University’s Mission Statement

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

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

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

Adopted by the Board of Trustees on February 23, 2001.
The information in this bulletin applies to the Summer Session year 2005 and is accurate and current, to the extent possible, as of January 2005. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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

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

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

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

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

Term I
May 19 – June 30

Term II
July 5 – August 13

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Office of Continuing Studies and Summer Session
Box 90059, or The Bishop's House, Rm. 205
Duke University
Durham, North Carolina 27708-0059
Tel. (919) 684-2621 FAX: (919) 681-8235
E-mail address: summer@duke.edu
Web Site: www.learnmore.duke.edu/SummerSession/
Welcome to Summer Session 2005!

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

Summer is also a time to get to know the culture of Durham and the greater Triangle area. Durham Bulls' baseball is in full swing by May when Term I of Summer Session begins. Term II starts the same week as the annual Festival on the Eno River. The American Dance Festival keeps campus life colorful, while a full slate of concerts fills summer nights at Alltel Pavilion in Raleigh. 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 or graduate courses for academic, professional, or personal enrichment, then you are eligible to enroll in summer courses at Duke. High school graduates accepted for fall matriculation at accredited colleges and universities are also invited to register.

The pages that follow will give you the information you need to make your summer plans at Duke University. For further information about programs, admissions, registration, regulations, course descriptions, financial aid, and policies, please consult the appropriate current Duke University bulletin or contact us at the Summer Session office, 919/684-2621, e-mail summer@duke.edu, or consult our web site - www.learnmore.duke.edu/SummerSession.
## Summer Academic Calendar 2005

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Monday</td>
<td>Special early pre-registration period for Term I and/or Term II begins; Duke students do not need PINs to access ACES.</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Friday</td>
<td>Early pre-registration period ends.</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>Registration resumes for Term I and/or Term II; Duke students need PINs to access ACES.</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Thursday</td>
<td>Term I classes begin.</td>
</tr>
<tr>
<td>23</td>
<td>Monday</td>
<td>Drop/Add for Term I ends at 11:59 p.m. Duke students use ACES; visiting students call 684-2621 and leave your name, social security number, drop/add information.</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Memorial Day; classes in session.</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Wednesday</td>
<td>Last day to withdraw W/P or W/F from Term I courses for compelling reasons.</td>
</tr>
<tr>
<td>27</td>
<td>Monday</td>
<td>Term I classes end.</td>
</tr>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>Reading Period, Term I.</td>
</tr>
<tr>
<td>29</td>
<td>Wednesday</td>
<td>Term I final examinations begin.* (See p. 39 for examination schedule.)</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>Term I final examinations end.</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>Term II classes begin.</td>
</tr>
<tr>
<td>7</td>
<td>Thursday</td>
<td>Drop/Add for Term II ends at 11:59 p.m. Duke students use ACES; visiting students call 684-2621 and leave your name, social security number, drop/add information.</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Monday</td>
<td>Last day to withdraw W/P or W/F from Term II courses for compelling reasons.</td>
</tr>
<tr>
<td>11</td>
<td>Thursday</td>
<td>Term II classes end.</td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>Term II final examinations begin.1 (See p. 39 for examination schedule.)</td>
</tr>
<tr>
<td>13</td>
<td>Saturday</td>
<td>Term II final examinations end.</td>
</tr>
</tbody>
</table>

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1. Any deviation from the examination schedule must be approved by the director of Summer Session.
“By only taking two courses, you are able to fully focus your time and energy on the course material, which facilitates comprehension, especially with foreign language.”
(Student, Summer ’04)

Registration

Incoming Duke Transfer and First-Year Students. Incoming Duke students are permitted to attend Summer Session. However, as ACES PIN numbers will not have been assigned, incoming students register using the registration form available on the web. The form should be mailed or faxed to the Summer Session Office. Registration changes are processed through the Summer Session Office. Incoming transfer students are required to submit a final college transcript to and be approved by the Office of Undergraduate Admissions before registration will be permitted.

Duke Students. Returning Duke students register using ACES, the Automated Computer Enrollment System. ACES provides on-line web registration capability. Graduating seniors, however, should register using the Summer Session registration form available on the web. Students desiring to study abroad (see Study Abroad section on page 32) register through the Office of Study Abroad 919/684-2174. Students desiring Marine Lab courses (see Marine Lab section on page 18) register through the Duke University Nicholas School of the Environment, Marine Lab 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 2005 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 PIN (Duke students only). Duke students in residence during the spring semester receive their ACES personal identification number (PIN) from their advisors. Students not in residence during the spring receive their ACES personal identification number (PIN) with their mailed registration packet or by email. The PIN for Summer Session is the same as the PIN for fall semester 2005 and is required to access ACES beginning April 6.

Note: A special early summer pre-registration period will occur from February 28 through March 11. During this two-week period Duke undergraduate students do not need a PIN to use ACES and register for Summer Session.

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

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

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

1. All references to “university” or “college” denote regionally accredited institutions.
close to payment deadlines, it is advisable to send tuition and fees to the Office of the Bursar immediately (Box 90035, Duke University, Durham, NC 27708-0035). Registration forms received early will not be processed until summer registration begins on February 28.

**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, 103 Allen Building, 919/684-2813.

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

In addition to the visa forms and paperwork, international students should complete and return the Summer Session application/registration form as soon as possible and at least one month in advance of the beginning of the term. Students may also be required to complete an immunization form. Inquiries should be received no later than mid-April in order to complete the registration process in a timely manner. Applicants will be assessed Federal Express charges on return paperwork if registration is received too close to the deadlines listed on page 3.

**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 member of the faculty. Independent studies, although not usually listed in the Schedule of Courses, are offered by most departments. Students may enroll in an independent study course through the Summer Session either on campus or at a distance (yet in the U.S.) by completing an independent study form, available from the academic department or from the Summer Session office. The completed independent study form, including the signature of the supervising faculty member, must be submitted to the office of the director of undergraduate studies (or, the director of graduate studies for graduate students) in the department of research interest.

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

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

**Course Enrollment**

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

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

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

(also see section on “Dropping, Withdrawal, and Refunds”)

1. Tuition for undergraduates and visiting students: $2,043 for each regular or non-science lab course, $2,724 for each science course with a lab (CHEM 21L, CHEM 22L, CHEM 151L, CHEM 152L, PHYSICS 53L, and PHYSICS 54L; also some Engineering courses with labs), $1,362 for each half-course program, $681 for each quarter-course program, and $4,086 for each one and one-half course program offered at the Marine Laboratory. Charges for laboratory courses may not be split up to pay for the classroom portion separately from the lab portion, and vice versa.

2. Tuition for graduate students: $2,043 for enrollment in a regularly offered Arts and Sciences’ course or an independent study, $2,724 for each science course with a lab, $1,310 for each half-course program, and $681 for each quarter-course program.

3. Ungraded graduate research: $855 per unit.

4. Graduate continuation fee: $1,850 for the summer. (Typically, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only in Summer Term—Full.)

5. Duke alumni: $1,021.50 for each regular or non-science lab Arts and Sciences’ on-campus course, or $1,702.50 for a science course with a lab (Engineering courses, including COMPSCI 120L, not included).

6. Applied Music Fees: $188 for 1/2 hr. private lessons; $376 for 1 hr. private lessons. (Music fees are in addition to regular tuition charges.)

7. Coursework offered by a Duke professional school: consult the sponsoring school to acquire tuition charge information.

Health Fee. Duke students registered for on-campus courses are required to pay an $84 student health fee per enrolled summer term. Duke graduate students registered for Graduate Continuation only are required to pay a $168 student health fee for the entire summer. Visiting students registered for on-campus courses are required to pay an $84 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 $70 student health fee per term. (The Health Fee charge is subject to change.)

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

Recreation Fee. Individuals desiring to utilize the university’s recreational facilities on either West or East Campus will pay a fee of $31. Payment of this fee, handled in the DukeCard Office, permits access for the entire summer.

Auditing Fees.

1. Charged Audit. Students carrying less than a full course program may be granted permission by the instructor and the director of the Summer Session to audit one

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1 Graduate Continuation Fee. Graduate students who register for courses in either summer term will be prompted by ACES to register first for continuation. Please note that as long as you register for continuation for the same summer term in which you are taking courses, you will not be charged the continuation fee. Registering for a class in either summer term will meet any requirements for “continuation”. However, if you are not registering for coursework, and you are a graduate student who is required to maintain registration during the summer, you should register for “continuation only” for the whole summer semester and the above fee will apply.
nonlaboratory 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 his/her 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 2005 auditing cost is $204 per regular course and $408 per ‘double’/intensive language course.** Professional school course audit policies may differ; consult the school of interest for more information.

2. **Free Audit.** With permission of the instructor and the director of the Summer Session, students registered for a full course program (two academic courses in the same term) may audit a course at no extra charge (above exceptions apply). Regular deadlines apply.

### Payment of Tuition and Fees

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

**Visiting Students, Duke Graduates, and Incoming Duke Students.** The Summer Session Office will enclose a statement of charges with the confirmation of registration letter sent to all visiting students, Duke graduates, and incoming Duke first-year students. Payment for Term I charges will be due on or before Thursday, May 5, 2005. Payment for Term II charges will be due on or before Monday, June 20, 2005. **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 page 9 on 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.
“Concentrating on one course at a time is a refreshing change from juggling several unrelated topics. Much less stressful and overall a good way to spend the summer.”
(Student, Summer ’04)

Adding

Students may add a course or courses before the beginning of the term, or during the official drop/add period (see Calendar on page 3). Currently enrolled Duke students must use ACES; all other students must contact the Summer Session office.

Beginning May 10, if registration is denied, Duke undergraduates must see their academic dean and Duke graduate students must see their director of graduate studies.

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 Registrar’s Office by 4 p.m. on June 15 for Term I; and August 1 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 either a WP or WF (Withdrawn Passing/Failing) from their instructor(s) for each course withdrawn on their official transcript. There is a financial obligation of full tuition and fees for withdrawing from a course. No refunds are possible. In addition to being assessed full tuition and fees, students—by not officially withdrawing, and not attending—may receive a grade of F on their official transcript.
Financial Aid

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

Duke undergraduates who receive need-based financial aid during the academic year are eligible to apply for financial aid for up to two Duke summer abroad programs offering either one or two courses for credit. Eligibility for aid will be determined in the same manner as academic year aid. Note: this policy does not apply to a summer abroad program taken prior to matriculation or after graduation from Duke. Financial aid applications for Duke Summer Study Abroad 2005 are available on-line and in the Office of Study Abroad. To apply for financial aid, students must have applied to the program. Submit completed aid applications to the Office of Study Abroad no later than 5 p.m., Friday, February 11, 2005.

