, William S. Burrough’s *Naked Lunch*, Vladimir Nobokov’s *Pale Fire*, John Barthes’ *Lost in the Funhouse*, Georges Perec’s *A Void*, Robert Coover’s *Pricksongs and Descants*, Theresa Hak Kyung Cha’s *Dictée*, Kathy Acker’s *Blood and Guts in High School*, Shelley Jackson’s *Patchwork Girl*, David Foster Wallace’s *Oblivion*, Steve Tomasula’s *Opera in Flatland*, Salvador Plascencia’s *The People of Paper*, Jonathan Safran Foer’s *Tree of Codes*, and Anne Carson’s *Nox*. In addition to reading experimental writing, we will ourselves become practitioners of experimental writing and over the course of this class engage in creative writing, collaborative writing, and electronic writing, in addition to the more traditionally conceived academic writing. *Stadler*

Music (MUSIC) 120 Advanced Special Topics in Music (“Intercultural Music from the Pussycat Dolls to Wagner”). This is a course exploring the vagaries of intercultural music stretching across time, space, and musical genres, focusing on the cultural aspect of the material, rather than the musical-technical aspect. No prior experience in music theory or performance is required, nor will they confer any advantage, although those who have a passion for music (of any kind) will obviously enjoy the material more. Students will access short weekly readings and audio tracks, conduct online discussion on a course blog, and make a class presentation, all of which aim at unveiling the ways in which we understand “intercultural music.” More than just a meeting, or happy union, of cultures standing in a relation of equality, intercultural music is always marked by perspective – of the audience, the composer, and everyone else drawn into cultural discourse. Examples of works which will be covered include Pussycat Dolls, “Jai Ho”; soundtracks to *Rush Hour 2* and *Curse of the Golden Flower*; Chopin, Mazurkas; Wagner, *Die Meistersinger von Nürnberg*; avant garde music from Asia; and recordings of traditional or tribal music. Six weekly topics will be divided into three sessions, each session focused on one specific piece of music.

Week 1 – Pop Music 1. Pussycat Dolls, “Jai Ho” (portrays India) 2. Shakira, “Waka Waka” (portrays Africa) 3. Duncan Sheik, “A Body Goes Down” (portrays Asia)

Week 2 - Film Soundtracks, Hollywood and Beyond 1. *Rush Hour 2* (portrays Hong Kong) 2. *Curse of the Golden Flower* (in Chinese, portrays ancient China) 3. *Musa the Warrior* (in Korean, portrays ancient Korea)

Week 3 – Avant garde Music 1. John Cage, *Ryoanji* (portrays Japan) 2. Toru Takemitsu, *November Steps* (portrays Japan) 3. John Sharples, *Kong* (portrays East Asia)

Week 4 – Disciplinarity and Technology in Ethnomusicology 1. Studio Recording in South Africa 2. Studio Recording in Indonesia 3. Sounds of the social environment in ethnomusicology textbook recordings

Week 5 – Classical Vocal Music 1. Excerpts from Wagner, *Die Meistersinger von Nürnberg* 2. Excerpts from Puccini, *Madame Butterfly* 3. Ravel, *Songs of Madagascar*

Week 6 – Classical Instrumental Music 1. Brahms, *Hungarian Dances* 2. Dvořák, *Slavonic Dances* 3. Chopin, *Mazurkas*. *Lee*

Philosophy (PHIL) 196S Seminars in Philosophy (“Global Health and Human Rights”). See description above for GLHLTH 180S. *Cross*

Psychology (PSY) 170S Special Topics in Psychology (“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*

Public Policy Studies (PUBPOL) 195S Selected Public Policy Studies Topics (“Writing for Public Policy”). This is an online course. See description above under Term I. *Weddington*

Public Policy Studies (PUBPOL) 195S Selected Public Policy Studies Topics (“Race, Media, and Public Policy”). This course will examine the historical roots of racism in America and resulting major changes in public policy. Topics will include racial self-identity, images of race in popular culture and news, immigration, health care, criminal justice, reparations, affirmative action, welfare, race in athletics, and forcible removal from homelands. Class meetings will rely heavily on discussions and exercises. Students will be expected to engage in daily readings of newspapers and websites, review reserved readings, keep a daily journal based on readings and reflection on class discussions, write an op-ed, and complete a fifteen-page final paper or final project with a two-page summary. *Weddington*

Public Policy Studies (PUBPOL) 195S Selected Public Policy Studies Topics (“Global Health and Human Rights”). See description above for GLHLTH 180S. *Cross*

Public Policy Studies (PUBPOL) 195S Selected Public Policy Topics (“Childhood and Everyday Life”). See description above for CULANTH 180S. *Campoamor*