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

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

**Scholarships, Fellowships, Traineeships and Fringe Benefits.** It is the responsibility of the student to make arrangements with the appropriate office or department and to make certain that payment, a transfer journal voucher, and/or other appropriate certification covering tuition and fees is received by the Office of the Bursar by the deadlines listed on page 3. Payments may be made by mail to the Office of the Bursar, 705 Broad Street, Box 90035, Durham, NC 27708) or in person to the Student Services Office in 101 Allen Building.

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

**Employees and Faculty and their Spouses/Spousal Equivalents and Children** may qualify for educational assistance in the amount of 50 percent, 80 percent, 90 percent, or 100 percent through Duke University’s employee benefit plan. The “Duke Educational Assistance Certification Form” must be completed, verified by the Benefits Office, and submitted to the Bursar’s Office by the first day of the term for which you are registered. Contact Benefits Administration (919/684-6723), The Erwin Square Mill Building at 2024 West Main Street, to determine eligibility and to pick up the certification form. You may also download the certification form from the Human Resources' web site: http://www.hr.duke.edu/benefits/forms.htm. A Summer Session application/registration form can be found on the web as a part of this bulletin.
The Duke Community Standard

Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

By signing this pledge, I affirm my commitment to uphold the values of the Duke University community:

I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do.

I will conduct myself responsibly and honorably in all my activities as a Duke student.

Upon completion of each academic assignment, students will be expected to reaffirm the above commitment by signing this statement: “I have adhered to the Duke Community Standard in completing this assignment.”
“This program has given a sense of accomplishment to my summer. The work has been hard, but the rewards were well worth the effort.”

(Student, Summer ’04)

Facilities and Co-Curricular Activities

The DukeCard. All students enrolled at Duke University will be issued a DukeCard (http://dukecard.duke.edu). This card serves as official identification for activities such as library book check out, and recreational center, parking gate, and academic building access. Students should report to the DukeCard Office, 100 West Union Building (919/684-5800), to have a DukeCard made. The DukeCard is also the means of accessing the Dining and Flexible Spending (FLEX) Accounts. Dining and FLEX are two prepaid accounts which allow students to make purchases with their DukeCard at Dining Services locations, retail stores, photocopiers, vending, and laundry machines on campus. The Dining and FLEX Accounts may also be used to purchase pizza and sub sandwiches from several off-campus merchants that deliver food to campus. A FLEX Account can be opened via cash or check at the DukeCard Office and additional deposits can be made at the office or by visiting any of the Value Transfer 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).


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

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

Summer Festival of the Arts. To enrich your Summer Session experience, the Office of the Institute of the Arts (919/660-3356) and the University Union, in conjunction with the Summer Session office, plan an artistically stimulating environment for the campus and community. Special events such as chamber music by the Ciompi Quartet, weekend arts
events in the Sarah P. Duke Gardens’ amphitheater, carillon concerts, and film series are offered. See the Special Programs section for information on the American Dance Festival.

**Athletics.** The athletic department invites your participation in the Summer Session Intramural Program by playing Intramural softball. Enter softball teams at Captains’ Meeting, May 19 in Term I and July 5 in Term II. Play goes on from Monday through Thursday nights between 5 and 9 p.m. during both summer terms. In addition, you are eligible to use the many athletic facilities on Duke's campus for a small recreation fee, including basketball and tennis courts, swimming pools, track, and weight room (Nautilus, Universal machines, lifestep, lifecycle, rowing machines, and free weights). Physical education equipment is available to all students enrolled in summer school for a small fee. Physical education lockers are available for use at no charge, but you will need to supply your own lock that needs to be removed after each visit. Call 919/613-7514 for more information on intramural sports, and call 919/684-4006 for more information on physical education equipment and lockers.

See also Special Programs section on page 17.
“The environment during summer is awesome – you have a lot more time to yourself and living on Central is a treat!”

(Student, Summer ’04)

Student Housing, Transportation, Food, Residential Programs

Living Accommodations. Students using university housing during the summer live in Central Campus Apartments. These air-conditioned accommodations are fully furnished except for cookware, eating utensils, and linens. Amenities include an outdoor swimming pool, two lighted basketball courts, a volleyball court, and four lighted tennis courts. A park with a covered picnic shelter borders these facilities. Students are housed, double-occupancy, in one-bedroom apartments at a cost of $735 a term per person; two-bedroom suites at a cost of $770 a term per person; two-bedroom apartments at a cost of $915 a term per person; or three-bedroom apartments at a cost of $775 a term per person. A lounge is available for residential programs. Complete laundry facilities are provided. For further information and a housing application, visit the Residence Life and Housing Services web site at http://rlhs.studentaffairs.duke.edu or contact Housing Assignments by phone: 919/684-4304; fax: 919/681-6248; or email: housing@studentaffairs.duke.edu.

Dining Arrangements. Duke Dining Services operates 22 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, vending machines as well as pizza and sub sandwiches from several off-campus merchants that deliver food to campus. Summer dining plan debit accounts are entirely optional, and were developed in response to student demand. Three debit account levels are available: small ($230 per term), medium ($470 per term) and large ($750 per term). Dining plans are activated at the DukeCard Office, 100 West Union Building, 919/684-5800 and will be charged to your Bursar Account. Unused Summer Dining Plan Food Points are refunded in full (to the Bursar Account), provided the account carries more than a $1 balance. More information is available from Dining Services Administrative Office, 029 West Union, 919/660-3900 or browse online at http://auxweb.duke.edu/Dining. Kitchens in Central Campus apartments provide another dining option to students living on campus; however, students must provide their own cookware. Grocery items, deli sandwiches, and snacks are available beside the swimming pool at Uncle Harry's General Store (accepts payment via the DukeCard Dining & FLEX Accounts). In addition, Duke University Stores operates locations throughout campus that provide books, educational resources, computers, clothing, school supplies, insignia items, copies, convenience foods, and vending.

Transit Services, Parking, Bicycles. Duke University Transit operates seven days a week between the hours of 7:15 a.m. and 9:00 p.m. Summer 2005 bus schedules will be available on the web at http://transportation.duke.edu after May 1, 2005, or by calling 919/684-2218. 684-SAFE, 919/684-SAFE(7233), Duke's dusk-to-dawn escort van service, provides door-to-door service to certain off-campus locations where Duke Transit does not serve, and service on campus after Duke Transit has ended evening service (9:00 p.m.). Call 919/684-SAFE (7233) for a van ride across campus or to some off-campus locations (service area maps available at the Transit Office, 919/684-2218).

Students with cars must obtain a parking permit from the Duke Parking & Transportation Services Office, 0100 Facilities Center (919/684-PARK(7275)) http://parking.duke.edu. The parking permit fee will be billed to the student’s Bursar Account. Students living off-campus may purchase parking permits for student lots on West Campus. Permits for West Campus and Central Campus are not interchangeable.
Many students enjoy the short walk from Central Campus Apartments through the gardens to West Campus, or ride their bicycles. Registering personal bicycles with Duke Parking & Transportation Services or Duke Police is encouraged. Individuals who do not bring a bicycle to campus may rent from area bike shops.

**Residential Programs.** In order to enhance the quality of student life in Central Campus housing, a varied cultural, educational, and recreational program is organized by the Summer Session office. Activities include picnics, pizza nights, Chinese take-out, bagel brunches, ice cream socials, evening discussions with faculty and local experts on issues of current interest, 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 faculty and community in an informal way. In addition, study breaks and outings to special events in the surrounding area are organized (don't miss the annual 4th of July Eno River Festival). Calendars of events will be handed out at the Central Campus Housing Office and in most classes during the first week of each term, or may be obtained from the Summer Session Office.
“The challenging yet intellectually stimulating course work has made this summer unique and given me a refreshing sense of what it means to be at Duke.”

(Student, Summer ’04)

**Academic, Advisory, and Counseling Services**

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 during the summer. 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 their 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://www.ctlw.duke.edu/wstudio. Tutors will be available to meet with students both during the day and in the evening at Perkins Library, Monday through Thursday.

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

Smaller classes afford opportunities for academic advising and assistance from professors, and specialized academic centers such as the Department of Women's Studies (919/684-5683), located in 210 East Duke Building, East Campus, are open to you during one or both summer terms. Counseling and Psychological Services (CAPS) (919/660-1000), located in Page Building, provides confidential individual assistance with personal problems. The Career Center (919/660-1050), in 110 Page, provides numerous services designed to assist you with planning your career; these include use of a career resource library and 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 & 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, noncredit courses are intended for graduate students and other researchers who need to consult texts in French, German, or classical/medieval Latin, 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 19-July 14, 2005, Mondays, Wednesdays, and Thursdays, 4:30-6 p.m. $650 plus materials per course. For more information call 919/684-5375 or 684-2621.

**The Duke Writers' Workshop.** This creative writing program, featuring a palette of genres including short fiction, the novel, nonfiction, and poetry, is offered by Duke Continuing Studies in conjunction with Alumni Lifelong Learning. This year, the 26th annual Duke Writers’ Workshop will be held at Kanuga Conference Center near Hendersonville, North Carolina, May 8-12, 2005. For further information on the Duke Writers’ Workshop, send e-mail to learn@duke.edu, telephone 919/684-6259, or visit [http://www.learnmore.duke.edu/SummerAcademy](http://www.learnmore.duke.edu/SummerAcademy).

**Youth Programs.** Duke Youth Programs provides summer enrichment for academically motivated middle school and high school students in the areas of fine arts, drama, science, writing, and college selection/admissions. Program design includes a supportive atmosphere of active learning with co-curricular social and recreational activities to complement instructional periods. In most programs participants may choose to attend as a residential or day camper. For more information and to register, visit the web site [http://www.learnmore.duke.edu/Youth](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.
The Duke Divinity School. Each summer The Divinity School offers courses intended for the following students: 1) current Divinity School students and/or students officially admitted to the Divinity School beginning with the upcoming fall semester; 2) students currently enrolled in a degree program in an ATS accredited seminary; and 3) students seeking to satisfy academic requirements for ordination in the United Methodist Church as an elder or deacon. For more information, please contact the Divinity School Admissions Office: toll free call 888/GO-2-DUKE; regular telephone 919/660-3436; or e-mail: admissions@div.duke.edu.

Duke Youth Academy. The Duke Youth Academy for Christian Formation seeks rising high school juniors and seniors of all Christian traditions to spend two weeks on campus exploring Christian formation and discipleship. Play, Pray… Study… Worship… Create… Serve. The dates for the 2005 Academy will be July 10-23. Applications are due February 18, 2005. For additional information call 919/660-3542, e-mail duyouth@div.duke.edu or consult the web site http://www.duyouth.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 9-July 22) you can take a wide variety of dance classes and workshops, participate in the ADF Arts Administrative Internship Program, or simply enjoy the performances. For course registration information or for a season performance brochure, write to the ADF, Box 90772, Duke University, Durham, NC 27708-0772; call 919/684-6402; FAX 919684-5459; 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 Chinese, French, Georgian, German, Greek (classical), Italian, Latin, and Spanish language courses in the schedule. See also Languages for Reading Purposes above.