Public Policy (PUBPOL) 196S Selected Topics (“War, Media, and Law”). This course examines how war as a form of politics is affected by media and law, reviews the cross-cultural history of types of warfare and their relation to public information, norms and laws, and looks at the rise of Western laws of war and humanitarian law, their relation to colonialism and industrial capitalism, and the role of mass media in the emergence of nationalism and the consolidation of state power. We will also discuss twentieth century institutions aimed at governing the use of force, such as the

UN system and examine how social movements and information technologies are changing ideas about legitimate warfare, and how states are adjusting their practices and laws. Finally, we will consider the ethical and policy challenges of twenty-first century defense policy, journalism, pacifism, humanitarianism, and social activism in confronting new forms of terrorism, asymmetrical warfare, and other security concerns. *Cross*

Public Policy Studies (PUBPOL) 264S Advanced Topics in Public Policy (War, Media, and Law”). See description above for PUBPOL 196S. *Cross*

Sociology (SOCIO) 195S Seminar in Special Topics (“Childhood and Everyday Life”). See description above for CULANTH 180S. *Campoamor*

Visual and Media Studies (VMS) 189S Special Topics in Visual Studies (“Radical Hollywood”). See above for description of AMI 120S. *Paletz*



Study Abroad

The Duke University Global Education Office for Undergraduates (GEO-U), in cooperation with various 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 Duke Global Education Office, Smith Warehouse, 114 S. Buchanan Boulevard, Bay 6, Second Floor, Duke University, Box 90057, Durham, NC 27708-0057 (Tel.: 919/684-2174, Fax: 919/684-3083, E-mail: gloaled@duke.edu.) For the most current listings and application information, visit <http://global.duke.edu/geo>. New program information will be uploaded to the site as it becomes available.

Applications for the summer programs described below must be received prior to Wednesday, February 1, 2012. Note that most summer programs operate on a ‘rolling’ admissions basis, with the exceptions of the China, Geneva, Oxford, and Paris programs that review student applications shortly after the February 1 application deadline. All participants are subject to Duke University’s standards of scholarship and conduct. For details on these policies, see <http://judicial.studentaffairs.duke.edu/policies/index.html>.

Australia: Sydney, the Northern Territories, and Queensland (June 13-July 13). Focusing on the biogeography and environmental history of Australia, this one course, four-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, the tropical rainforest of northern

Queensland, and Sydney. The program course is Biology 131/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).

Canada: Montreal (July 1-28). This one course, four-week program is set in cosmopolitan Montreal, the second largest Francophone city in the world. Participants explore how history, language, and immigration have shaped the development of Quebec’s marketing practices. Together with government officials, business leaders, and local artisans, students examine how globalization impacts cultural identity and how Quebec markets have adapted to these challenges. Coursework and site visits are conducted in French. Students are housed in student apartments in vibrant downtown Montreal. Students should have completed the equivalent of four semesters of college French by the beginning of the program. The program course is French 112S *Made in Quebec: Marketing and Cultural Identity*. For further information, contact Professor Deb Reisinger, Department of Romance Studies, 106 Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-2420; email: debsreis@duke.edu).

China: Beijing (June 8-August 3). This two course, eight-week intensive Chinese language program is based at the University of International Business and Economics (UIBE) 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. Most students live in dormitories and are assigned a Chinese-speaking partner. A host family option is available for students who have had more than two years of Chinese before the start of the program. 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 27708-0411 (Tel.: 919/684-2604, e-mail: china-abroad@duke.edu).

Costa Rica: Organization for Tropical Studies (OTS) – Field Tropical Biology (*June 12-July 11*). This program offers 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, visit the OTS Web site at www.ots.duke.edu. Also feel free to contact Enrollment Management at 919/684-5774 or ots@duke.edu.

Duke in the Arab World: Doha, Qatar and Cairo, Egypt (*May 20-June 30*). The Department of Asian and Middle Eastern Studies (AMES) and the Department of Religion will offer a six-week, two course program that provides students with the opportunity to explore not only the socio-political development and intricacies of the Arabia region, but also to gain real life experiences through interaction, observation, and field visits in both Qatar and Egypt. The courses are Asian and Middle Eastern Studies 100A/Religion 100A Religion and Civil Society in the Arab World and Arabic 101A Dardasha Masriyyah: Egyptian Dialect. For further information contact Professor Bruce Lawrence, Department of Religion, 324 Gray Building, Box 90964, Durham, NC 27708-0964 (Tel.: 919/660-3506; e-mail: bbruce.bbl@gmail.com) or Professor Mbaye Lo, Asian and Middle Eastern Studies, 231 Franklin Center, Box 90414 (Tel.: 919/660-4356; e-mail mbayelo@duke.edu).