Duke University Nicholas School of the Environment and Earth Sciences, Marine Laboratory. Located on the coast of North Carolina in Beaufort, the Marine Lab offers courses that fulfill requirements for a variety of majors as well as general studies requirements. During Term I students take one of four intensive classic marine biology courses or General Physics I. During Term II, as part of the Integrated Marine Conservation Program, students usually take Conservation Biology & Policy plus one of five complementary electives. Enrollment in only one course is also permitted. The second option in Term II is the Integrated Marine Science and Policy Program that offers two 100-level seminars with no prerequisites. The third option in Term II is to take only General Physics II. Undergraduates, graduate students, and those who already hold an undergraduate or graduate degree are eligible. Summer tuition scholarships are available on a competitive basis. For information see http://www.nicholas.duke.edu/marinelab or contact the Admissions Office, Duke University Marine Laboratory, 135 Duke Marine Lab Rd., Beaufort, North Carolina 28516. Tel: 252/504-7502; fax: 252/504-7648; or email: ml_admissions@env.duke.edu.

PreCollege Program (Term II). The PreCollege Program, administered by the Talent Identification Program (TIP), provides the academic challenge of college-level courses to qualified college-bound students and helps them prepare for the transition to university life. For further information visit http://www.tip.duke.edu or contact 919/684-3847.

Gifted local high school students may be eligible to take one course per term in the Summer Session. The Summer Session office has more information: 919/684-2621.
Special/Selected Topics Courses

Term I

AAAS 199S Comparative Slavery and Emancipation. This course provides a comparative examination of the destruction of slavery in the western Atlantic world. Over the course of the late eighteenth and nineteenth centuries slavery was destroyed in slave societies in places as diverse as the U.S. South, Cuba, Brazil, Haiti, and Jamaica. This course explores the process and course of emancipation in these slave societies, how the arrangement of state power affected (and was changed) by the process by which emancipation was accomplished, and the role of slaves and free black people. The course also explores the struggles over questions of freedom and citizenship that followed in the wake of emancipation. Glymph

AAAS 199S Twentieth Century Black American Fiction. This course surveys Black American literary objects and their production and context over the course of the twentieth century. Our examples will include novels and short stories. Attention to the context of those objects will focus on the political, economic, and social elements of the U.S. and general understandings of cultural production. We will study literary criticism and theory as such discourses allow us to see changing evaluations of literary objects. We will also explore the difference that race makes in Black American literary circulation and reception. Lubiano

CULANTH 180S Cultures of Born Again Christianity. Since the 1970s religious conservatism has been on the rise in U.S. popular culture and politics, animating the presidential debates and policies of George W. Bush and the popularity of the bestselling "Left Behind" book series. But conversion to born again Christianity has also made an impact across the world, most notably what many call the "third world" of Asia, Africa, and Latin America. This seminar will examine the increasing significance of Pentecostalism and other forms of born-again religion – from snake-handling to speaking in tongues – to marginalized non-U.S. populations like peasants and shanty-town citizens. Is this new religion, as Marx once wrote, merely an opiate of the masses? Is it a way for the U.S. to increase its control of the world? Or is it a new form of protest? Films and readings will concentrate on documentary and anthropological studies of religion in Latin America, but we will also use comparative examples from Africa, Asia, and the U.S. Yezer

CULANTH 180S Television and New Media. Media scholars and cultural critics have predicted that new media (e.g. the Internet) would overtake the role of television in cultural production, as – unlike television – they are capable of providing their consumers with interactive and customized entertainment and information. This course will take issue with the juxtaposition of television with new media and examine the relationship between them in various social contexts. We will focus on American televisual and cyber cultures. By looking at various television programs such as Star Trek, Dawson’s Creek, Alias, and reality shows, we will examine diverse aspects of the convergence between television and new media. The questions we will ask include: How does media convergence alter the relationship between existing technologies, industries, markets, genres, and audiences? How has agency been altered and how have notions of audience and pleasure been reconfigured by the convergence between old and new media? How have strategies in television production – programming, syndication, and branding – emerged as textual engines in the design of new media entertainment and as a lucrative source of corporate profit? Lukacs

CULANTH 180S First Contacts. Using a variety of sources and genres, this class will study a wide range of first encounters, from the Spanish conquerors of the Inca empire in
sixteenth-century Peru, to a British anthropologist encountering the Fulani in the twentieth century, to Martians arriving on Earth in the twenty-first. The course will examine issues of perception, improvisation, and performance in each case, and through a comparative work analyze how these elements both question and sustain past and present stereotypes of civilization and its “others.” To that end, on the one hand, constant attention will be given to assumptions of authority and of things taken as self-evident, and the role they play in the construction of narratives of contact. On the other, the course will study the role of power asymmetries that result in given subject positions, and how those positions are sustained and subverted. Throughout the term, the goal will be to awaken a consciousness of the complex politics of difference that permeate and condition any discussion of cultural encounter – journalistic, academic, or otherwise.

EDUC 170S Why Teach: Examining Educational Methods, Values, and the Relationship between Pedagogical Theory and Practice. How do educators and schools come to value particular “standards” for, and ways of, teaching? And, how do those standards oftentimes mark a dis-empowering charge for schools, teachers, and assignments? In an age of growing accountability, with definable historical moves in schooling from “private” to publicly accountable spaces, where educational theorists, researchers, politicians, school officials, teachers, and lay-people alike, debate the need for “reforms” in education, one thing is certain: American schools, teachers, and especially curriculum are now noticeably vulnerable to a brooding critique on “standards.” In effect, these standards influence greatly a teacher’s day-to-day practices as they create a perceived need to teach toward particular goals. Yet, these standards are not universally accepted in schools nor by policy makers, researchers, and—especially—teachers. In this ethos of competing values in education, and competing notions of what it means to be educated, teachers oftentimes find themselves at ideological odds with the very curricula they teach. And, in effect, when a new teacher enters a school without definable goals for his/her practice, that teacher is often pressured to serve seemingly incongruous ideological and utilitarian ends. Unfortunately, much of these debates on “how” and “what” to teach have come to take on a distinctively “us vs. them” rhetoric in the media and within the pages that fill our professional journals. Yet, arguing along this binary fails to aid new educators in their questioning of why/if/how/what to teach in consequential ways. In this course, we will examine contemporary notions of education while contextualizing those movements in the framework of our own pedagogical values and methods.

ENGLISH 139BS Romantic Revolutionaries and Reactionaries, 1789-1824. We will focus on the revolutionary aspirations of early British Romanticism, with a couple of additional readings from German Romanticism (in translation). Principal writers/artists will include Blake, Burke, Wordsworth, Wollstonecraft, Godwin, Coleridge, and Shelley. Among German writers, we’ll focus on some shorter works by Schlegel and Goethe, as well as on the unique impact of Beethoven on the nineteenth century conception of art as “heroic.”

ENGLISH 155 Contemporary American Writers. Have you ever been experienced? This course focuses on contemporary narratives of consummate lyricism, novels mostly (also gonzo exposition) in the American Romantic tradition, difficult yet trenchant yet hot: a myth-fantasy of filial devotion and homosexual panic featuring the first family of criminal muscle capitalism, a medieval mystery tour featuring a precociously pierced novitiate in upstate New York who hits-on Christ, and a shameful eulogy to the West-that-Never-Was featuring Anglo horse-boys in pursuit of What-Is across the Rio Grande, for sure, not to mention the original heart-of-darkness trip into the jungle highlands above Khe Sanh (i.e., Apocalypse Then), a sardonic parody of African-American exoticization in our multiculturalist land of Oz, and Empress Toni’s messin’ some with our bourgie heads and values (“burn, my son, burn!”). Sound like Short Hills, Lake Forest, or Rodeo Drive? O lordy, I hope not: the closest we’ll get to suburbia is DeLillo’s Blacksmith, and then only if I decide we’d better take a dose of self-
reflection for starters; otherwise we're headed quickly out of suburbia—far out—and back into history, too, where the transfigurative bending of class and color and gender ("girls watching boys watching boys go by") is already, necessarily, under way. I may also treat you to the challenge of the text of the post-second-wave power-feminist era—Madonna's *Immaculate Video Collection*—a set of brilliant vignettes by the Diva Dancing Queen that builds into one of the great Romantic "novels" of the century, if only you know (close analysis, please!) how to read the signs. But take heed, me mates: in courting sublimity, such texts ask that you listen through all pores (read aloud! read aloud!), and they demand that you take risks, eschewing American pabulum—pseudo-political moralism, therapeutic individualism, and the libidinal economy of pre-professionalism—for tough love, within and without. This course, then, is one 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 ("charismatic incorporation," "communal individuation") it ultimately inspirts. Likely choices include: Mario Puzo, *The Godfather*; Toni Morrison, *Sula*; Cormac McCarthy, *All the Pretty Horses*; Ron Hansen, *Mariette in Ecstasy*; E.L. Doctorow, *The Book of Daniel*; Camille Paglia, *Sexual Personae*; and Michael Herr, *Dispatches*. It would be nice if Joan Chases's *During the Reign of the Queen of Persia* came back in print, too.

ENGLISH 169CS The White Boy Shuffle: Contemporary American Ethnic Narrative. Albert Murray, the blues historian, once wrote that as a kid he always wanted to be the hero of whatever novel he was reading. I'm not prepared for us to regress, exactly, but I have focused this course on the contemporary literature of ethnic charisma—on portrayals so diabolically seductive that you feel taken up and taken over even if you don't "like" the central protagonist or what's going on; even if there are mystiques of blood knowledge, elemental talent, and special election in play that offend both liberal individualism and utopian vision; and even if the mandate to go forth and do likewise—to comprehend difference differentially, to critique ethnicity ethnically, and, in general, to blow white-bred, wonderbread multiculturalism out of its self-deluded waters—is beyond your comfort zones of experience and expectation. "Ya know, it don't come easy…." This is a course, then, in the ethnic virtuosity of contemporary American storytelling—extravagant, insidious, outrageous—wherein critical insight cuts in at least two directions (against the Man but also against block, gang, and clan) and the reader is taken across the color line of the imagination—to get on the bus, or siddown at the table, or mambo the night away. Although we are likely to flirt a bit with multi-media, the syllabus relies on lots of reading, because the thickly textured novel is especially adept at showing us how to move and have our being in the idiom of others, or why (finally) not; and the seminar is going to solicit from each of you a gift for specifically linguistic (can you talk this talk?) and generally theatrical (can you walk that walk?) emulation, as we work together to move beyond the white boy shuffle. Likely texts: Joy Kogawa, *Obasan*; Mario Puzo, *The Godfather*; E. L. Doctorow, *The Book of Daniel*; Toni Morrison, *Sula*; Richard Rodriguez, *Days of Obligation*; Maxine Hong Kingston, *Woman Warrior*; Oscar Hijuelos, *Mambo Kings Play Songs of Love*; Paul Beatty, *The White Boy Shuffle*; with a little help from Celia Cruz, Richard Pryor, and Stephen Frears' *My Beautiful Laundrette*. Ferraro

ENGLISH 173S The Melancholy of Art: European Literature and Cinema, 1819-2000. Readings will include major European works in translation, including texts by Keats, Byron, Heine, Chekhov, T. Fontane, T. Mann, Sandor Marai, and Guiseppe di Lampedusa. In addition, we will also explore (not just watch) some major films by Visconti, Bergman, Schlöndorff, Angelopoulos, and L. Ullmann. Pfau

HISTORY 103 Comparative Slavery and Slave Societies. This introductory course surveys the historical development of the institution of slavery, its multi-faceted character, and
its changing faces throughout the Atlantic world, especially the Americas, from the 1400s through the 1800s. The course will add texture and nuance to students' understanding of slavery as one of the most enduring institutions of human history. Slavery permeated the Atlantic world for 400 years, from the early European voyages to western Africa until well into the industrial era. Slavery and the slave trade were fundamental to the consolidation of the Atlantic world, and they shaped the character of almost every colonial society and emerging nation-state in the Americas. While slavery as an institution was remarkably resilient, it is important to understand its changing characteristics over time; the specific ways it developed in particular historical, geographic, and geopolitical settings; the lives of enslaved people; and the varied responses to enslavement. We also will examine changes in the study of slavery and slave society. Rupert

**HISTORY 103 History of the Crusades, 1050-1291.** There is a history of conflict between the European West and the Islamic countries of the Middle East that goes back centuries. Although this conflict has evolved over time, the crusades represent a foundational piece of this very relevant interaction. This course offers an overview of the crusades from their beginnings in the eleventh century to their height in the thirteenth, exploring the motivations behind the movements, determining who was involved, and watching how the crusades evolved, all the while looking at how they influenced and were affected by events in Europe. Each of the major crusades as well as the Spanish Reconquista and Germanic aggression into Slavic lands are looked at in detail, and put into a broader social, political, and economic context. By looking at the crusade movement, students gain a new perspective on European life during the Middle Ages, and see a nascent expansionist movement in its early developmental stages. Bell

**HISTORY 106S History of Espionage and Intelligence.** This course looks at the history of espionage and intelligence in the twentieth century. It places particular emphasis on the Second World War and the Cold War, and finishes up looking at the issues of intelligence that surround the attacks of September 11 and the current war on terrorism. Grob-Fitzgibbon

**HISTORY 106S Colonial Latin America: Encounters, Collisions, and Accommodations.** The course offers an introduction to the dramatic transformations of Middle and South America, starting from the unique civilizations of the Mayas, Aztecs, and Incas, through the dramatic effects of conquest and colonization, and the formation of new hybrid societies based on American, European, and African antecedents, at different degrees in New Spain, the Andean region, Brazil and in zones often skipped over, such as the Amazonian area and beyond. We will explore versions of the encounter from several perspectives, reading both official and contesting sources. We will also seek to understand the multileveled nature of Latin America’s early colonial period by exploring the internal debates splitting groups often, and erroneously, conceived as homogenous. Finally we will seek to better understand the points of conflict that arose and how they were resolved, if ever, as well as the points where no conflict developed, because each group continued to read, or translate ‘reality’ from its pre-conceived notions and experiences, even as its members adjusted. These dynamics all helped to produce the Latin America of today, a category that is, in itself, too broad and artificial to explain the variations across its historical and social landscapes. SilverMoon

**LIT 120B Filming Diaspora.** In this course we will critically examine films by diasporic filmmakers who relocated to metropolitan centers in the West, and yet whose cultural references are defined by a state of tension and dissonance with both their original and their current homes. We will focus on the notion of ‘accent,’ as a marker of geographical displacement and a common ground to the films to be studied. We will analyze how the diasporic experience of immigrant bodies from Africa, the Middle East, Asia, and South America penetrates the structure of the film from narrative, visual style, characters to plot, etc.
Finally, we will think about the ways in which these diasporic films could be looked at as modes of signifying and representing national, ethnic, class, racial, and gender discourses. Screenings will include: *Salaam Bombay* (Mira Nair), *El Norte* (Gregory Nava), *In July* (Fatih Akin), *Song of the Exile* (Ann Hui), and *The Sweet Hereafter* (Atom Egopyan) among others.

**LIT 123S Diva Citizenship.** See description for WOMENST 150S below. *Carroll*

**LIT 123S Upsetting Boundaries.** See description for WOMENST 150S below. *Stan*

**LIT 132 Skyscrapers, Shopping Centers, and Suburbia: Literature and the Politics of Space.** How does space matter? What kind of political and economic relationships are embedded in spatial forms? This course examines spaces – actual and literary – in relation to modernity and capitalism in the twentieth century. Designed to foster an interdisciplinary approach, the class combines literary readings and analyses with perspectives from the fields of architecture, urban studies, and philosophy. The first section of the course will investigate the ways space has been theorized by philosophers and architects (including Henri Lefebvre, Walter Benjamin, and Frank Lloyd Wright), with the goal of understanding basic shifts in both space and time in the transformation to modern societies. Following this, we will read cultural analyses of a variety of spaces (shopping centers, suburbs) and novels (by Nabokov and DeLillo) in the context of postwar commodity culture. Through an examination of the kinds of relationships and desires that consumer society produces, we will aim to discover and determine the logic of its spaces. This will be juxtaposed with works, both theoretical and literary, which attempt to come to terms with the particular struggles and spaces of the modernizing Third World. Our concern is thus the rise of consumer spaces and culture in the West, on the one hand, and the processes of Third World urbanization on the other. How are the two phenomena related, and how can we think about the different spaces produced by them? We will end with a consideration of “postmodern” and “global” space as represented by film (by Wong Kar Wai) and theory. *Watson*

**LIT 150 The Subject of Romanticism.** Through a close and patient examination of lyric poetry, fairy tales, stories, novels, and philosophical texts, this course will explore a shift and a revolution in the idea of subjectivity that emerges in the era of English and German literary history spanning from roughly 1780 to 1830. Our goal will be to witness and to detail across a number of genres and national traditions the way the subject comes to be conceived during this time not as living in a world but as creating one for himself or carrying it within himself. Our time will be divided equally between reading closely and attentively the rich and imaginative literary texts of the period and asking what those texts have to do with the hopes and fears of a revolutionary and post revolutionary European culture. Our interests and themes will be varied, and we will have a chance in our investigation to examine allegorical representations of unconscious and even frightful drives and desires, tales of moral development and coming-of-age, lyrical outpourings of the heart, epic stagings of self-reflection, and philosophical accounts of the subject as well. We will draw in our readings from texts by Kant, the Brothers Grimm, E.T.A. Hoffmann, Novalis, Ludwig Tieck, Mary Shelley, Jane Austen, Wordsworth, and Keats. *Ostas*

**LIT 151 Cyberpunk, Science Fiction, and Dystopia.** In this course we will examine science fiction, cyberpunk, and dystopian worlds appearing in recent literature and film. What are science fiction, cyberpunk, and dystopia – and what is their significance in the world today? What do these perplexing, difficult, and vexing imaginations – ranging from encounters with outer space to life in cyberspace, from nightmare futures to the absence of futures at all – say about ourselves and the world we live in? We will investigate ways that the texts we read and view raise issues of concern in contemporary culture, including questions of power and knowledge, consumption and violence, and our escalating relationships to recent technologies. We will also discuss how these texts challenge our understandings and offer new ways of thinking about our selves and the world. *Shewry*
MUSIC 20S Mahler and His World. Artists and composers do not produce their works in a vacuum; indeed, they are strongly influenced by the world and the people around them. There is no better example of this than Gustav Mahler, whose monumental symphonies are inextricably linked with the turbulence and anxiety of their times. Mahler's world was Vienna at the turn of the twentieth century – the celebrated "fin-de-siècle" period of Sigmund Freud, Gustav Klimt, and Arthur Schnitzler – the crucible of modern science, art, politics, and culture as we know it. In this class, we will examine the intricate web of influences that made fin-de-siècle Vienna such an exciting time; we will become acquainted with many of the artists, politicians, scientists, and average citizens that defined the epoch; and we will come to understand the multi-layered meanings of Mahler's massive and challenging compositions. No prior knowledge of music is required. Heilman

MUSIC 20S Sociology of Popular Music. From Tin Pan Alley to the current Top 40, from rap and metal to punk and electronica, almost everyone engages with popular music in some form. In this course students will develop an understanding of music as a social phenomenon, and learn to think about popular music as a reflection/expression of other elements of our cultural life. We will discuss concepts such as representation, social identification, ethnicity, gender, technology, economics, and politics, and we will grapple with questions such as: What makes popular music “popular”? Are we always at the mercy of the recording industry and its marketing tactics? How do we distinguish between different forms of popular music, especially those with similar sounds? Why do we consider some forms of popular music more valuable than others? And how do we distinguish between “good” and “bad” music in the forms we like best? How do new forms of popular music – Motown in the 60s, punk in the 70s, rap in the 80s, electronica in the 90s – evolve, and what can they tell us about contemporary social trends? This course is appropriate for students with interests in all fields of study. No prior musical experience is required. Some time will be devoted to developing basic listening skills. Faris

PHIL 195 Philosophy of War, Philosophy of Peace. This course examines philosophical approaches to war and peace, including pacifism, just war theory, and gender perspectives on militarism and war. Readings include Plato, Aquinas, Kant, Tolstoy, Nagel, Walzer, Elshtain, and others. We will also consider some dramatic and cinematic works. No prerequisites, but introduction to philosophy or equivalent a plus. Kukso

PSY 170OS Women and Psychology. This course is intended to explore historical, biological, and social perspectives informing the view held by the field of psychology regarding women. These perspectives will then be used to propel in-class and written discussions on the modern and upcoming role of the growing population of women working within psychology. This course will encourage critical reading, writing, and discussion. Readings will include (but not be limited to) portions of Freudian case studies, professional psychological literature, and popular media coverage of psychological illness. Ultimately, students should be able to formulate their own positions on the future of women in the field of psychology and be able to defend them knowledgeably. Donnolly