England: London-Drama (*July 3-August 13*). This program – based on the assumption that the only way to study drama properly is through seeing performances, not just reading scripts – offers intensive study of drama in performance in the theater capital of the world. Participants see and study over twenty productions over the six-week term. In addition to classes offering background on and discussion of the plays seen, students come to understand the writing, directing, and acting process through their classes with the London faculty and through participation in scene work. The courses are Theater Studies 116S/English 176BS *Theater in London: Text* and Theater Studies 151S/English 176CS *Theater in London: Performance*. Classes are taught by Professor Sarah Beckwith 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 residence hall in central London. For further information, contact Professor Sarah Beckwith, Chair, Department of Theater Studies, 109D Page Auditorium, Box 90680, Durham, NC 27708-0680 (Tel.: 919/660-3342; e-mail: ott@duke.edu).

England: Oxford (*June 30-August 11*). 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: Comic Visions, Dark Worlds*; 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 Sakai site. For further information, contact Dr. Alex Rosenberg, Duke University, Department of Philosophy, Box 90743, 203A West Duke Building, Durham, NC 27708-0743 (Tel.: 919/660-3047, e-mail: alexrose@duke.edu).

France: Paris (*May 20-June 30*). Paris is the stunning backdrop for this two course, six-week program focusing on French culture, literature, and language. Directed by Professor Deborah Jenson 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*, taught by Professor Gourevitch, poses cultural questions that are associated with contemporary France. The second course, French 197S *The Flaneur in Paris and Its Literature*, is taught by Professor Jenson and gives students an opportunity to stroll (often literally—students should bring walking shoes!) through French literature as it is physically anchored in the City of Light. The program is conducted entirely in French; four semesters of college French or equivalent are required. For further information, contact Professor Deborah Jenson, Department of Romance Studies, 205 Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-3122; e-mail: deborah.jenson@duke.edu).

Germany: Berlin (May 18-June 30). The Department of Germanic Languages and Literature, in cooperation with Rutgers University, offers 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 International Comparative Studies 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*. Two additional courses will be offered 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 19-June 29). 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, Cultural Anthropology 100/African and African American Studies 102 *Anthropological Field Research in Ghana*, will be taught by Professor Andrea Woods, the program director. 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, traditional rule in Ghana, the 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 Andrea Woods, Dance Program, 202 Upper Ark, Box 90686, Durham, NC 27708-0686 (Tel.: 919/660-3358, e-mail: ae.woodsv@duke.edu).

Greece: Athens and the Islands of the Aegean (May 17-June 16). This four-week, one course program offers a study of the classical Greeks' pronounced emphasis on the rational aspect of human nature that 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 27708-0743 (Tel.: 919/660-3053; e-mail: mtf@duke.edu).

Italy: Venice (May 20-June 20). 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 Valeria Finucci, the course will be Italian 136/History 175B/International Comparative Studies 128/Cultural Anthropology 137 *City and City Life in Italy: The Myth of Venice*. This course will focus on the many facets of Venice, a city of luxury and mercantile pursuits (as in Shakespeare's *The Merchant of Venice* and *Othello*), as well as the epitome of lust, greed, seduction, and power. Known as La Serenissima, a most serene city, Venice combined incomparable beauty and urban charm, beautiful women, and lavish art. For further information, contact the program director, Professor Finucci, Department of Romance Studies, 219C Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-3152; e-mail: vfinucci@duke.edu).

The Netherlands and Belgium: Amsterdam and Ghent (July 1-August 11). This two course, six-week, interactive summer program in visual culture starts out in Amsterdam, where students spend the first two weeks. The program then travels to Ghent, in Flemish-speaking Belgium, 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 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 the faculty director also resides 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>).

Russian Republic: St. Petersburg (May 8-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). Duke students who are participating in the “Duke in Russia” program are eligible to extend their stay in St. Petersburg to participate in a four-week DukeEngage experience (participation in the study abroad program beforehand is required). DukeEngage students will rotate in two host organizations: the Russian Ministry of Health, Pokrovskaya Hospital, where students will provide supervised support in different units; and the Russian Society of the Blind, where students will help local sight-impaired persons at the center itself and in their homes with a variety of everyday activities, including shopping, reading aloud, organizing space, and providing other social service assistance. A new component may include a St. Petersburg orphanage. For more detailed information, visit the DukeEngage website: <http://dukeengage.duke.edu/immersion/international>.