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

RELIGION 185S Religion and Environmental Ethics. For years, some environmentalists have argued that religion – especially Christianity – is either irrelevant or even hostile to environmental ethics, while many religious leaders insist that faithful living requires improved treatment of the natural world. Is either view correct? This course will examine the relation of religious life to ecological and ecojustice crises, especially in the context of contemporary America and its Judeo-Christian cultural heritage. We will explore such questions as: If "environment" is not a religious word, what is nature from religious perspectives? Where do humans stand in relation to earth and nonhuman beings? Are some religions more earth-friendly than others? Finally, we will address how a fuller understanding of our cultural/religious perspectives on nature might contribute to both religious and environmental ethics on both personal and political levels. Yordy

WOMENST 150S Gender Issues in Sports Media. This course examines key social issues and problems concerning women and men in U.S. sports media. These include gender stereotyping and its effects on attitudes, beliefs, and behaviors; journalists’ right of access to the locker room; sexual harassment policies of sports media organizations; heterosexism and racism in sports and sports media; and criticism of sports marketers’ labor and marketing practices. We will use feminist, social constructionist, and media effects theories. Readings will come from a variety of sources, including books, journal articles, news stories, and online content, and will be available in a coursepack. Kachgal

WOMENST 150S Upsetting Boundaries (Re-mapping Enclosures: Bodies, Rooms, and Stories). Associated with the early modern period, the term “enclosure” is usually understood as the private land property or extrapolated to the state itself, as an enclosed garden walled off from enemies; it is also a symbolic term designating the production of a normative definition of Woman, whose signs are “the enclosed body, the closed mouth, and the locked house;” rigidly finished, she is the property of her father or of her husband. This course examines the way contemporary historical novels set in the seventeenth century – especially narratives written by women – question, reconfigure, re-map, or disrupt this complex of the “enclosure” in an effort to “correct” the official historical record and to (re)write women’s social history (or rather, one had better say, histories). Consistent with the historians’ awareness that we always represent the past through the lenses of our present determinations, the early modern episteme of the “enclosure” is recontextualized, by the writers we are going to focus on, in a contemporary socio-economic context animated by feminist debates, Marxist critiques of capitalism, and methodological revisions in historiography. Along with theoretical texts by Michel Foucault, Judith Butler, Toril Moi, Donna Haraway, Catherine Belsey, Gillian Beer, Peter Stallybrass, Patricia Parker, and others, we will read novels like Virginia Woolf’s Orlando, Jeanette Winterson’s Sexing the Cherry, Eva Figes’s The Tree of Knowledge or Bharati Mukherjee’s The Holder of the World. We will pay special attention to the “restorative” project at the core of these novels, to the way they upset the boundaries of enclosures, reconfiguring thus the politics of gender. Stan

WOMENST 150S Diva Citizenship: (Re)Presenting the Female/Feminist Subject. This hybrid critical creative writing course will familiarize students with a makeshift canon of contemporary American (where “America” geographically and socio-economically extends beyond the U.S. borders) female and, often feminist, poetry, performance, visual culture, and inevitable variations of and on these genres. It will address a variety of topics generated by the readings and the students’ own creations. Possible departure points of discussion include: the perils and pleasures of self-representation, identity politics, the responsibilities and obligations of (cultural) citizenship, the relationship between “the political” and “the aesthetic,” and
anxieties/ectasies of influence. Put differently, this seminar will require that its participants pose/perform questions such as: does the aesthetic make a difference in the world in which we live? Is it possible to speak of “women’s writing, art, cultural production,” etc., or is the gendering of genre problematic? How do we represent citizenship imaginatively, accentuating the category’s utopic possibilities? Probable authors/artists/public figures from whom we will glean inspiration include Harriet Jacobs, Emily Dickinson, Gertrude Stein, Frida Kahlo, Sylvia Plath, Lynne Cheney, Elizabeth Bishop, Rosario Castellanos, Hortense Spillers, Lauren Berlant, Anita Hill, Adrienne Rich, Audre Lorde, Barbara Kruger, Ana Mendieta, Gloria Anzaldúa and Cherrie Moraga, Adrian Piper, the Guerrilla Girls, Laurie Anderson, the Axis of Eve, Toni Morrison, Rigoberta Menchú, Anna Deavere Smith, Donna Haraway, Sadie Benning, Cindy Sherman, Teresa Hak Kyung Cha, Gayatri Chakravorty Spivak, Harryette Mullen, and Jesusa Rodriguez and Liliana Felipe. Carroll

Term II

ENGLISH 26S Literature at Sea. In this course, we will read literature that takes place at sea, on oceans, and across rivers. Using the figure of the waterway as both a provocative metaphor and a productive geography, this course will examine imaginings of water and waterways in American literature. From early explorers (Christopher Columbus) to recent adventurers (Deliverance), we will see what being ungrounded does to a sense of place and self. Our readings survey American literature, and will include Twain, narratives from early explorers, Chopin, Hemingway, Melville, Morrison, Columbus, Equiano, and Poe. As we consider the violence, the play, the uncertainty, and the possibility that fill these depictions, we will find how fluid spaces move us to examine the locations and anchors of identity. Coats

ENGLISH 90BS The End of the World as We Know It: Hybridity, Nativism, and Apocalyptic Fears at the Fin de Siècle. Oscar Wilde once pondered, “why does fin de siècle always feel like fin du globe?” At the turn of the last century, the changes wrought by an increasingly ethnicized landscape both in England and America led to fears that the Anglo Saxon race would be wiped out, and that cultural hybridity would only promise to wreak cultural havoc, and ultimately, cultural demise. From the growing instability of the British Empire due to insurrection movements in the colonies and fears of disease and miscegenation at home, to anxieties about immigrant bodies on American soil; from Darwin’s theory of evolution and the rise of eugenics, to the migration of freed American ex-slaves into northern urban centers – the faces and landscape of the West were changing, and the threat of these changes, and these ‘other’ beings, led to an overwhelming sentiment of exclusion, bred (in part) from a nostalgic yearning for a simpler, more structured, and easily recognizable cultural past. This anxiety was played out most sensationelly in the literature of the period, with manimals, hybrid beasts, and abhumans prowling the streets of London, New York, and beyond in the fiction of the day. In this course, we will examine the anxieties behind this sensational fiction with a thorough look at the societal, political, and scientific advances which fed this hysteria. Texts will include H.G. Wells’s The Island of Doctor Moreau, Robert Louis Stevenson’s Dr. Jekyll and Mr. Hyde, Richard Marsh’s The Beetle, Frank Norris’s McTeague, Jessie Fauset’s Plum Bun, Idanna Pucci’s The Trials of Maria Barbella, and selections from Darwin’s The Descent of Man. Farooq

ENGLISH 90BS Middle Ages Through the Ages: Appropriations of Medieval Literature. This class will explore both British and American fascination with the Middle Ages through various eras and will question the political, moral, instructional, and aesthetic motivations behind an enduring fascination with the medieval period. In order to examine the Middle Ages through the ages we will first familiarize ourselves with a pre-fifteenth-century text and then read it alongside a later retelling in order to reveal how subsequent literatures have copied, changed, valorized, or denigrated the medieval period and how they have
downplayed, amplified, or altered the original texts with diverse purposes and effects. We will consider early Tudor writers who used medieval texts to substantiate their political rule, Victorian writers who question capitalism by way of feudalism, and modern writers who interrogate depictions of women in medieval literature. We will complement our study of texts with other media such as film, computer games, and money making ventures such as “Medieval Times.” *Hersh*

**ENGLISH 101A Introduction to Film.** See description for LIT 110 below. *Neumann*

**ENGLISH 139ES Stuff and Nonsense.** This course surveys nineteenth- and twentieth-century nonsense literature, from children’s books to automatic writing, Dada, and aleatory art of the 1950s and beyond. We will discuss the possible uses of nonsense literature – investigation of the unconscious, political allegory, generic parody, etc. Topics for discussion will begin with and expand outward from: form and content, interpretation and evaluation, translation and adaptation, the avant-garde and popular culture, allegory, genre, and intertextuality. We will read texts by Lewis Carroll, Edward Lear, Mervyn Peake, Samuel Beckett, Gertrude Stein, Tristan Tsara, Velimir Khlebnikov, Eugene Ionesco, Louis Zukofsky, Lyn Hejinian, Jackson Mac Low, and John Cage. *Fitzpatrick*

**FVD 130 Introduction to Film.** See description for LIT 110 below. *Neumann*

**HISTORY 106S Cold War America: Politics, Culture, and Civil Rights.** In this seminar we will investigate the various forms that the Cold War took in the U.S. between 1947 and 1989. We will pay particular attention to the ways in which the Cold War imperative seemed to be bound up with a domestic culture of conformity that stifled dissent and restricted the variety of political and cultural expression through its domestic manifestation of anticommunism. Looking at contemporary literature, film, art, photography, music, and also subsequent historiography, we will explore if these traditional notions of 1950s politics and culture were actually accurate. Just as importantly, we will then pursue our investigation into the 1960s and ask if it still makes sense to talk about Cold War culture and domestic politics during these periods. In this context, we will explore how the civil rights movement, the New Left and New Right, feminism, Christian conservatism, and the culture wars were linked to the Cold War paradigm. *Franzius*

**LIT 110 Introduction to Film.** In this course we will survey the history of both the practices and theories of cinema from the silent era to the present. The course will be more or less focused on films from a single genre – Horror – which we will dissect to see how the cinematic medium creates its effects, and how the medium and the effects have ‘evolved’ over the last century. We will also read extensively in the criticism and theory of film and examine how the discourse of film studies has similarly developed over that time. *Neumann*

**LIT 115 Taxi Drivers as Guides to the Underworld in Contemporary Film.** This course centers on the figure of the taxi driver in contemporary cinema. From Scorsese’s classic *Taxi Driver* (1976) to Mann’s recent blockbuster *Collateral* (2004), films are fascinated with the enigmatic man or woman behind the wheel. What drives this interest? What does the taxi driver allow viewers to see that otherwise they could not? What kinds of stories does the taxi driver hear and tell? One question is of particular interest: what about the figure of the taxi driver makes possible an exploration of the seedy, hidden, and unspeakable underbelly of the city? During this course we will watch films about taxi drivers from around the world: US, UK, Argentina, Spain, Russia, Japan, and Indonesia. We seek to zoom in on the obsession with taxi drivers, identifying what problems contemporary filmmakers pose (narrative and filmic), what dependencies they demonstrate, and what kinds of politics (gendered, nationalist, ethnic) they espouse. Though we do not assume that a single “taxi driver” genre of films exists (maybe a sub genre?), we will try to identify a constellation of themes that arise in taxi driver narratives as well explore the filmic language(s) employed to
tell the stories of taxi drivers. In short, students in this course will be interested to discover why and how the taxi driver has been such a loaded site for filmic production. On the way, we might discover a new way to watch movies. Warren

LIT 131 Comic Books and American Culture. This course is divided into several units, the first introducing formal concerns about the medium of comics and presenting basic formal terminology particular to comics. The second unit is comprised of a basic history (weighted heavily toward comics published in the U.S.), along with considerations of genre – in particular superhero comics, but also western, sci-fi, horror, romance, crime, and “funny animal” comics. The third unit focuses on independent comics from the 1960s to the present, and introduces the question of fan culture through critical essays on subculture and examinations of letter columns, comic-related zines, webzines, and alternative distribution networks. The fourth and final unit, building from some of the concepts and issues raised through the study of cultural and subcultural formation in the previous unit, is then the most explicitly culture studies portion of the course, and involves asking questions about the roles of the usual bag of issues – race and ethnicity, gender, sexuality, disability, etc. – through select comic texts, as well as examining the potential political implications of the recent slew of forays into historical, journalistic, and (auto)biographical writing – not just the not-so-recent but much taught *Maus*, but also Marjane Satrapi’s *Persepolis* and Joe Sacco’s books on Palestine and Bosnia. Ruch

LIT 151 Literary Modernism: Texts of Desire. If one were searching for the modern way of thinking subjectivity, "desire" would appear to be the notion that explains it. Freudian psychoanalysis sees it as a sexual energy prior to any identity that is constitutive of any configuration of self by virtue of this quality. It also relates it to a psychic unconsciousness as the stage where desire is represented and which expresses these unconscious desires in the works of consciousness. Psychoanalysis naturally turns to the psychology of the author when it is interested in the literary work, on whose body the unconscious structures are expressed. *Anti-Oedipus*, the outcome of a collaboration between a philosopher and a psychoanalyst, G. Deleuze and F. Guattari, raised a substantial critique of this theatrical and expressive paradigm of the unconscious, replacing it with that of production. In this productive paradigm of the unconscious, desire becomes co-extensive with a social field. Accordingly, the literary work becomes the concrete research product of desire that invests a geographical-historical field, rather than the projection of deep psychic structures. This course aims to question and evaluate examples of literary modernism with methodological insights gained through such a comparison. It is organized at two levels. A theoretical level aims to introduce students to the conceptual framework of both Freudian psychoanalysis and the work of Deleuze and Guattari, including related topics and authors to its discussion. The second level consists in readings of literary works from authors such as D.H. Lawrence, J. M. Coetzee, Kafka, Marguerite Duras, Malcolm Lowry, and Beckett from perspectives afforded by the work of Deleuze and Guattari, whose program is named schizoanalysis by the authors. We will especially choose those works, by authors in our literary list, in which love, the life of the couple, and conjugal or solitary love are predominant, in order better to take stock of our distance from psychoanalysis, these being the privileged topics and areas of psychoanalysis. Instead of approaching with a psychoanalytic theory of love and desire, we will investigate the theories these works give us about love and desire, whatever these can be and in whatever way they do this. Eken

PHIL 195 Philosophy, Science and Naturalism. Roughly since the end of the fifteenth century of the Christian era, the development of the sciences has been tremendous, most visible in the development of the technologies in transportation, weaponry, or the available medical treatments. We will look at this development of the sciences from a particular angle: its impact on philosophy. We will start with a glance at perhaps the founder of modern
philosophy (Descartes), but we will focus on what could be taken as the aftershock in philosophy of the advance of science: naturalism. Naturalism has a variety of interpretations and ways of understanding what it is. We will consider several applications of a naturalistic stance within and without philosophy. Particular attention will be paid to what could be a naturalist attitude in the social sciences, such as economics. Palma

**PSY 170MS Women and Mental Illness in Literature.** This course will provide students with an opportunity to explore the role of the mentally ill woman in literature of the late nineteenth and twentieth centuries. Using both fictional and autobiographical accounts of illness, as well as psychological theory, students will critique the material and address questions such as the following: How does the prevailing culture of the time influence the conceptualization of mental illness and how does this interplay between culture and practice influence women? How can the female experience best be integrated into the practice of psychology? Are there differences between the portrayal of women in literature and the first-hand descriptions of illness written by those afflicted? Drawing on diverse perspectives including feminist theory, psychoanalytic theory, and the medical model, students will address these questions through the study of portrayals of mentally ill women in novels, stories, and poetry. The course will require a fair amount of reading and participation is necessary, as classes will be largely based on discussion. Mariaskin

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

**RELIGION 185S Christianity, Money and Capitalism.** The relationship between Western Christianity and money has often been an uneasy one. While many of the sayings of Jesus seem quite clear with regard to the dangers of wealth and the benefits of poverty, later Christians have seen fit to qualify these teachings. As of the twenty-first century, capitalism is often seen in the United States as the most Christian of economic systems precisely because it allows for the accumulation of wealth among those with the right “work ethic”. In this course students will gain a historical perspective on the relationship between Christianity and capitalism through selected readings in both theology (including Aquinas, Luther, Calvin, Ruether, Gutierrez, and Catholic social encyclicals) and political economy (including Smith, Malthus, Marx, Friedman, McCloskey, and Becker). Secondary sources will include Weber’s *Protestant Ethic and the Spirit of Capitalism* and D. Stephen Long’s *Divine Economy*, and we will also seek examples of the current day conversation in the media and pop culture. Blanchard

**RELIGION 185S The Crusades.** From 1096-1270, Western Christendom conducted a series of military campaigns that had as their apparent goal the recapture of Palestine from its Muslim inhabitants, but which led, in many cases, to the wholesale slaughter of Jewish, Muslim, and even Christian communities. While these Crusades were promoted as holy causes, they led to two centuries of bloodshed that redefined what Christianity saw as acceptable warfare. Using chronicles from the time of the Crusades and recent scholarship,
this class will explore the social, political, ethical, and religious dimensions of these wars that have affected Muslim-Christian and Jewish-Christian relations to this day. Crites

RELIGION 185S Ethics, Religion and the Construction of the Family. Why do many people in America regard marriage and family as a dimension of "religion" or "religious experience"? Why is marriage such a big deal for many people? And how do constructions of gender and sex relate to both religion and construction of the family? In this course we will examine specific constructions of families and persons involved in those families. We will see how family, gender and gendered roles, and religion intersect with each other. We will also explore ethics in relation to family and religion. Bennett

THEATRST 171 Introduction to Film. See description for LIT 110 above. Neumann

WOMENST 150S A History of Youth Culture in Twentieth-Century United States. We will begin this course by looking at definitions of the terms "youth" and "culture," and laying out what we think a historical study of youth culture should entail. We will then embark on an overview of U.S. youth cultures in the context of the major economic, technological, and political changes of the past century. These youth cultures sometimes formed around adult-run groups and activities, sometimes originated among young people themselves, and sometimes existed as a hybrid. Examples include: school sports teams, the Boy and Girl Scouts, movie star or music fan clubs, political groups such as the "Brown Berets," patrons of specific leisure/social spaces such as clubkids and skateboarders, and groups centered on artistic creation such as musicians, dancers, and writers. In the latter half of the course we will undertake a detailed consideration of the youth cultures surrounding rock and roll in the 1950s and 1960s – cultures which formed around Dance Halls, roller rinks, TV shows such as "American Bandstand," and around music starts or groups such as the Supremes, Elvis, and the Beatles. Fenn

WOMENST 150S Global Feminism, Citizenship, and the Law. Beginning with the foundational text of the Declaration of the Rights of Women, we will trace how feminists have made use of the law and legal theory to achieve emancipatory projects, changing the way in which social formations are understood as legal categories. Students will gain a strong understanding of the history of international law and the role of the United States in the formation of international legal institutions. Students will also become well-versed in the role of gender in the legal traditions of the "Third World" by studying attempts by feminists to create transnational global coalitions. We will trace the history of the rights and obligations understood as “citizenship” in a global framework by focusing on various local movements aimed at increasing women’s access to political power such as initiatives to change the meaning of “rights” and strategies for countering institutions that reinforce global economic inequality between women of the First and Third Worlds. Instead of constructing a uniform concept of a “global feminism” we will produce a model of a heterogeneous feminist engagement with legal traditions by asking two primary questions: Is the idea of an international law the best solution to the problems of gender oppression in all of its forms? What role do particularly powerful nation-states play in the construction of international legal norms, and is this role itself egalitarian or does it run contrary to the goals of feminist liberation? By looking at the variety of approaches and methods of ending gender inequality, we will continually pose the question: is the law, in particular, the best site for feminists to achieve the goals of their own emancipatory projects or is the law ultimately limited by its history in the development of a particular nation-state? Texts will include work by Mary Wollstonecraft, Alexandra Kollontai, Angela Davis, Cynthia Enloe, Martha Nussbaum, Ruth Lister, Janet Halley, Carole Pateman, May Joseph, Buchi Emecheta, Barbara Cruikshank, Gayatri Chakravorty Spivak, Rajeswari Sunder Rajan, and Rhacel Parrenas. Kasibhatla
“There is a more intimate feeling on campus, and the classes have a feeling of camaraderie to them.”

(Student, Summer ’04)

Evening Courses

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

**Term I**

**BIOLOGY 174 Philosophy of Biology.** 5:00-7:05 p.m. Linquist
**ECON 83 Financial Accounting and Decision Making.** 5:00-7:05 p.m. Skender
**EDUC 118 Educational Psychology.** 5:00-7:05 p.m. Prillaman
**EDUC 140 The Psychology of Work.** 5:00-7:05 p.m. Ballantyne
**LIT 120B Filming Diaspora.** 6:00-8:05 p.m. Oruc
**LIT 123S Diva Citizenship: (Re)Presenting the Female/Feminist Subject.** 5:00-7:05 p.m. Carroll
**LIT 132 Skyscrapers, Shopping Centers, and Suburbia: Literature and the Politics of Space.** 5:00-7:05 p.m. Watson
**LIT 150 The Subject of Romanticism.** 5:00-7:05 p.m. Ostas
**LIT 151 Cyberpunk, Science Fiction, and Dystopia.** 5:00-7:05 p.m. Shewry
**PHIL 114 Philosophy of Biology.** 5:00-7:05 p.m. Linquist
**PHYSFEDU 15A.02A Weight Training.** 5:00-7:05 p.m. Falcone
**PHYSFEDU 15B.02B Weight Training.** 5:00-7:05 p.m. Falcone
**PHYSFEDU 150 Health, Fitness and Wellness.** 5:00-7:05 p.m. Stewart
**PSY 116 Social Psychology.** 5:00-7:05 p.m. Robinson
**PSY 131 Early Social Development.** 5:00-7:05 p.m. Butterly
**PSY 170P,S Mass Media and Mental Illness.** 5:00-7:05 p.m. Schneider
**SOCIO 106 Social Psychology.** 5:00-7:05 p.m. Robinson
**WOMENST 150S Diva Citizenship: (Re)Presenting the Female/Feminist Subject.** 5:00-7:05 p.m. Carroll