South Africa (Kruger National Park): Organization for Tropical Studies (OTS)/Duke University – Global Health Issues (May 29-June 28 and July 12-August 10). This program integrates classroom and field instruction to introduce students to the fundamental principles of South African medicine and public health systems. Students explore an array of topics, including infectious diseases, epidemiology, virology and zoonosis, sexual health and reproductive issues, environmental health, global health issues, and traditional and alternative medicine. They will learn current techniques and concerns in South African medicine and public health, analyze the impact of climate change for human health, and investigate the social and economic determinants that contribute to the expanding impact of infectious diseases. The program incorporates visits to primary health care facilities in rural and urban areas. Students are housed in a variety of settings, including cottages, hotels, and hostels. For further information, consult the OTS web site at www.ots.duke.edu. Also feel free to contact Enrollment Management at 919/684-5774 or e-mail ots@duke.edu.

Spain: Alicante (May 19-June 29). This is Duke’s only summer language program 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 valued at two course credits. Immersion into Spanish society is enhanced by increased exposure to language and culture. Excursions to important historical sites, along with local city tours complement the program. For further information, contact the faculty director, Professor Joan Clifford, Department of Romance Studies, 105 Bell Tower 2, Box 90269, Durham, NC 27708-0269 (Tel.: 919/684-8435; e-mail jcliffor@duke.edu).

Spain: Madrid (May 16-June 27). 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 112A/International Comparative Studies 112A *Special Topics: Literature and the Visual Arts in Spain*, taught by Professor Jose Maria Rodriguez Garcia. 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 via e-mail: mc41@duke.edu.

Switzerland: Geneva (July 1-August 11). 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 138 *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).

Turkey: Istanbul (July 2-August 13). Based at the strikingly beautiful campus of Bogazici University, the six-week, two course program introduces students to the cultural, historical, and religious issues emerging at the intersection of Europe and the Middle East, with particular attention to the unique position of Turkey within the global context. For further information, contact Professor Erdag Goknar, Department of Slavic and Eurasian Studies, 308 Languages Bldg., Box 90259, Durham, NC 27708-0259 (Tel.: 919/660-3151; e-mail: goknar@duke.edu).

"The weather is awesome. It is quiet. You have a lot of free time with not so much outside distraction."

"Smaller classes! Summer at Duke is a different Duke. Great way to meet new people and be on a relaxed campus."

-Students, Summer 2011

More Class Information

In addition to the special topics classes listed previously in this bulletin, a full listing of all courses offered in the Summer 2012 terms can be viewed beginning approximately the middle of February 2012 at: <http://soc.siss.duke.edu/psp/CSSOC01/EMPLOYEE/HRMS/h/?tab=DEFAULT>. Following is some more information about the classes offered.

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, 2011-2012* (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 class schedule 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, 2011-2012* (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

(For campus maps locating these buildings, see <http://maps.duke.edu/>.)

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 Building.	Art Building
Smith Warehouse (across Main St. from East Campus)		

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.		

Final Examination Schedule

Wednesday, June 27, 2012

Period

4, 4a

3

1, 7, 8

Term 1 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 28, 2012

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 10, 2012

Period

4, 4a

Term II final examinations begin.

Examination Time

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

Saturday, August 11, 2012

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 12, 2012

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

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. _____
first name middle initial last name

Social Security Number: _____ -- _____ -- _____

Citizenship _____ Ethnic Origin _____

Date of Birth: _____ -- _____ -- _____

Current Mailing Address:

street

city state zip code

Telephone: (____) _____

Cell/Mobile number if different than above: _____

E-mail address: _____

Permanent Mailing Address: _____
street

city state zip code

Telephone: (____) _____

Next of Kin:

_____ name _____ relation
Address: _____
_____ street

_____ city _____ state _____ zip code
Telephone: (____) _____ Fax: (____) _____

E-mail address: _____

Please register me for the following course(s). [Maximum load two courses per term]

Term I:

Course Number	Course Name	For Credit	For Audit
_____	_____	<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"/>

Please complete section I or II or III, depending upon your current status. All applicants must complete both IV and V.

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 currently, or have you ever been 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, if any:

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

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

No.

Yes. If yes, explain (here or on separate sheet)_____

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

(Please attach a copy of your admissions offer.)

IV. Have you ever been arrested or cited,, regardless of the outcome? If so, please use an additional page to provide a complete explanation.

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 non-academic 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.

V. **I affirm that all of the information on and associated with this form is true and complete and that if any of the information changes between now and my enrollment at Duke I will notify the Office of Summer Session within 48 hours.

**I commit myself to uphold the Duke Community Standard and understand that failure to do so may result in a student conduct hearing and/or my dismissal.

**I have 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

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