**Term II**

**LIT 115 Taxi Drivers as Guides to the Underworld in Contemporary Film.** 6:00-8:05 p.m. Warren
**LIT 151 Literary Modernism: Texts of Desire.** 5:00-7:05 p.m. Eken
**PHYSFEDU 15A.02A Weight Training.** 5:00-7:05 p.m. Falcone
**PHYSFEDU 15B.02A Weight Training.** 5:00-7:05 p.m. Falcone
**PSY 170M,S Women and Mental Illness in Literature.** 5:00-7:05 p.m. Mariaskin
**PSY 170P,S Mass Media and Mental Illness.** 5:00-7:05 p.m. Schneider
Study Abroad

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

Australia: Sydney, the Northern Territories and Queensland (June 16-July 30). Focusing on the biogeography and environmental history of Australia, this two course, six-week program is based at the University of New South Wales in Sydney. Beginning in the Northern Territories, the program travels to varied Australian locales and concludes on Lady Elliott Island on the Great Barrier Reef at the university's research facility and in the tropical rain forest of Northern Queensland. The first course is BIOLOGY 101 Biogeography in an Australian Context (NS, STS) taught by Department of Biology Professor Rytas Vilgalys. The second course will be selected by the students from five elective courses taught by faculty of the UNSW. Electives are: ECON 69 Australia and the Asia-Pacific Economies (SS, CCI); ENGLISH 26S Australian Literature: Imaging Australia (ALP); ENGLISH 142 Australian Film and Television Studies (ALP, CCI); HISTORY 100K Australia: The History and Culture of Sport (CCI, CZ); and HISTORY 100K Australian Environmental History (CCI, CZ). For further information, contact Professor Rytas Vilgalys, Department of Biology, 354 Biological Sciences Bldg., Box 90338, Durham, NC 27708-0338 (Tel.: 919/660-7361, E-mail: fungi@duke.edu).

Brazil: Rio de Janeiro (mid-May-late June). Offered jointly by the Office of Study Abroad and the Department of Romance Studies, and based in Rio de Janeiro, this program will focus on intensive Portuguese language and Brazilian culture study. Directed by Professor Leslie Damasceno, the program will be six weeks in length, and will offer two courses, complemented by excursions. All participants will register for PORT 103 Conversational Brazilian Portuguese (CZ, FL, CCI, W), taught by Leslie Damasceno, Magda Silva, and staff. The second course is PORT 140S Brazilian Popular Culture (ALP, CZ, FL, CCI) taught in Portuguese by Professor Damasceno and guests. Graduate students may register for PORT 392S Topics in Contemporary Brazilian Culture and Society. For further information, contact Professor Leslie Damasceno, Department of Romance Studies, 107 Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-3138; E-mail: ljhd@duke.edu).

China: Beijing (June 9-August 7). This is a two course, nine-week intensive Chinese language program in Beijing in which students earn one year of Chinese-language credit at the intermediate or advanced level. Independent travel is possible during the program and there is an optional, guided ten-day study tour available after the program. Students live in dormitories. Prerequisite: one or more years of Chinese language instruction. For further information, contact Asian/Pacific Studies Institute, 2111 Campus Dr., Box 90411, Durham, NC 27708 (Tel.: 919/684-2604, china-abroad@duke.edu).


Program 1: Tropical Biology (May 30-June 28). Field-based, hands-on instruction of tropical biology will be provided in this four-week intensive summer program at the three OTS Costa Rican field stations – Las Cruces, Palo Verde, and La Selva – each located in a distinct ecosystem. Students must have completed one year of college-level biology. They will enroll in a one course credit laboratory course, BIOLOGY 134L Field Tropical Ecology (NS)
and live at the biological field stations. For further information, contact Rodney Vargas, Organization for Tropical Studies, 410 Swift Ave., Box 90630, Durham, NC 27708-0630 (Tel.: 919/684-5774, E-mail: rvargas@duke.edu).

Program 2: Field Ethnobiology (July 5-August 13). This popular program has recently expanded to a six-week undergraduate program offering a Spanish language course option as well as the original biology lab course. BIOLOGY 136L Plaintains, Iguanas and Shamans: An Introduction to Field Ethnobiology (NS, STS) involves the scientific study of the subsistence, medicinal, ceremonial, and aesthetic use of plants and animals by human societies. For the second course, students may elect either SPANISH 62 Intensive Study of Spanish (CZ, FL) or SPANISH 102 Advanced Intensive Spanish (CCI, FL) based on their language ability. Students will begin the program with lectures and demonstrations in San Jose, then travel into the field in southern Costa Rica. The Wilson Botanical Garden and Las Cruces Biological Station will be used as bases, with students conducting ethnobiological assessments at neighboring communities. Students must have completed one semester of college-level biology and one semester of Spanish or the equivalent. For additional information, contact Rodney Vargas, Organization for Tropical Studies, 410 Swift Ave., Box 90630, Durham, NC 27708-0630 (Tel. 919/684-5774, E-mail: rvargas@duke.edu).

England: London-Drama (July 3-August 13). Students will study drama in performance as they attend over twenty performances in a variety of both classic and new plays and musicals, in London and perhaps Stratford-upon-Avon. The courses are THEATRST 117S / ENGLISH 176BS Theater in London: Text (ALP) and THEATRST 151S / ENGLISH 176CS Theater in London: Performance (ALP). Classes are taught by Professor John Clum of Duke and a variety of well-known British actors, writers, and directors. The program is designed to meet the needs of both the novice with an interest in theater and the drama major. Accommodations are in a dormitory of University College London. For further information, contact Professor John Clum, Department of Theater Studies, 205 Bivins Bldg., Box 90680, Durham, NC 27708-0680 (Tel.: 919/660-3350, E-mail: jclum@duke.edu).

England: Oxford (early July-mid-August). 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 Shakespeare: Comic Visions, Dark Worlds (ALP); ENGLISH 132ES Victorian Fiction and Poetry (ALP); POLSCI 100LS / HISTORY 100MS The Making of Modern Britain (CCI, SS), and POLSCI 100LS Law and Liability: Personal Injury in Britain and the United States (CCI, SS). For further information, contact Professor Ian Baucom, Department of English, 305A Allen Bldg., Box 90015, Durham, NC 27708-0015 (Tel.: 919/681-7608, E-mail: ibaucom@duke.edu).

Flanders and The Netherlands: Ghent and Amsterdam (July 2-August 13). This two course, six-week, interactive program starts out in Ghent, Flanders, where students spend the first four weeks. The program then travels to Amsterdam, The Netherlands, for the final two weeks. The double course ARTHIST 158-159 or ARTHIST 241-242 History of Netherlandish Art and Visual Culture in a European Context (ALP, CCI, CZ) is taught by the Duke program director, Professor Hans J. Van Miegroet, with distinguished Dutch and Flemish guest professors. Participants explore numerous Dutch and Flemish cities, collections, museums, and sites. Accommodations are in hotels, where faculty also reside to enhance student-faculty interaction. For further information, contact Professor Hans J. Van Miegroet, Department of Art and Art History, 112 East Duke Bldg., Box 90764, Durham, NC 27708-0764 (Tel.: 919/684-2499, E-mail: hvm@duke.edu).

France: Paris (May 21-July 2). Paris is the stunning backdrop for this two course, six-week program focusing on French language and culture. Directed by Visiting Assistant Professor Deb Reisinger of the Romance Studies Department, the program is taught entirely in
French. The first course, FRENCH 137 *Aspects of Contemporary French Culture* (CCI, CZ, FL), poses cultural questions that are associated with contemporary France – French urbanism, mentalities, habits, and social rituals – as they appear to be different from American practices. The second course, FRENCH 143 *Aspects of French Literature* (ALP, CCI, FL), concentrates on single authors, genres, movements, or themes. Four semesters of college French or equivalent are required. Students are housed in an apartment hotel. For further information, contact Professor Deb Reisinger, Department of Romance Studies, 015A Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-8435, E-mail: debsreis@duke.edu).

**Germany: Bavaria** (May 17-June 30). Taught entirely in German by faculty of the University of Erlangen-Nürnberg, this two course, six-week program offers either GERMAN 63 *Accelerated Intermediate German* (FL) or GERMAN 150 *Advanced German: Composition, Conversation and Current Issues* (CCI, FL) as the first course, with GERMAN 153 *Aspects of German Culture* (CCI, CZ, FL) as the second course. All courses are taught in German and resources include audio, video, and computer-based materials. Students are housed with German families. For further information, contact Professor Helga Bessent, Department of Germanic Languages and Literature, 116F Old Chemistry Bldg., Box 90256, Durham, NC 27708-0256 (Tel.: 919/660-3172, E-mail: hwb@duke.edu).

**Ghana: Accra** (May 17-June 30). 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. Program director Professor Lee D. Baker of the Duke Department of Cultural Anthropology will teach CULANTH 100 / AAAS 102 *Anthropology of Contemporary West Africa* (CCI, R, SS) which explores the vibrancy of, and the anxieties surrounding, contemporary cultural and political life in West Africa. The second course, CULANTH 100 / SOCIOL 100 / AAAS 102 *Ghanaian Culture and Politics* (CCI, CZ, SS) is a comprehensive introduction to cultural, social, economic, and political facets of Ghanaian life, and is taught by talented Ghanaian faculty. Several field trips will complement course work. Accommodations will be with guest families and in hotels. For further information, contact Professor Lee D. Baker, Department of Cultural Anthropology, 114 Social Sciences Bldg., Box 90091, Durham, NC 27708-0091 (Tel.: 919/681-3263, E-mail: ldbaker@duke.edu).

**Greece: Athens and the Islands of the Aegean** (mid-May-mid-June). This four-week, one course program offers a study of the Classical Greeks’ pronounced emphasis on the rational aspect of human nature which enabled them to lay the foundations for subsequent intellectual developments in western thought. The Athenian Empire will serve as a case study for an investigation of the five major ancient ethical systems. PHIL 136 *Birth of Reason in Ancient Greece* (CCI, CZ, EI) is taught by 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 980743, Durham, NC 27708 (Tel.: 919/660-3052, E-mail: mtf@duke.edu).

**Italy: Rome** (May 19-June 19). Led by Professor Mary T. Boatwright of the Department of Classical Studies, this one course, four-week program explores the history and culture of Rome, and includes visits to historical sites and museums, walking lectures, and readings. The course CLST 145 / ARTHIST 126A / HISTORY 100U *Rome: History of the City* (ALP, CCI, CZ) examines the history of the city of Rome concentrating on antiquity and its effect on subsequent urban development. About a week will be spent visiting Pompeii, Herculaneum, Cumae and Paestum. Taught in English. Dormitory accommodations are in the Intercollegiate Center for Classical Studies in Rome and the Villa Vergiliana near Naples. For further information, contact Professor Mary T. Boatwright, Department of Classical Studies, 231 Allen Bldg., Box 90103, Durham, NC 27708-0103 (Tel.: 919/684-4262, E-mail: tboat@duke.edu).
**Italy: Venice** (May 21-July 2). This two course, six-week program, taught in English, concentrates on the development of Venetian civilization against the background of earlier, dominant Mediterranean cultures. Literary texts with a Venetian setting will be interpreted. Directed by Department of English Professor Marianna Torgovnick, the program also examines a retrospect of sixteenth-century art, sculpture, and architecture – considered the Golden Age of Venetian art. Extensive museum, church, and archaeological site touring will enhance course lectures and readings. Students live in the dormitories of Venice International University on San Servolo Island. For further information, contact Professor Marianna Torgovnick, Department of English, 323 Allen Bldg., Box 90015, Durham, NC 27708-0015 (Tel.: 919/684-2165, E-mail: tor@nc.rr.com).

**Mexico: Puebla** (May 20-July 2). New for 2005! Students will now be able to take elementary and intermediate Spanish courses abroad. SPANISH 13 *Intensive Elementary Spanish Institute in Mexico* (FL) combines coursework currently offered at Duke in Spanish 1 and 2. SPANISH 16 *Intensive Intermediate Spanish Institute* (CZ, FL) will cover material now included in Spanish 63 and 76. Immersion into Mexican society will be enhanced by increased exposure to language and Hispanic culture. Excursions to the famous archaeological sites at Oaxaca, Yohualichan, and Teotihuacan, along with museum exhibits, “Las Brisas” waterfall, and entrance to “El Tule”, complement the program. For further information, contact Professor Joan Clifford, Department of Romance Studies, 04 Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-3109, E-mail: jcliffor@duke.edu).

**Russian Republic: St. Petersburg** (early May-late June). 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 suggested; however, beginning students may also be accepted, depending upon the number of participants. Students are housed either in an apartment hotel or with families. For further information, contact the program director Professor Edna Andrews, Department of Slavic Languages and Literatures, 314 Languages Bldg., Box 90259, Durham, NC 27708-0259 (Tel.: 919/660-3140, E-mail: eda@duke.edu).

**South Africa: Gauteng Province** (mid-May-late June). The Department of Biological Anthropology and Anatomy offers a two course, six-week, field study program in the Cradle of Humankind, a World Heritage Site in Gauteng Province. Students will experience paleoanthropology first-hand and discover the natural history of southern Africa by conducting excavations at the site of Plover’s Lake; explore wildlife and ecology while living on a game reserve in the Magaliesburg Mountains; visit important fossil sites; view original fossils – the Taung baby and “Mrs. Ples” – in their respective museum collections; and explore various biomes during excursions to Sandanha Bay, Cape Town, and the Cape of Good Hope. Students enroll in BAA 102L *Paleoanthropological Field Methods* (NS, R) and BAA 101L *Quaternary Prehistory of Southern Africa* (NS, R) (prerequisite is BAA 093). For further information, contact the program director, Professor Steven Churchill, Department of Biological Anthropology and Anatomy, 04 Biological Sciences Bldg., Box 90383, Durham, NC 27708-0383 (Tel.: 919/660-7388, E-mail: churchy@duke.edu).

**Spain: Barcelona** (May 30-July 16). A two course, six-week language program held at the prestigious Universitat Pompeu Fabra in Barcelona. Taught entirely in Spanish under the direction of Department of Romance Studies Professor Teresa Vilarós, the program will focus on the Catalan culture of this cosmopolitan city. Students must be at the advanced language level with at least one course taken in Spanish at the 100-level. One course, SPANISH 142S *Literatura en Cataluña* (ALP, CCI, FL), will be taught by Professor Vilarós; the second course, SPANISH 133S *Sociedad y Territorio* (CCI, CZ, FL), will be taught by UPF faculty. Excursions around Catalonia will focus on its multicultural heritage, art, and architecture.
Students will be housed in an apartment hotel. For further information, contact Professor Teresa Vilarós, Department of Romance Studies, 217A Languages Bldg., Box 90257, Durham, NC 27708 (Tel. 919/660-3108, E-mail: teresa.vilaros@duke.edu).

**Spain: Madrid** (May 30-July 16). 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 137 *Modern and Contemporary Spanish History, Art, and Literature* (CZ, FL) and SPANISH 141 *Early Modern Spain, 16-18th Centuries* (CCI, CZ, FL, IAA). Both courses are taught in Spanish. The program is notably rich in its field trips, including visits to Córdoba, Granada, Salamanca, and Segovia. Four semesters of college-level Spanish or the equivalent are required. Students are housed with carefully selected Spanish families. For further information, contact Professor Alberto Moreiras, Department of Romance Studies, Department of Romance Studies, 233 Franklin Center, Box 90406, Durham, NC 27708-0406 (Tel.: 919/660-1950, E-mail: alberto.moreiras@duke.edu).

**Switzerland: Geneva** (July 2-August 13). 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 PHIL 137 *Political Philosophy of Globalization* (CCI, CZ, EI, SS). Cross-listed as POLSCI 152 and PUBPOL 104, this course 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 MMS 100 *International Management* (CCI, SS) taught by visiting lecturer and program co-director Professor Martha Reeves. This course fulfills the MMS certificate requirements. 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 1-July 30). New for 2005! Istanbul has been a major center to all three religions of the Judeo-Christian-Islamic tradition for centuries. As the only city located between Asia and Europe, and capital of the Roman, Byzantine, and Ottoman Empires as well as modern Turkey, it is the setting for our newest four-week, one course summer program. PHIL 195 *Thinking About God: The Nature of Religious Belief at the Crossroads of Judaism, Christianity, and Islam* (CCI, CZ, EI) is taught by Professor Güven Güzeldere of the Department of Philosophy. The course will provide an analytical examination of the bases for belief in God and the possibility of an afterlife, the relation between faith and reason, and interrelated issues concerning the justification for and the content of religious belief. We will also briefly consider the similarities and differences on these issues among Judaism, Christianity, and Islam. For further information, contact Professor Güven Güzeldere, Department of Philosophy, 210 West Duke Bldg., Box 90743, Durham, NC 27708-0743 (Tel.: 919/660-3068, E-mail: guven.guzeldere@duke.edu).
“You have the ability to focus on one or two subjects very intensively with a lot of individual attention from great instructors.”

(Student, Summer '04)

Course Descriptions and Synopses

Every course has an official description of one or two 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, 2004-2005 (available on the web at http://registrar.duke.edu/bulletins/Undergraduate/). Course descriptions are also available on ACES web. See http://www.siss.duke.edu/Schedule/. Select an academic term, then a subject area. The course description will appear after clicking on a specific course number.

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

Curriculum Codes

Duke students should give attention to the Curriculum codes attached to each course number. To view the screen on which the Curriculum codes appear, go to http://www.siss.duke.edu/Schedule/. Select an academic term, then a subject area, then a specific course number. Position the cursor over “info” to view the Curriculum codes associated with that course.

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 you are responsible for knowing these requirements when you register.
# Buildings

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

**East Campus**
- West Duke Building
- Carr Building
- Museum
- East Duke Building
- Biddle Music Building
- Bivins Building
- Art Building
- The Ark
- Brodie Recreation Center
- Lilly Library
- Baldwin Auditorium
- East Campus Union
- The Bishop’s House
- Branson Theater

**West Campus**
- Duke Chapel
- Gray Building
- Perkins Library
- Foreign Languages
- Old Chemistry
- Divinity
- Sociology-Psychology
- Social Sciences
- Bryan Center
- Union Building
- Card Gymnasium
- International Studies Center
- Sanford Institute
- Study Abroad
- Ctr. for Engineering Education
- Asian/African Languages
- Hudson Hall
- Ctr. For Engineering Education
- Physics
- Allen Building
- North Building
- Biological Sciences
- Gross Chemical Lab
- Teer Engineering
- Levine Research Center

**Medical Center**
- Davison Building
- Jones Building
- Sands Building
- Bryan Research Building
- School of Nursing
- Medical Science Research Building
- Nanaline H. Duke Building
Schedule of Classes

Class Meetings. Daytime Summer Session classes generally meet Monday through Friday each week. Evening classes (beginning at 5:00 p.m.) 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 Term I in 2005, but no scheduled reading day in Term II due to observance of Independence Day.

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Final Examination Schedule

June 29 Wednesday Term I Final Examinations begin.
Period: Examination time:
4 9:00 a.m. - 12:00 noon
3 2:00 p.m. - 5:00 p.m.
1, 7, 8 7:00 p.m. - 10:00 p.m.

June 30 Thursday Term I Final Examinations continue.
Period: Examination time:
2 9:00 a.m. - 12:00 noon
5 2:00 p.m. - 5:00 p.m.
6, 9 7:00 p.m. - 10:00 p.m.

August 12 Friday Term II Final Examinations begin.
Period: Examination time:
4 9:00 a.m. - 12:00 noon
3 2:00 p.m. - 5:00 p.m.
1, 7, 8 7:00 p.m. - 10:00 p.m.

August 13 Saturday Term II Final Examinations continue.
Period: Examination time:
2 9:00 a.m. - 12:00 noon
5 2:00 p.m. - 5:00 p.m.
6, 9 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. Any deviation from this examination schedule must be approved by the dean of 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. [ ] Dr.

first    middle initial    last name

Social Security Number: -- -- -- Citizenship: ____________________________

Date of Birth: ____________________________  Sex: ____________________________

Current Mailing Address:

street city state zip code

Telephone: (   ) Fax: (   )

Email address: ____________________________________________

Permanent Address:

street city state zip code

Telephone: (   )

Next of Kin:

name relation

Address:

street city state zip code

Telephone: (   ) Fax: (   )

Email address: ____________________________________________
Please register me for the following course(s).

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**Term I**

**Term II**

1. **Are you currently enrolled as a college student?**
   [ ] Yes (name, city, and state of the institution):
   [ ] No
   Are you a candidate for a degree? [ ] No [ ] Yes, type: _______
   Expected date of graduation: _______
   Are you on- or, have you even been on- any type of academic or disciplinary probation at the
   above institution? [ ] No [ ] Yes
   If yes, explain: _______

2. **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 on any type of academic or disciplinary probation at the time you left any of the institu-
   tions above? [ ] No [ ] Yes. If yes, explain: _______

3. **I have been accepted to begin my college education this fall at**
   _____________________________
   (Please attach a copy of your admissions offer.)

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